

**University Senate Meeting
December 5, 2022
WebEx Virtual Meeting**

Call to Order

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

1. Approval of Minutes

- November 7, 2022, University Senate meeting
The minutes of the meeting were approved as distributed.
- November 14, 2022, University Senate Special meeting
The minutes of this meeting were amended and approved.

2. Report of the President

Attachment #1

Presented by President Radenka Maric

President **Maric** presented "Students First, Excellence Always, Huskies Forever".

- Senator **Morrell** asked about an e-mail from the provost regarding a major change to faculty pay and compensation especially related to Winter and May Intersessions. Provost **D'alleva** responded that the office was issuing guidance according to the usual procedures on what they believed to be settled points. She noted there have been questions related to the email and she will be providing some clarification on these matters soon.
- Senator **Gordina** asked about the previous priority of raising research funds to ask if this is still a priority of the University for measuring research excellence. President **Maric** stated that research excellence is still a priority.

3. Report of the Senate Executive Committee

Attachment #2

Presented by SEC Chair Del Siegle

4. Consent Agenda Items:

Attachment #3

Report of the Curricula and Courses Committee

By voice vote, the consent agenda passed unanimously.

5. Report from the UConn Library

Attachment #4

Presented by Anne Langley, Dean of the UConn Library

Dean **Langley** presented "UConn Library, University Senate Report."

- **Senator Keilty** suggested resending the LibQUAL+ Survey after the Fall finals to increase student responses.
- **Senator Eigsti** asked for clarification on the Library Tool Kit and Dean **Langley** stated that it is useful for branding when doing open education resources, such as an open education book or holding an open access event.
- Senator **Dormidontova** asked about the future of journals at the University as it is causing delays. Dean **Langley** explained the change in federal funding and its impacts. The University Library is providing what is needed when it is needed and saves the University and researchers a significant amount of money. The University Library has heard concerns and has tried to address them. Further feedback via the Future of Journals website is welcome.
- Senator **Burke** echoed concerns about the future of journals and wondered how this varies among disciplines. She shared that the last update on the website was January 2021 and was wondering if there was any data regarding the impact on the University. Dean **Langley** stated that the library is in the process of updating the website.
- Senator **Coundouriotis** raised some concerns about the difficulty in the ability to search and review journals. Dean **Langley** responded the UConn Library is working to be as responsive and supportive as it can within the limits of its budget.
- Senator **Gordina** asked about OER resources noting that it appears that bundle subscriptions are being canceled. At the same time, the University is subscribing to book bundles for students, which may undermine the initiative. Dean **Langley** stated the textbook bundling was initiated by the students themselves. The University worked hard to create a contract that was the most advantageous to students and signed a one-year agreement.
- Senator **Jockusch** acknowledged that the current system isn't working well and the library staffing level is very low. However, the cost of open access as a replacement for what was previously available still needs to be addressed. Dean **Langley** stated that this is a funding matter that needs to be addressed by the administration.

6. Reaffirming UConn's Commitment to Diversity in Admissions:

UConn's Response to the U.S. Supreme Court Case (SFFA v. Harvard & UNC)

Presented by Nathan Fuerst, VP of Enrollment Planning & Management, and

Professor Preston Green

Attachment #5

7. New Business

No new business

8. Adjournment

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

Senator **Eigsti** seconded.

The motion passed unanimously.

The meeting was adjourned at 5:28 p.m.

Respectfully Submitted,
Christine S. North
Secretary of the University Senate, 2022-2023

SENATE EXECUTIVE COMMITTEE

Del Siegle, Chair

Usman Ali

Laura Burton

Jason Chang

Kate Fuller

Joe MacDougald

Margaret Rubega

Manuela Wagner

Pam Bramble

Gabrielle Corso

Marisa Chrysochoou

Mason Holland

Carl Rivers

Peter Spinelli

The following University Senate members were absent from the December 5, 2022 meeting:

Bayulgen, Oksan

Bradford, Michael

Chang, Jason

Deibler, Cora Lynn

Engler, Abbey

Hanzlik, Louis

Holle, Lisa

O'Neill, Rachel

Shor, Leslie

Spinelli, Peter

Zurolo, Mark

Bogner, Robin

Chandy, John

Coulter, Robin

Elsaesser, Caitlin

Gilbert, Michael

Heumann, Micah

Madaus, Joseph

Ouimet, Eleanor

Smith, Alexia

Zane, Sherry

STUDENTS FIRST, EXCELLENCE ALWAYS, HUSKIES FOREVER



Week of Welcome move-in day, August 26, 2022.

Dr. Radenka Maric

UConn

WHO ARE WE?

**It's simple enough,
UConn is a great
university.**

But we're more than that. A top-ranked research institution, with campuses and staff across Connecticut, built to inspire the global community that is UConn Nation. UConn's talented students exceed expectations. Our expert researchers, faculty, and alumni drive Creativity, Innovation, and Entrepreneurship (CIE) for a better tomorrow. We fuel the state's economy and are committed to inclusion and benefiting the greater good. This is UConn.



The field hockey team at the season opener against UMass Lowell, Aug. 2022



Medical students in the Clinical Simulation Lab, UConn Health. Sept. 2022



U.S. Secretary of Education Miguel Cardona, '01 MA, '04 6th Year, '11 Ed.D., '12 ELP, visits UConn, Sept. 2022

UCONN

Students first, UConn always, Huskies forever.



UConn is New England's leading public land grant research university

Vision:

UConn strives to be a place where all students become fully prepared for their life journeys.

Mission:

To recruit and retain a committed ecosystem of faculty, researchers, staff, donors, alumni, and government leaders who support and contribute to a world-class educational experience for our students that prepares them for life's challenges and opportunities.

Brand Promise:

A UConn education empowers students by developing their skills in creativity, innovation, entrepreneurship, financial literacy, and emotional intelligence. Students explore their career trajectories in a caring community with a global mindset.

UConn

UConn is in Demand

Demand for a UConn education is strong and quality of first-year student class is highly competitive.

First-year application trends continue to rise to over **43,000** for about **5,800** seats in 2022.

1050
National
mean SAT

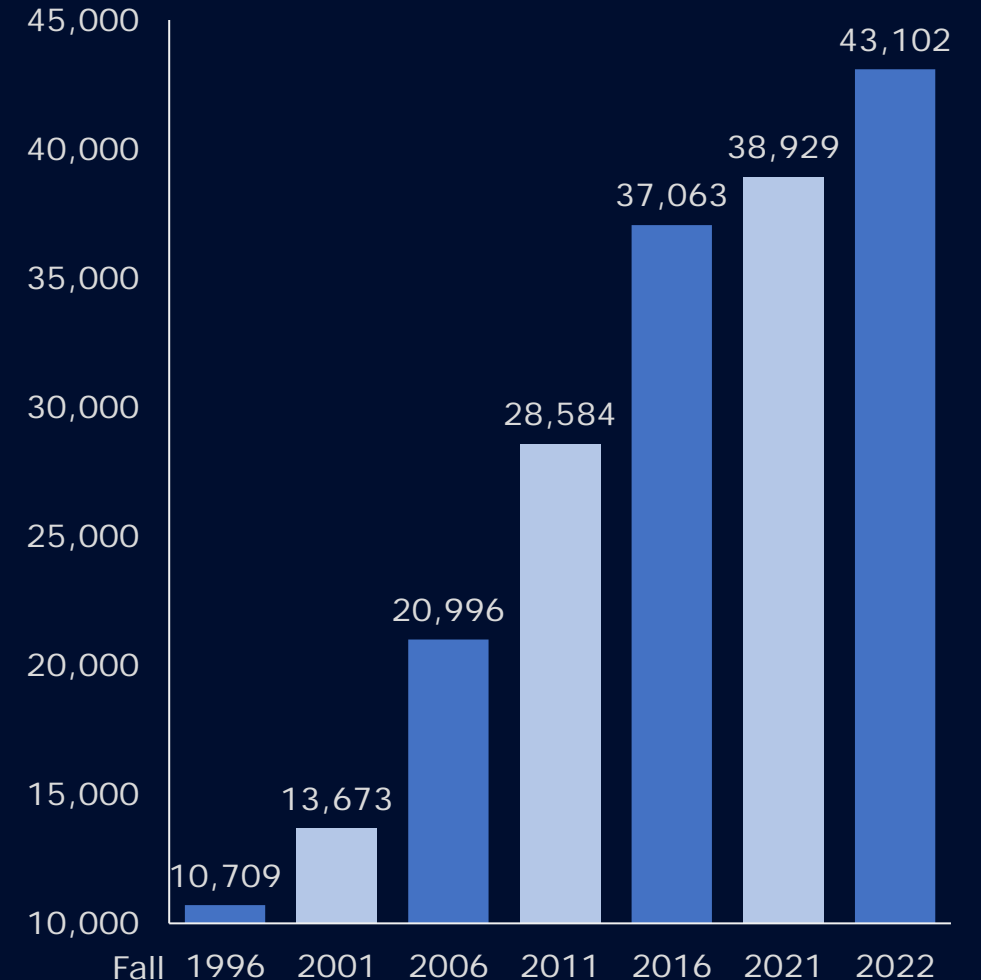
1025
Connecticut
mean SAT

Applications at all campuses have increased **302%** since fall 1996 and **51%** since 2011.

1315 mean SAT* scores of Storrs Campus entering first-year students for fall 2022

173
valedictorians and salutatorians
Storrs & Regionals

Total Applications Storrs and Regional Campuses



UNDERGRADUATE FIRST DESTINATION

2020
to
2021

Positive Outcomes Rate
as of 6 months post-graduation

90%

percentage of
graduates who fall
into the categories
below

52%

Employed

37%

Continuing Education

<1%

Serving in the U.S.
Armed Forces

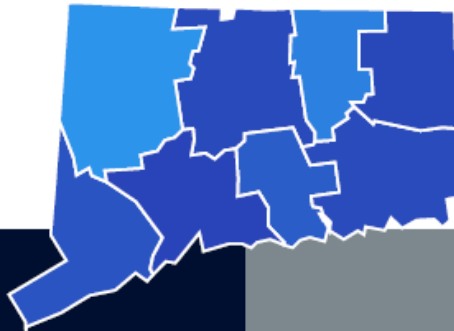
<1%

Participating in
Volunteer Service

<1%

Other

In-State Grads
Staying in CT



Out-of-State Grads
Staying in CT



62%

of employed in-state graduates work in CT

18%

of employed out-of-state graduates work in CT



77%

of in-state enrolled graduates are at CT institutions

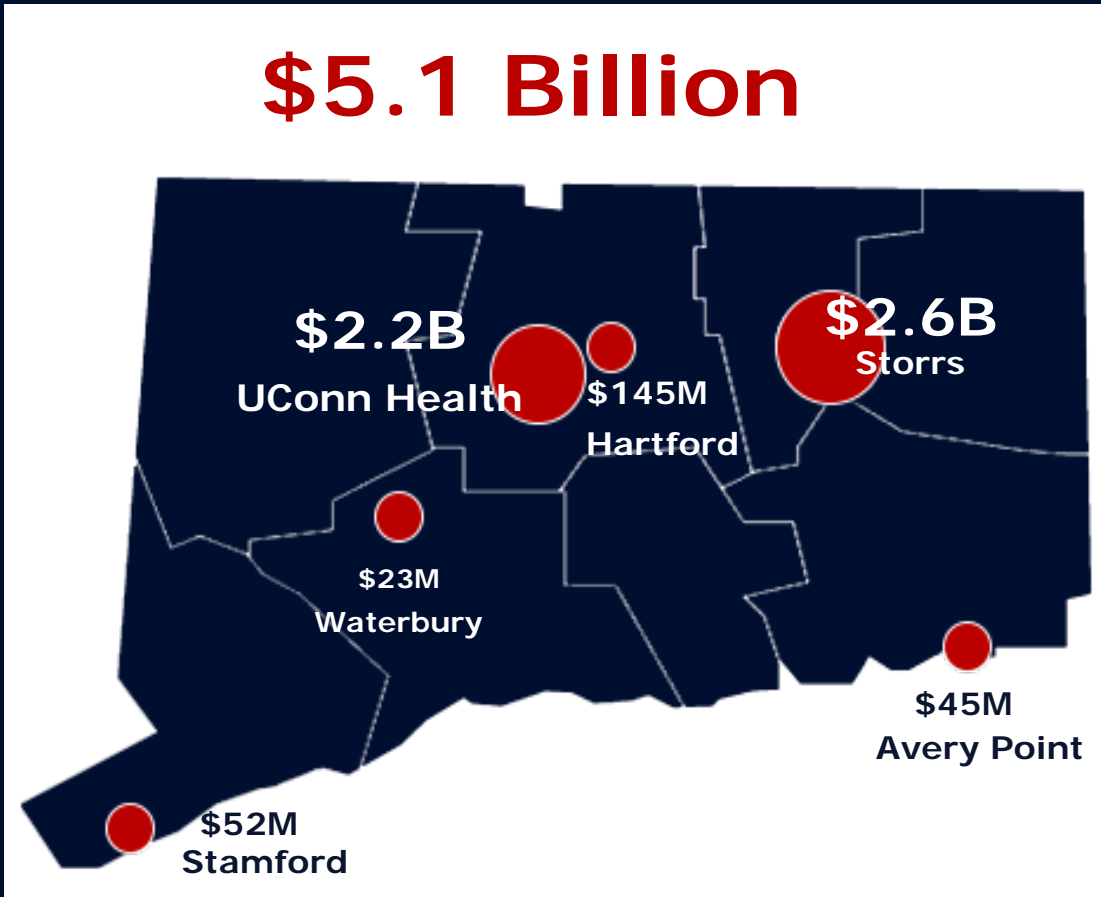
42%

of out-of-state enrolled graduates are at CT institutions

Top Employers of UConn Grads

- Aetna
- Amazon
- Cigna
- CVS Health
- Deloitte
- Ernst & Young LLP
- General Dynamics Electric Boat
- Hartford Hospital
- KPMG
- Pratt & Whitney
- PricewaterhouseCoopers
- Raytheon Technologies
- The Hartford
- Travelers
- Yale New Haven Hospital
- Yale University

UConn's Impact on Connecticut



25,130
UConn-supported
Jobs



\$276M
State and Local
Tax Revenue



\$1,408
Generated for Every
CT Resident

Note: Economic impacts include direct, indirect, and induced spending effect. FY 2020 data.

WHAT WE DO

UConn is an outstanding global university that daily demonstrates a commitment to excellence in research, education, innovation and entrepreneurship, industry partnerships, clinical care, and community engagement in an environment that prioritizes public service and opportunity and accessibility for all.



UConn

STUDENTS FIRST

UConn



UConn Students Win 2021 Bloomberg Global Trading Challenge

- UConn topped almost 500 other teams
- UConn team beat the second-place team by more than \$100,000.



STUDENTS FIRST

FOCUS ON SKILLS SETS

- CREATIVITY
- INNOVATION
- ENTREPRENEURSHIP
- FINANCIAL LITERACY
- EMOTIONAL INTELLIGENCE



Students look at the “Wild Youth: Punk and New Wave from the 1970s and 1980s” exhibition on display in the William Benton Museum of Art on Sept. 14, 2022. (Sydney Herdle/UCConn Photo)

CREATIVITY AND INNOVATION

Creativity is essential to solving the world's complex problems. We encourage creativity and innovation in our students' lives through hands-on learning, exposure to the arts, and multidisciplinary projects that combine diverse perspectives.

- School of Fine Arts
- Krenicke Arts and Engineering Institute
- Digital media and design



DMD students talk with a faculty member at UConn Stamford



Emmy winning DMD faculty member Oscar Guerra

UConn

Students First

ENTREPRENEURSHIP

At UConn, entrepreneurship is not just for business majors. We seek to build an entrepreneurial mindset in our students across the University.

- Werth Institute
- Incubator spaces
- Future Climate Venture



UConn student Sudiksha Mallick answers questions from Dr. Sethuraman Panchanathan, director of the National Science Foundation

FINANCIAL LITERACY

We need to ensure that our students graduate UConn with a solid understanding of personal finance. We are working on solutions to address this gap in students' educations through:

- General education requirements
- Financial advising and mentoring



A student studies in Buckley dining hall

EMOTIONAL INTELLIGENCE

- Our students face unprecedented challenges, from the environment, to financial stability, and social and political uncertainty.
- We need to help our students become resilient in face of challenges.
- Social-emotional learning is lifelong. We never stop learning about ourselves, or others, in engaging to add value.
- Our students will lead with empathy for others in building relationships and become role models and leaders in life, and for the university.

EMOTIONAL INTELLIGENCE

We can build students' resilience and empathy by:

- Building a network of mentors and advocates
- Intentionally focus on cultivating a sense of belonging
- Cultivating multicultural awareness
- Understanding bias and its impacts
- Fighting racism
- Developing media literacy



Students having their picture taken by a 3D camera outside of Gampel Pavilion before First Night, October 2022.

INNOVATION FOR CHANGE

U.S. Secretary of Energy Jennifer Granholm (not visible) and Rep. Joe Courtney, D-2nd District, take a ride in the Toyota fuel cell powered car, Mirai, with Pres. Maric behind the wheel, May 20, 2022.

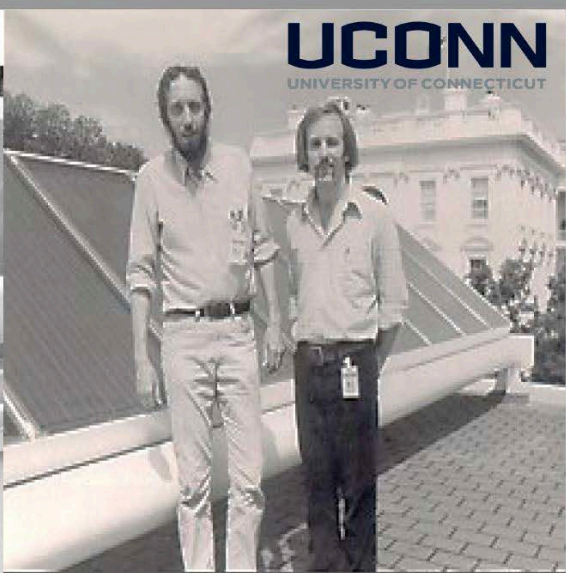
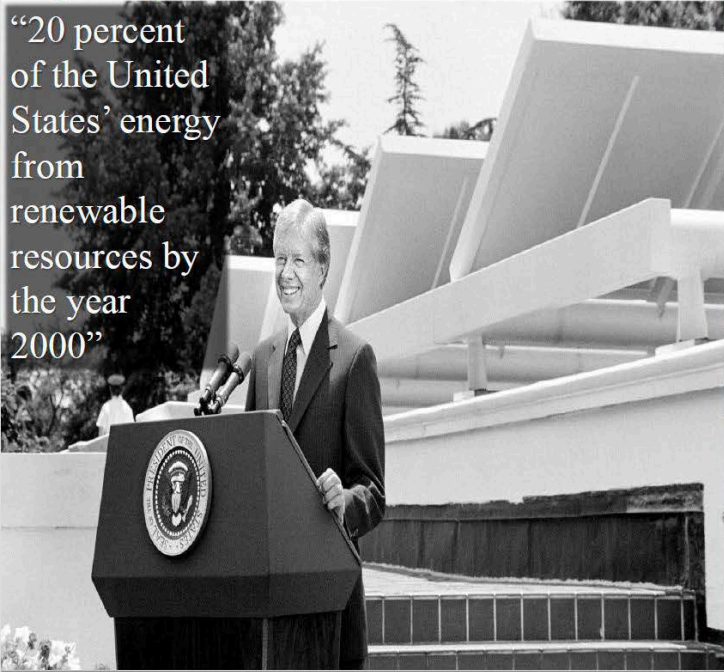


UConn

A HISTORY OF INNOVATION

Fighting the oil crisis....1979

“20 percent of the United States’ energy from renewable resources by the year 2000”

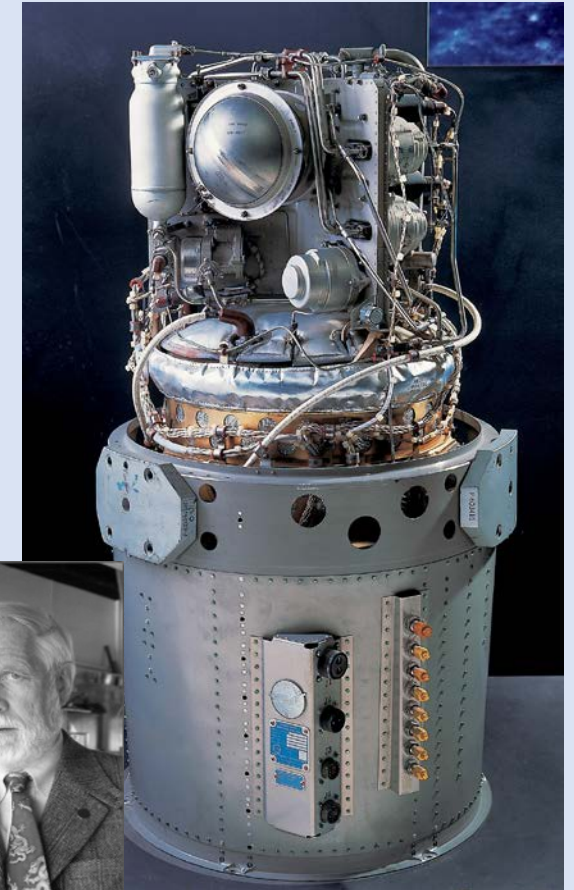
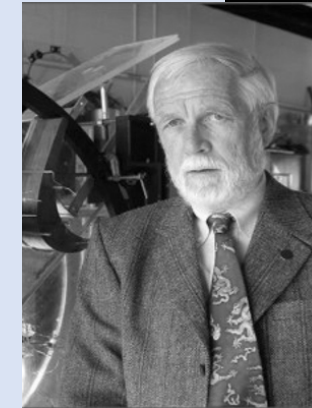


David Jackson and Michael Boyle atop the Carter White House roof testing solar panels

Exploring Solar Energy at UConn

UConn faculty put solar on the White House in '70.

UConn



Lee Langston, a Pratt & Whitney engineer who helped design the fuel cells that powered Apollo 11, was on the UConn faculty.

THREE BIG CHALLENGES FACING OUR WORLD

- Food insecurity
- Climate change
- Human rights

Our community is addressing these challenges through innovation in six priority areas.



UConn Engineers Without Borders students working in the community of Tastayoq, Cusco, Peru, 2019.



PRIORITY AREA

ENERGY, SUSTAINABILITY, AND CLIMATE CHANGE



PRIORITY AREA

HEALTH AND BIOSCIENCE



PRIORITY AREA
NEUROSCIENCE



PRIORITY AREA

DATA SCIENCE, CYBERSECURITY, AND ARTIFICIAL INTELLIGENCE



PRIORITY AREA

MATERIALS, ADVANCED MANUFACTURING, AND COMPLEX SYSTEMS

A photograph of a person at a protest holding a sign. The sign reads "DIVERSITY MAKES US STRONGER". The word "DIVERSITY" is written in rainbow-colored letters, while "MAKES US" and "STRONGER" are in black. The person is wearing a dark cap and sunglasses. The background shows a crowd of people and trees.

PRIORITY AREA

HUMAN RIGHTS AND SOCIAL JUSTICE

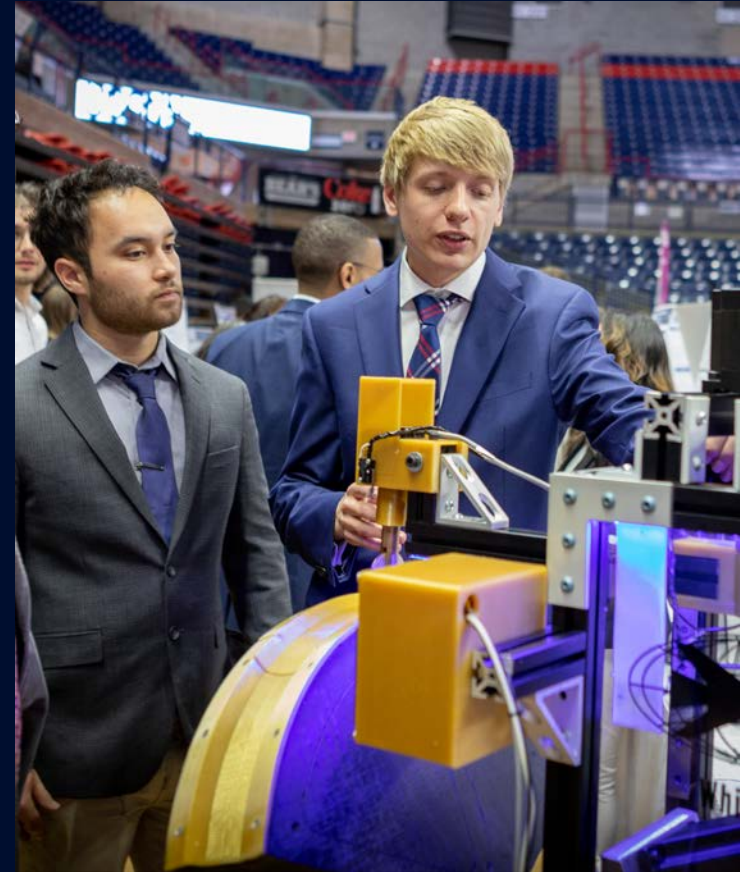
EXPERIENTIAL LEARNING: POWERED BY PARTNERSHIPS



Professional triathlete Jon Fecik and a student in the Korey Stringer Institute's Mission Heat Lab



Nefeli Bompoti and a student team from the Technical Assistance for Brownfields program meet with community members at site in New Haven



Students at Senior Design Demonstration Day 2022

GLOBAL IMPACT

UConn



UConn engineering faculty work with local students on a sustainable water resources project in Ethiopia.

Global Partnerships

165
Partners

48
Countries

UConn



Member of the prestigious Universitas 21 consortium since 2010.

Global Impact

BADEN- WÜRTTEMBERG - CONNECTICUT PARTNERSHIP



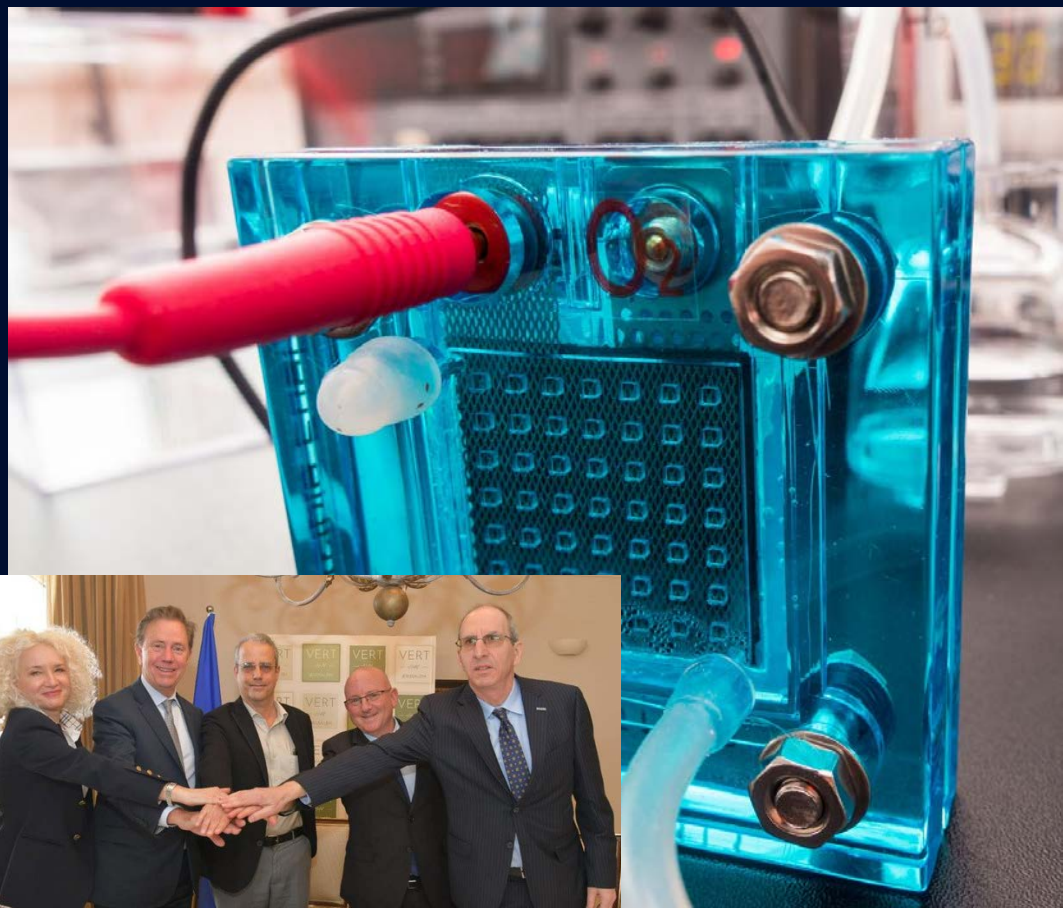
UConn

<https://bwgermany.uconn.edu/>



30 Years of a state-to-state partnership has resulted in opportunities including the signature EuroTech Program and the more recent Human Rights Research Consortium.

TECHNION CLEAN ENERGY INITIATIVE



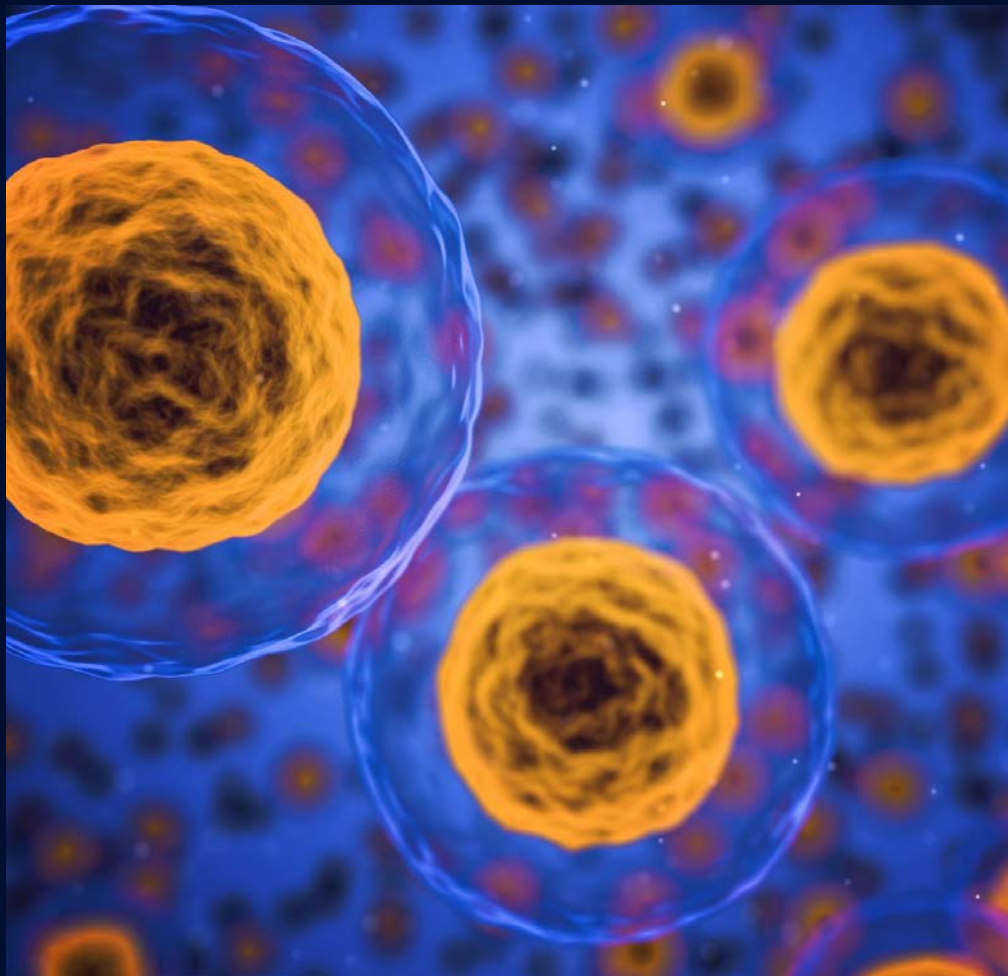
A collaboration with OVPR and C2E2, the initiative has raised \$1 million in private donations for collaborative research with Technion - Israel Institute of Technology.

GLOBAL HYDROGEN ALLIANCE



Alliance members include UConn; MIT; Kyushu Univ., Japan; Politecnio di Milano, Italy; Technion, Israel; and Univ. of Duisburg-Essen and Fraunhofer Inst. for Solar Energy Systems, Germany.

METABOLIC RESEARCH ALLIANCE



Advances key avenues of basic and translational research on the biology of metabolic diseases like obesity and diabetes.

MINDFULNESS FOR EARTH



A collaboration with the United Nations Environment Programme Faith for Earth Initiative.

**EXCELLENCE
ALWAYS**

UCONN



Dr Cato Laurencin with his advisee Carlos Mengstab

EXCELLENCE ALWAYS



Coach Auriemma celebrates with the women's basketball team after a 70-40 victory against Villanova seals the win of the 2022 Big East Tournament, March 2022

A new UConn grad, May 2022



Eight couples who met as freshmen in McConaughy Hall, "the Jungle," in 1986 and later married meet up on campus in December 2021.



HUSKIES FOREVER

SUPPORT OUR STUDENTS

Our students are engaged and passionate. They are artists, activists, entrepreneurs, innovators, environmentalists, advocates, and future doctors, lawyers, and leaders.

Help students succeed by:

- Becoming a mentor
- Supporting experiential learning, internships, and scholarships



Graduate students in the Foundations of Athletic Training Clinical Education course, June 2021



Students listening to their professor during an outdoor class in the woods, October 2021



Nini Li 23 (Fine Arts) screen printing at the printmaking studio.. Dec. 3, 2021.

THANK YOU!



Senate Executive Committee
Report to the University Senate
December 5, 2022

- SEC has gathered several times since last Senate meeting
 - Committee chairs to review priorities for year and set agenda for this meeting
 - Private meetings w/President & Provost
 - Senior administration
- Congratulations to Provost D'Alleva
 - SEC supported the appointment
 - Clarify that the SEC met with President Maric to discuss (not through a letter)
 - Looking forward to moving forward in shared governance with president & provost
- Common Curriculum Update
 - Work on steps outlined in implementation plan has begun
 - ❖ Clarification on an item in the implementation plan
 - ❖ “The immediate suspension of approvals for new courses for the existing General Education system, with the exception of W and Q courses.”
 - ❖ Adding [the date of this suspension will be announced after the CCC+ has produced a system for approving courses into the new Common Curriculum.]
 - Senate Nominating Committee putting together the CCC+
 - ❖ Welcomes nominations of those interested in curricula work
 - ❖ Senators may share their interest or nominate a colleague – contact Cheryl Galli
- Updates:
 - Provost D'Alleva shared news of updated Awards & Honors page on the Provost's website. <https://provost.uconn.edu/awards-honors/>
 - Mark your calendars: Senate Faculty Standards Committee PTR and P & R Forums on Friday, April 14, 2023.
 - ❖ Both via WebEx
 - ❖ Tenure-track faculty 9:00-11:00AM
 - ❖ CIRE faculty 1:00-2:30PM
 - Senate Student Welfare Committee has formed subcommittee to review the fall academic calendar
 - ❖ Long recognized challenge of no break in fall semester until Thanksgiving
 - ❖ Issue has been considered and alternatives have been debated by the Senate in the past

- ❖ Subcommittee to take fresh look at the matter, see what can be done to address concerns
 - ❖ Will include other senate committees in conversations

 - Today: Senate will welcome
 - Dean Langely for an update on the UConn Library
 - Vice president Nathan Fuerst and Professor Preston Green for presentation on UConn's response to the U.S. Supreme Court Cases (diversity in admissions)

 - Next meeting in February:
 - Busy semester ahead for Senate
 - ❖ Senate University Planning Committee will present report on and recommendations for pre-award improvements
 - ❖ Senate Scholastic Standards
 - By-law and process change proposals in the area of Academic Integrity
 - Proposed by-law change in the area of Academic Renewal ("fresh start")

 - Express gratitude for the work of senators and senate committee members
- Happy Holidays -

University Senate Curricula and Courses Committee
Report to the Senate
December 5, 2022

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

A. BLAW/BADM 2238 Legal Aspects of Name, Image, and Likeness Representation (#15505)

Proposed Catalog Copy

BLAW 2238. Legal Aspects of Name, Image, and Likeness Representation

Also offered as: BADM 2238

3.00 credits

Prerequisites: Open only to business majors

Grading Basis: Graded

The legal and ethical environment of Name, Image and Likeness Representation (NIL). The role of contract law, data privacy and integrity, trademark and intellectual property law, and the principal-agent relationship. Legal and regulatory questions related to Federal Trade Commission rules, laws regulating false and misleading advertising as well as rules specific to celebrity endorsements will also be discussed. Ethical issues related to NIL will be explored.

BADM 2238. Legal Aspects of Name, Image, and Likeness Representation

Also offered as: BUSN 2238

3.00 credits

Prerequisites: Open only to non-business majors

Grading Basis: Graded

The legal and ethical environment of Name, Image and Likeness Representation (NIL). The role of contract law, data privacy and integrity, trademark and intellectual property law, and the principal-agent relationship. Legal and regulatory questions related to Federal Trade Commission rules, laws regulating false and misleading advertising as well as rules specific to celebrity endorsements will also be discussed. Ethical issues related to NIL will be explored.

B. BUSN/BADM 2235 Personal Financial Literacy (#15665)

Proposed Catalog Copy

BUSN 2235. Personal Financial Literacy

Also offered as: BADM 2235

3.00 credits

Prerequisites: Open only to business majors.

Grading Basis: Graded

Introduction to essential topics in personal finance for individuals and entrepreneurs. Financial literacy, personal finance topics including recordkeeping, budgeting, risk, insurance, credit, purchasing decisions, savings/investment options, income taxation of individuals and small businesses, and retirement savings.

BADM 2235. Personal Financial Literacy

Also offered as: BUSN 2235

3.00 credits

Prerequisites: Open only to non-business majors.

Grading Basis: Graded

Introduction to essential topics in personal finance for individuals and entrepreneurs. Financial literacy, personal finance topics including recordkeeping, budgeting, risk, insurance, credit, purchasing decisions, savings/investment options, income taxation of individuals and small businesses, and retirement savings.

C. GEOG 2350E Geography of Energy for Sustainability [CA2, CA4-Int, EL] (#13085)

Proposed Catalog Copy

GEOG 2350E. Geography of Energy for Sustainability

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Introduction to energy solutions for global sustainability. Topics may include the geographic context of global and local energy use, energy transition, renewable energy, solar, offshore wind, and energy justice. CA 2. CA 4-INT.

D. SOCI 2655W Sociology of Carework [W] (#13365)

Proposed Catalog Copy

SOCI 2655. Sociology of Carework

3.00 credits

Prerequisites: None

Grading Basis: Graded

Organization of carework, both nurturing and social reproduction, including activities essential for daily living; meanings and complexity of carework in varied contexts, for diverse populations, and through different working conditions; alternative ways of organizing carework infrastructure.

SOCI 2655W. Sociology of Carework

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Organization of carework, both nurturing and social reproduction, including activities essential for daily living; meanings and complexity of carework in varied contexts, for diverse populations, and through different working conditions; alternative ways of organizing carework infrastructure.

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

A. BADM 2710 Principles of Managerial Accounting (#14005) [Revise number]

Current Catalog Copy

BADM 2710. Principles of Managerial Accounting

3.00 credits.

Prerequisite: ACCT 2001; open only to non-Business students of sophomore or higher status. Not open to students who have passed or are taking ACCT 2101. May substitute for ACCT 2101 for students who enter the School of Business.

Grading Basis: Graded

A survey of internal reports to managers for use in planning and controlling operating systems, for use in decision-making, formulating major plans and policies, and for costing products for inventory valuation and income determination.

Revised Catalog Copy

BADM 2101. Principles of Managerial Accounting

3.00 credits.

Prerequisite: ACCT 2001; open only to non-Business students of sophomore or higher status. Not open to students who have passed or are taking ACCT 2101. May substitute for ACCT 2101 for students who enter the School of Business.

Grading Basis: Graded

A survey of internal reports to managers for use in planning and controlling operating systems, for use in decision-making, formulating major plans and policies, and for costing products for inventory valuation and income determination.

B. HIST/AFRA/LLAS 2621 Cuba in Local and Global Perspective [CA1, CA4-Int] (#10785) [Add CA1 & CA4-Int]

Current Catalog Copy

HIST 2621. Cuba in Local and Global Perspective

Also offered as: AFRA 2621, LLAS 2621

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Major themes in Cuban politics and culture. Local and global perspective. Key topics include race, gender, class, cultural movements and practices, slavery, political economy and movements, nationalism. Formerly offered as HIST 3621.

AFRA 2621. Cuba in Local and Global Perspective

Also offered as: HIST 2621, LLAS 2621

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Major themes in Cuban politics and culture. Local and global perspective. Key topics include race, gender, class, cultural movements and practices, slavery, political economy and movements, nationalism. Formerly offered as HIST 3621.

LLAS 2621. Cuba in Local and Global Perspective

Also offered as: AFRA 2621, HIST 2621

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Major themes in Cuban politics and culture. Local and global perspective. Key topics include race, gender, class, cultural movements and practices, slavery, political economy and movements, nationalism. Formerly offered as HIST 3621.

Revised Catalog Copy

HIST 2621. Cuba in Local and Global Perspective

Also offered as AFRA 2621, LLAS 2621

3.00 Credits

Prerequisites: None

Grading Basis: Graded

Major themes in Cuban politics and culture. Local and global perspective. Key topics include race, gender, class, cultural movements and practices, slavery, political economy and movements, nationalism. Formerly offered as HIST 3621. CA 1. CA 4-INT.

AFRA 2621. Cuba in Local and Global Perspective

Also offered as HIST 2621, LLAS 2621

3.00 Credits

Prerequisites: None

Grading Basis: Graded

Major themes in Cuban politics and culture. Local and global perspective. Key topics include race, gender, class, cultural movements and practices, slavery, political economy and movements, nationalism. Formerly offered as HIST 3621. CA 1. CA 4-INT.

LLAS 2621. Cuba in Local and Global Perspective

Also offered as AFRA 2621, HIST 2621

3.00 Credits

Prerequisites: None

Grading Basis: Graded

Major themes in Cuban politics and culture. Local and global perspective. Key topics include race, gender, class, cultural movements and practices, slavery, political economy and movements, nationalism. Formerly offered as HIST 3621. CA 1. CA 4-INT.

C. PHYS 1201Q General Physics I [CA3-Lab, Q] (#14765) [Revise prereqs]

Current Catalog Copy

PHYS 1201Q. General Physics I

4.00 credits

Prerequisites: MATH 1060Q or 1110Q or 1120Q or 1125Q or equivalent. Not open for credit to students who have passed PHYS 1401Q, 1501Q, or 1601Q. May not be taken out of sequence after passing PHYS 1202Q.

Grading Basis: Graded

A non-calculus based course introducing the laws of force and motion applied to mechanical

phenomena. Concepts such as work, mechanical energy, linear and angular momentum, and energy conservation are explained. The laboratory offers fundamental training in precise measurements. CA 3-LAB.

Revised Catalog Copy

PHYS 1201Q. General Physics I

4.00 Credits

Prerequisites: MATH 1060Q or a qualifying score equivalent to pre-Calculus on the math placement assessment (placement.uconn.edu/mathematics-placement). Not open for credit to students who have passed PHYS 1401Q, 1501Q, or 1601Q. May not be taken out of sequence after passing PHYS 1202Q.

Grading Basis: Graded

A non-calculus based course introducing the laws of force and motion applied to mechanical phenomena. Concepts such as work, mechanical energy, linear and angular momentum, and energy conservation are explained. The laboratory offers fundamental training in precise measurements. CA 3-LAB.

Respectfully Submitted by the 22-23 Senate Curricula and Courses Committee: Suzanne Wilson (Chair), John Chandy, Louis Hanzlik, Matt McKenzie, Tina Reardon, Pam Bedore (Ex-Officio), Peter Diplock (ex-officio), Marc Hatfield, David Ouimette, Sharyn Rusch, Eric Schultz, Steve Stifano (C&C Chair), *Terra Zuidema* (*Registrar alternate*), and Karen McDermott (Program Assistant)

From the 11/7/22 meeting.

UConn LIBRARY
UNIVERSITY SENATE REPORT

Dean Anne Langley
December 5, 2022

UNIVERSITY INITIATIVES

Focus on the Whole Student

- Increased the number of Babbidge Booths
- Added to the Wellness Collection
- Programming on getting study help, meditation, and reducing stress

Advancing Open at UConn

- New wordmark and toolkit
- Website updates for access to information

UConn Open Education Resources Tool Kit

OPTION 1

WORDMARK

UConn | UNIVERSITY OF
CONNECTICUT
ADVANCING OPEN

UConn
ADVANCING OPEN

COLOR PALETTE PRIMARY



CMYK:
100/0/0/70
HEX:
#00002F



CMYK:
0/52/94/0
HEX:
#FEEB30



CMYK:
100/0/100/2
HEX:
#D83E00

COLOR PALETTE SECONDARY



CMYK:
85/20/55/10
HEX:
#308278



CMYK:
85/20/55/0
HEX:
#3777BC

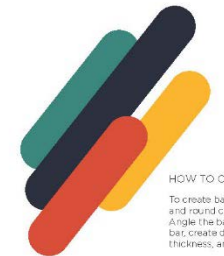


CMYK:
50/0/50/0
HEX:
#8552A1

FONTS

Gotham
Preferred

PATTERN EXAMPLES



HOW TO CREATE
To create bars, draw
and round corner
Angle the bar to 1
bar, create desired
thickness, angle 2

Future of Journals

- Third of the five-year project to support sustainable scholarship by exploring and implementing alternative means of accessing scholarly information – from journal model to article model
- Elsevier cancellation effective this spring

Up Next

- Socialize the project and website updates
- Fine tuning the access interface
- Prepare for and implement the non-renewal of Taylor & Francis & Wiley Online

STRATEGIC INITIATIVES

Student Employee Support

- Evaluating and supporting Library student employees through the lens of UConn's Life Transformative Education Initiative
- Recognizing students during Student Employee Appreciation Week

Expanding Our Collections

- Small Connecticut businesses archival collection
- Building a Zine Collection

Internal Improvements

- Building a culture of communication
- Clarify evolution of non-W undergraduate classes and impact on library usage
- Long-term changes to library functions and services resulting from the pandemic
- UConn Library Action Committee for Inclusion (ULACI)



HIGHLIGHTS OF IMPACT ACROSS CT AND BEYOND

- The [Connecticut Digital Archive \(CTDA\)](#) collections surpassed 3 million objects from more than 80 institutions in Connecticut with more than 3 million visitors in FY '21
- Received a Connecticut Humanities Partnership Grant of \$173,711 for **My Town, My Story**, outreach focused on building digital collections at the local level across Connecticut, connecting to people who don't typically interact with memory organizations but have a story to tell



STAFFING CHALLENGES

At the start of Fiscal Year 2024, nearly 60% of staff will have been at the UConn Library for 5 years or less

Currently have approximately 20 vacancies



Numbers do not include special payroll

2022-2023 GOALS

Goal 1: Continued Strategic Hiring

Focus on using open positions to create a more diverse and highly skilled workforce that helps meet our mission to be the **Right Library for UConn**

Goal 2: Integrating the UConn Library's Strategic Framework

Engage and advance the Strategic Framework in our daily work

Goal 3: Strengthen our commitment to ourselves as we continue to be the Right Library for UConn

Be proactive and responsive in meeting the university's needs, through experimentation and continuous improvement by engaging with and assessing ourselves and our community

LIBQUAL+ SURVEY THROUGH ASSOCIATION OF RESEARCH LIBRARIES (ARL)

- Sent to all students, faculty, and staff
- Measures “library service” across three main areas: space, resources/access, and customer service
- Provides a gap analysis between desired service, what they can live with, and where we are now
- Primary survey weakness: it’s long and a bit cumbersome to take
- Primary survey strengths: rich data that reaches across services and is longitudinal
- Soft ending through December 9, may run longer if necessary

Have a few minutes?

**Help improve
your library
experience**

We're looking for YOUR thoughts
on our services, spaces, and resources



Reaffirming UConn's Commitment to Diversity in Admissions:

*UConn's Response to the U.S. Supreme Court
Cases (SFFA v. Harvard & UNC)*

December 5, 2022



UConn

History of Consideration of Race in Higher Education Institution Admissions

"In the late 1960s, admissions departments around the country began considering race as a factor when admitting new students. These policies aimed to accept more students of color who had historically been excluded from colleges and universities.

Despite its rising popularity, affirmative action college policies quickly triggered a backlash, particularly among white applicants. When admissions offices began admitting more students of color, white applicants claimed they were the victims of "reverse discrimination."

Affirmative Action has shaped U.S. Higher Education and it is now on the line as the Supreme Court considers the use of race in admissions in *SFFA v. Harvard & UNC*."

More Information: [A History of Affirmative Action in Higher Ed | BestColleges](#)

Important Events

Fourteenth Amendment (1868)

Regents of the University of California v. Bakke (1978)

Proposition 209 enacted in California (1997)

Grutter v. Bollinger (2003)

Fisher v. University of Texas (2013)

The Questions of the SFFA Cases

Harvard

Whether Harvard College is violating Title VI of the Civil Rights Act by penalizing Asian American applicants, engaging in racial balancing, overemphasizing race and rejecting workable race-neutral alternatives.

University of North Carolina

Whether a university can reject a race-neutral alternative because it would change the composition of the student body, without proving that the alternative would cause a dramatic sacrifice in academic quality or the educational benefits of overall student-body diversity.

Both Cases

Whether the Supreme Court should overrule *Grutter v. Bollinger* and **hold that institutions of higher education cannot use race as a factor in admissions.**

SFFA's Core Arguments

“Our Constitution is colorblind.”

Legal standards under Grutter and progeny are “unworkable in practice” and have not been relied upon by the field

SFFA's Core Arguments

Grutter:

Was “grievously wrong”

“Rests on a lie”

“Endorsed...amorphous and unmeasurable”
racial objectives

Reflects “affirmative action gone wild”



The SFFA Cases: Possible Outcomes

Harvard & UNC Win

- Harvard/UNC prevail on all substantive issues

A Split Decision

- Echoes of *Grutter/Gratz*, SFFA wins one, loses one

SFFA Wins

- Court decides cases on narrow or procedural grounds—e.g. specific neutral strategy, process issue

SFFA Wins

- Court significantly limits precedent but permits consideration of race tied to actual identity/lived experience (vs. assumptions based on racial status)

SFFA Wins

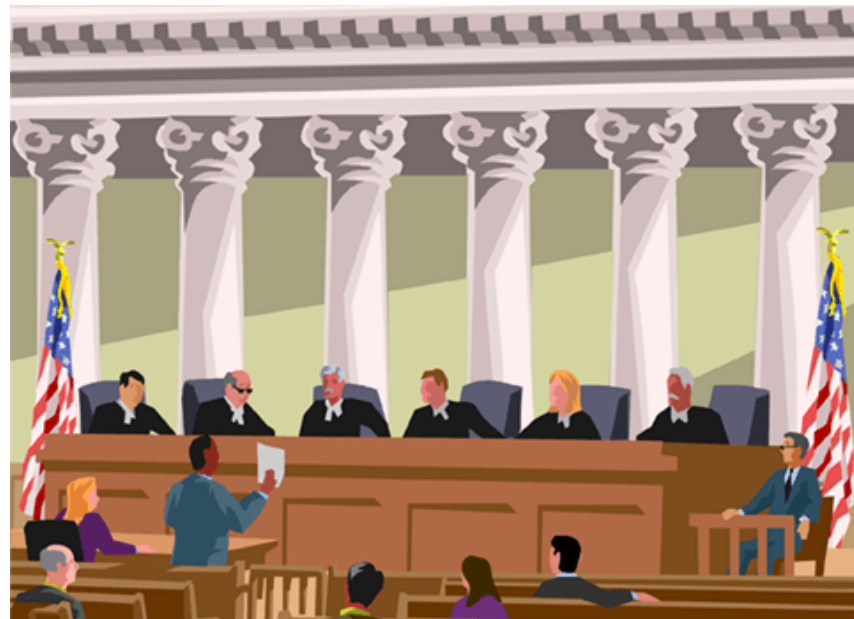
- Court fully sides with SFFA and any consideration of race is prohibited

Remanded to Lower Court

- Court determines that lower court was not thorough enough in determining if utilization of race (UNC and/or Harvard) meets strict scrutiny and/or is narrowly tailored.

October 31st Hearing Takeaways

- Oral argument more like a political debate rather than a legal one.
- *Strong focus on “25 years” – Justice Day-O’Connor’s one line in the 2003 Grutter v. Bollinger decision*
- SFFA conceded that race in the context of an individual experience would be a permissible consideration.
- Justice Amy Coney Barrett appeared open to continue allowing discussion of race in personal statements, e.g., by discussing race-related experiences.
- Limited discussion of *originalism*: raised by KBJ in Voting Rights Cases, raised by Sotomayor and Kagan in Admission Cases (and Barrett seemed to agree with the general principle.)
- Justice Ketanji Brown Jackson (KBJ): Common sense hypotheticals suggesting that requiring underrepresented racial minorities (URMs) to hide their racial identity violates the equal protection clause.



Value of Diversity at UConn

The Communal Benefits of Diversity

Academic Outcomes

- Educational aspirations
- Self-confidence and self-motivation
- Critical thinking
- Problem-solving abilities
- Creative in approach to learning
- Communication and thought-processing skills

Diversity Outcomes

- Enhances perspectives and Experiences
- Improves Cultural Awareness
 - Cross cultural communication
- Fosters creativity and innovation
- Cultural Humility
- Stereotypes confronted

Civic Outcomes

- Students become engaged citizens in a pluralistic society
- Higher levels of civic engagement
- Strengthens commitment to equity and justice

Organizational Outcomes

- Adapt more quickly to a broader range of learning environments
- Better prepares students for the workforce
- Fosters mutual respect and teamwork

Holistic Review

There are untold ways in which a student might demonstrate their capacity for success.

Our method for review should be constructed on what we know, but also create space for students to stand out in ways we would not predict or imagine.

Holistic Review is **NOT** Affirmative Action!

Holistic Review: mission-aligned admissions or selection processes that consider a broad range of factors—experiences, attributes, and academic metrics—when reviewing applications. Holistic review allows admissions committees to consider the “whole” applicant, rather than disproportionately focusing on any one factor.



Race-Neutral Alternatives

- Distinction Between Pipeline Development (Recruitment) and Admissions Selection/Review. The latter of which is before the court.
 - True alternatives will be a part of selection, not recruitment.
 - Substantial recruitment initiatives in Michigan, California and other states with bans on consideration on race have not prevented declines in diversity
- Important that alternatives are not constructed as proxies to race, which are likely to invite future legal challenges.
- “What-if” analysis alternatives in selection, such as income, adversity, school factors, neighborhood factors, have illustrated that enrollment of students from historically underrepresented races (Black, Hispanic/LatinX, Native American) will decline at UConn.

Timeline to Prepare

Summer 2022

- Inventory of Potential Impact & Areas of Concern
- Update Hypothetical Race-Neutral Alternatives

Fall 2022

- SCOTUS Hearings
- Establish Working Groups
- Begin Campus Conversations

Winter/Spring 2023

- Stakeholder Engagement
- Educate Community
- Prepare Options for Mitigating Initiatives

Decision Day

- Decisions expected no later than June 30, 2023

Summer 2023

- Policy/Practice Evaluation, Adjustments and Implementation Implicated by Court
 - *Dual Focus: Impact and Compliance*
- Stakeholder Engagement/Readiness
- Revisit Mission

Questions & Discussion

A call to action

Members of the UConn community are encouraged to:

- Understand the difference between Affirmative Action and Holistic Review
- Spread the word with your peers or colleagues about these cases
- Vocalize your support of UConn's admissions practices
- Reach out to the Admissions Office with questions or to get involved