

**University Senate Meeting
February 6, 2023
WebEx Virtual Meeting**

Call to Order

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

1. Approval of Minutes

- December 5, 2022, University Senate meeting
The minutes of the meeting were approved as distributed.

2. Report of the President

Presented by President Radenka Maric

President **Maric** remarks included:

- Governor's budget will be announced on February 8th
- Expected to include one budget for UConn and UConn Health
- Preliminary conversations with the Governor and Secretary of OPM suggest significant cuts and addressing our unpaid legacy costs
- There has been discussion on fringe rates and salary costs
- President **Maric** is presenting to the Legislators on Feb. 13th and 15th

There were no questions for President **Maric**

3. Report of the Senate Executive Committee

Attachment #1

Presented by SEC Chair Del Siegle

There were no questions for Senator **Siegle**.

4. Consent Agenda Items:

Attachment #2

Report of the Curricula and Courses Committee
Report of the Senate Nominating Committee

By voice vote, the consent agenda passed unanimously.

5. Report of the Senate University Planning Committee

Attachment #3

Presented by Senator Conover

Senator **Conover** motioned to approve a Resolution in Support of Strengthening Pre-Award Infrastructure and the Facilitation of Grant Applications. Discussion followed.

The resolution passed with 62 in favor, 1 opposed, and 5 abstentions.

6. Scholastic Standards

Presentation of a motion to amend the By-Laws, Rules, and Regulations of the University Senate, II.B.12, Readmission Attachment #4

Presented by Senator Cummings (Discussion and vote at March Meeting)

Senator **Govoni** asked if there is a consideration for students who want to renew sequential courses out of sequence. Senator **Cummings** replied that there are recommendations for policy implementation that are not included within the bylaw language. Decisions on what courses to apply should be done with an advisor(s). Senator **Govoni** indicated that the language states that this is done at the time of application for readmission and this is often done prior to being assigned an advisor. Senator **Cummings** clarified that the notification is to show interest in renewal and not to choose courses.

Senator **Chandy** asked if the courses removed still count towards the 3 repeat course limits. Senator **Rivers** stated that it would count towards the overall attempts. The intent is geared toward students removing courses that they would not retake.

Senator **Bacher** asked if this is a pure credit limit or if is there a course number restriction. Senator **Cummings** confirmed that it is a pure credit limit.

Presentation of a motion to amend the By-Laws, Rules, and Regulations of the University Senate, II.D.11, Cheating – Student Academic Misconduct

Attachment #5

Presented by Senators Kersaint and Scholastic Standards Committee Member Holly Fitch (Discussion and vote at March Meeting)

Senator **Bedore** asked about a plan for ensuring faculty are aware of this policy and inquired as to the advantages of moving this information out of the bylaws. Senator **Kersaint** stated that CETL will be responsible for disseminating the information to faculty and students. She noted that student misconduct is handled by three different units based on the specific situation. This will allow the Office of Academic Integrity to support all students and faculty associated with these matters.

Senator **Bedore** asked if this policy should be added as a syllabi requirement. Senator **Kersaint** replied that this would be a University Policy and would not need to be added to the syllabi.

Senator **Jockusch** asked if there is any discussion of a carve-out for matters that are only addressed between the instructor and the student. Senator **Kersaint** stated that this would not affect the conversation between the faculty and the student as a means of addressing a concern, so long as both parties are in agreement after the conversation and the matter doesn't escalate.

Senator **Jockusch** stated concern about getting colleagues to report or address minor issues with students, in that faculty might feel that they are protecting students by not reporting. Senator **Kersaint** agreed that this may not make a significant difference in reporting, but she felt that it would provide greater clarity so that more faculty would be inclined to support it. Senator **Kersaint** stated that if there is clear information in the syllabi about expectations and consequences, then reporting could still happen without it proceeding to the Hearing Board.

Moderator Dineen called for any new business.

7. New Business

Senator **Siegle** proposed "A Resolution Regarding Student Engagement", which was displayed and presented by the SEC. No discussion.

The resolution was passed with 68 yes, 1 no, and 3 abstentions.

8. Adjournment

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

Senator **Keilty** seconded.

Motion passed unanimously.

The meeting was adjourned at 5:04 p.m.

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

SENATE EXECUTIVE COMMITTEE

Del Siegle, Chair

Usman Ali

Gabrielle Corso

Kate Fuller

Carl Rivers

Manuela Wagner

Pam Bramble

Jason Chang

Mason Holland

Margaret Rubega

Laura Burton

Marisa Chrysochoou

Joe MacDougald

Peter Spinelli

The following members were absent from the February 6, 2023 meeting of the University Senate:

Bogner, Robin

Coundouriotis, Eleni

Gilbert, Michael

Marchillo, Stephen

Shor, Leslie

Vertefeuille, Michael

Zurolo, Mark

Burton, Laura

Fuerst, Nathan

Hanzlik, Louis

Ouimet, Eleanor

Shor, Mike

Weiner, Dan

Chaubey, Indrajeet

Geoghegan, Jeffrey

Kendig, Tysen

Scheidel, Sarah

Spinelli, Peter

Zane, Sherry

Senate Executive Committee
Report to the University Senate
February 6, 2023

- SEC has met in three times since December
 - Committee chairs, senior administration, private meetings with provost/president
 - ABR Implementation Group leadership
 - Update on progress – proposal to make course mandatory
 - Colleagues from Business Services and Accounts Payable
 - Discuss problems and concerns with the travel system
 - Both on the booking and reimbursement of expenses sides
 - Look forward to a review of the system – and improvements

- Closing of Up & Atom Café
 - Although not under Senate’s purview, many constituents have shared disappointment and concerns with SEC members
 - Met with Dining Services Director Mike White
 - Also, conversation with Assistant Vice President of Student Affairs Pam Schipani
 - Confirmed that it’s a budget issue
 - Learned that Dining Services support many initiatives on campus (ledger 3)
 - Difficult decisions to make
 - SEC asked about future use of space / made suggestions

- President’s LGBTQIA+ Taskforce
 - Members of SEC drafting report on past & present efforts to address inclusion of LGBTQIA+ community of students, faculty, and staff
 - Discussion with Innovations Institute’s National SOGIE Center have been fruitful in modeling implementation for facilities, data systems, as well as norms & cultures

- Fall 2023 Enrollment
 - Application numbers are up over 5,000 from last year
 - Over 47k applications for first year Storrs and regionals
 - 4100 target class (last year was 4169 final)

- Welcome to Senate Office - Karen McDermott
 - Previously shared position with Honors & Enrichment (50/50)
 - Now full time to provide administrative support to the CCC+ initiative, senate committees and other areas within the University Senate office

- Upcoming reports to Senate
 - The Graduate School in March
 - Report on regional campuses in April
 - The Undergraduate Education & Instruction will return to its October slot in the fall (return to separating the regionals and UEI reports)

Respectfully submitted,
Del Siegle, Chair
Senate Executive Committee

University Senate Curricula and Courses Committee
Report to the Senate
February 6, 2023

- I. The Senate Curricula and Courses Committee recommends ADDITION of the following 1000- or 2000-level courses:**
- A. CSE 2550 Blockchain Technology I (#15746)
Proposed Catalog Copy
CSE 2550. Blockchain Technology I
3.00 credits
Prerequisites: CSE 2050 Recommended preparation: CSE 3140
Grading Basis: Graded
Introduction to the basics of blockchain technology. The course will cover the semantics of blockchains, cryptocurrencies, types of blockchains and consensus algorithms, wallet operation, privacy, threat modeling and security aspects of blockchains and cryptocurrencies, the paradigm of decentralized internet, and some ethical and environmental concerns from a technical lens.
- B. DRAM 2135 History of Popular Theatre and Live Entertainment [CA1, CA4-Int] (#11945)
Proposed Catalog Copy
DRAM 2135. History of Popular Theatre and Live Entertainment
3.00 credits
Prerequisites: None
Grading Basis: Graded
Global survey of popular forms such as circus, stage magic, melodrama, vaudeville, musicals, and clowning in relation to themes such as expressing identity, speaking back to power, questioning gender norms, and making money. CA1. CA4-INT.
- C. ENGL 2637WE Environmental Justice Writing [CA1, CA4, W, EL] (#14145)
Proposed Catalog Copy
ENGL 2637EW: Environmental Justice Writing
3.00 Credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to sophomores or higher.
Grading Basis: Graded
Critical analysis of literary and nonliterary writing and other artworks by Black, Indigenous, immigrant, working-class, and women writers who are disproportionately affected by ecological crisis, as well as community-based practice in writing for combined environmental and social justice advocacy. CA 1. CA 4.
- D. HRTS 2400 Ethics and Sustainability in New Financial Technologies (#16585)
Proposed Catalog Copy
HRTS 2400. Ethics and Sustainability in New Financial Technologies
3.00 Credits

Prerequisites: None

Grading Basis: Graded

Exploration of the ethical, sustainability, and human rights implications of the new financial technology (FinTech) sector. Topics may include cryptocurrency, blockchain technology, and the potential use of FinTech instruments to address contemporary human rights issues.

E. MENT/BADM 2236 Content Entrepreneurship (#16186)

Proposed Catalog Copy

MENT 2236. Content Entrepreneurship

Also offered as BADM 2236

Prerequisites: Open only to business majors.

Grading Basis: Graded

Preparation to assess entrepreneurial opportunities as they relate to the content media sector. Building an accessible content media business to establish a unique niche, grow an audience, and create value from the content the business develops. Hiring and leading creative content and business teams; developing external networks as resources for growth; determining a strategy to guide business development; managing content production and delivery; formulating monetization strategies built on innovative business models.

BADM 2236. Content Entrepreneurship

Also offered as MENT 2236.

Prerequisites: Open only to non-business majors.

Grading Basis: Graded

Preparation to assess entrepreneurial opportunities as they relate to the content media sector. Building an accessible content media business to establish a unique niche, grow an audience, and create value from the content the business develops. Hiring and leading creative content and business teams; developing external networks as resources for growth; determining a strategy to guide business development; managing content production and delivery; formulating monetization strategies built on innovative business models.

F. NRE 2550 Nature-based Outdoor Recreation Resource Management (#16726)

Proposed Catalog Copy

NRE 2550. Nature-based Outdoor Recreation Resource Management

3.00 credits

Prerequisites: None. Recommended Preparation: Prior coursework in environmental science, environmental studies, natural resources, or a related field.

Grading Basis: Graded

Overview of major issues, concepts, theories, and management approaches related to nature-based outdoor recreation and its management. Introduces a historical overview, the role of various agencies and interest groups, current stakeholder issues, impacts of recreation, and contemporary management approaches for addressing topics such as satisfaction, crowding, and conflict.

G. PNB 2774 Enhanced Human Physiology and Anatomy I (#14705)

Proposed Catalog Copy

PNB 2774. Enhanced Human Physiology and Anatomy I

4.00 credits

Prerequisites: BIOL 1107; CHEM 1122 or CHEM 1124Q or CHEM1127Q. Not open for credit to students who have passed PNB 2264 or PNB 2274. May not be taken out of sequence after passing PNB 2775. Repeat restrictions apply; see advising.uconn.edu/repeat-policy for details.

Grading Basis: Graded

Fundamentals of human physiology and anatomy enhanced through discussion. A focus on fundamental cell and membrane physiology, as well as the musculoskeletal, nervous, and endocrine systems.

H. PNB 2775 Enhanced Human Physiology and Anatomy II (#14766)

Proposed Catalog Copy

PNB 2775. Enhanced Human Physiology and Anatomy II

4.00 credits

Prerequisites: PNB 2774. Not open to students who have passed PNB 2265 or PNB 2275. Repeat restrictions apply; see advising.uconn.edu/repeat-policy for information.

Grading Basis: Graded

Fundamentals of human physiology and anatomy enhanced through discussion. A focus on organ systems, including the cardiovascular, respiratory, lymphatic, digestive, renal, and reproductive systems.

I. PNB 2776 Enhanced Human Physiology and Anatomy Laboratory (#14785)

Proposed Catalog Copy

PNB 2776. Enhanced Human Physiology and Anatomy Laboratory

2.00 credits

Prerequisites: PNB 2775, which may be taken concurrently. Not open to students who have passed PNB 2264, PNB 2265, PNB 2274, or PNB 2275.

Grading Basis: Graded

Fundamentals of human physiology and anatomy enhanced through inquiry-based laboratories.

J. POLS 2221 Introduction to Government and Politics in the Middle East and North Africa [CA2, CA4-Int, W] (#15125)

Proposed Catalog Copy

POLS 2221. Introduction to Government and Politics in the Middle East and North Africa

3.00 credits

Prerequisites: None.

Recommended Preparation: POLS 1202.

Grading Basis: Graded.

The politics of the contemporary Middle East. Topics may include state formation, authoritarianism, democratization, and the Arab Spring uprising. Taught in English. CA 2. CA 4-INT.

POLS 2221W. Introduction to Government and Politics in the Middle East and North Africa
3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Recommended Preparation: POLS 1202.

Grading Basis: Graded.

The politics of the contemporary Middle East. Topics may include state formation, authoritarianism, democratization, and the Arab Spring uprising. Taught in English. CA 2. CA 4-INT.

K. SPSS 1300 Introduction to Soil Science (#16525)

Proposed Catalog Copy

SPSS 1300. Introduction to Soil Science.

3.00 credits.

Prerequisites: Not open to students who have passed SPSS 2120

Grading Basis: Graded

Physical and chemical properties of soils; nature and use of fertilizer and liming materials; management of soils for crop production including soil testing, tillage, fertilization practices, and conservation practices. Taught with SAPL 300.

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

A. AFRA/HIST/LLAS/WGSS 3622 History of Gender and Sexuality in Latin America and the Caribbean (#15825) [Revise level to 2000]

Current Catalog Copy

AFRA 3622. History of Gender and Sexuality in Latin America and the Caribbean

Also offered as: LLAS 3622, HIST 3622, WGSS 3622

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Topics may include: empire and colonialism/anti-colonialism; slavery, science, and the state; cultural practices and institutions; feminisms and masculinities; law and public policies; immigration; forms of labor and political mobilization; sex and reproduction; and human rights from historical perspective.

LLAS 3622. History of Gender and Sexuality in Latin America and the Caribbean

Also offered as: AFRA 3622, HIST 3622, WGSS 3622

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Topics may include: empire and colonialism/anti-colonialism; slavery, science, and the state; cultural practices and institutions; feminisms and masculinities; law and public policies;

immigration; forms of labor and political mobilization; sex and reproduction; and human rights from historical perspective.

HIST 3622. History of Gender and Sexuality in Latin America and the Caribbean

Also offered as: AFRA 3622, AFRA 3622, WGSS 3622

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Topics may include: empire and colonialism/anti-colonialism; slavery, science, and the state; cultural practices and institutions; feminisms and masculinities; law and public policies; immigration; forms of labor and political mobilization; sex and reproduction; and human rights from historical perspective.

WGSS 3622. History of Gender and Sexuality in Latin America and the Caribbean

Also offered as: AFRA 3622, HIST 3622, AFRA 3622

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Topics may include: empire and colonialism/anti-colonialism; slavery, science, and the state; cultural practices and institutions; feminisms and masculinities; law and public policies; immigration; forms of labor and political mobilization; sex and reproduction; and human rights from historical perspective.

Revised Catalog Copy

AFRA 2622. History of Gender and Sexuality in Latin America and the Caribbean

Also offered as: HIST 2622, LLAS 2622, WGSS 2622

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Topics may include: empire and colonialism/anti-colonialism; slavery, science, and the state; cultural practices and institutions; feminisms and masculinities; law and public policies; immigration; forms of labor and political mobilization; sex and reproduction; and human rights from historical perspective.

HIST 2622. History of Gender and Sexuality in Latin America and the Caribbean

Also offered as: AFRA 2622, LLAS 2622, WGSS 2622

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Topics may include: empire and colonialism/anti-colonialism; slavery, science, and the state; cultural practices and institutions; feminisms and masculinities; law and public policies; immigration; forms of labor and political mobilization; sex and reproduction; and human rights from historical perspective.

LLAS 2622. History of Gender and Sexuality in Latin America and the Caribbean

Also offered as: HIST 2622, AFRA 2622, WGSS 2622

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Topics may include: empire and colonialism/anti-colonialism; slavery, science, and the state; cultural practices and institutions; feminisms and masculinities; law and public policies; immigration; forms of labor and political mobilization; sex and reproduction; and human rights from historical perspective.

WGSS 2622. History of Gender and Sexuality in Latin America and the Caribbean

Also offered as: HIST 2622, LLAS 2622, AFRA 2622

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Topics may include: empire and colonialism/anti-colonialism; slavery, science, and the state; cultural practices and institutions; feminisms and masculinities; law and public policies; immigration; forms of labor and political mobilization; sex and reproduction; and human rights from historical perspective.

B. ARE 2261W Writing in Food Policy [W] (#16345) [Revise prereqs]

Current Catalog Copy

ARE 2261W. Writing in Food Policy

1.00 credits

Prerequisites: ARE 2260, which may be taken concurrently; ENGL 1007 or 1010 or 1011 or 2011; open to Applied and Resource Economics majors, others with instructor consent.

Grading Basis: Graded

A writing intensive course on issues related to food policy, integrated with course content in ARE 2260. Formerly offered as ARE 3261W.

Revised Catalog Copy

ARE 2261W. Writing in Food Policy

1.00 credits

Prerequisites: ARE 2260, which may be taken concurrently; ENGL 1007 or 1010 or 1011 or 2011; open to Environmental and Natural Resource Economics, Economics of Sustainable Development and Management, and Applied and Resource Economics majors, others with instructor consent.

Grading Basis: Graded

A writing intensive course on issues related to food policy, integrated with course content in ARE 2260. Formerly offered as ARE 3261W.

C. ARE 2435W Writing in Environmental and Resource Policy [W] (#16346) [Revise prereqs]

Current Catalog Copy

ARE 2435W. Writing in Environmental and Resource Policy

1.00 credits

Prerequisites: ARE 2434E, which may be taken concurrently; ENGL 1007 or 1010 or 1011 or 2011; open only to Resource Economics majors, others by consent.

Grading Basis: Graded

A writing intensive class integrated with course content in ARE 2434E, which should be taken concurrently. Formerly offered as ARE 3440W.

Revised Catalog Copy

ARE 2435W. Writing in Environmental and Resource Policy

1.00 credits

Prerequisites: ARE 2434E, which may be taken concurrently; ENGL 1007 or 1010 or 1011 or 2011; open only to Environmental and Natural Resource Economics, Economics of Sustainable Development and Management, and Applied and Resource Economics majors, others by consent.

Grading Basis: Graded

A writing intensive course integrated with course content in ARE 2434E. Formerly offered as ARE 3440W.

D. CE 2211 Engineering Economics (#16266) [Revise prereqs]

Current Catalog Copy

CE 2211. Engineering Economics I

1.00 credits

Prerequisites: Open only to Civil and Environmental Engineering majors. Not open for credit to students who have passed CE 2210 or ENVE 2330.

Grading Basis: Graded

Time value of money. Simple, compound, nominal, and effective interest rate. Present, future, and annual worth methods. Single payment, annuity series, gradient series. Rate of return method. Evaluation of alternative projects.

Revised Catalog Copy

CE 2211. Engineering Economics I

1.00 credits

Prerequisites: Open only to Civil and Environmental Engineering majors.

Grading Basis: Graded

Time value of money. Simple, compound, nominal, and effective interest rate. Present, future, and annual worth methods. Single payment, annuity series, gradient series. Rate of return method. Evaluation of alternative projects.

E. ECON 2211Q Quantitative Intermediate Microeconomics [Q] (#15626) [Revise credits]

Current Catalog Copy

ECON 2211Q. Quantitative Intermediate Microeconomics

4.00 credits

Prerequisites: ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q or 2141Q. Not open to students who have taken ECON 2201.

Grading Basis: Graded

Intermediate microeconomic theory presented with calculus and other quantitative techniques. Demand and supply, exchange and production, pricing, and welfare economics.

Revised Catalog Copy

ECON 2211Q. Quantitative Intermediate Microeconomics

3.00 Credits

Prerequisites: ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or MATH 1131Q or equivalent. Not open to students who have taken ECON 2201.

Grading Basis: Graded

Intermediate microeconomic theory presented with calculus and other quantitative techniques. Demand and supply, exchange and production, pricing, and welfare economics.

F. ECON 2212Q Quantitative Intermediate Macroeconomics [Q] (#15627) [Revise credits]

Current Catalog Copy

ECON 2212Q. Quantitative Intermediate Macroeconomics

4.00 credits

Prerequisites: ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q or 2141Q. Not open for credit to students who have taken ECON 2202.

Grading Basis: Graded

Intermediate macroeconomic theory using quantitative techniques. Definition and measurement of major economic variables; business cycles; economic growth; labor supply; savings and production decision; the effect of government policies; and general equilibrium.

Revised Catalog Copy

ECON 2212Q. Quantitative Intermediate Macroeconomics

3.00 credits

Prerequisites: ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or MATH 1131Q or equivalent. Not open for credit to students who have taken ECON 2202.

Grading Basis: Graded

Intermediate macroeconomic theory using quantitative techniques. Definition and measurement of major economic variables; business cycles; economic growth; labor supply; savings and production decision; the effect of government policies; and general equilibrium.

G. ECON 2301Q Mathematical Economics [Q] (#16005) [Add Q, revise prereqs]

Current Catalog Copy

ECON 2301. Mathematical Economics

3.00 credits

Prerequisites: ECON 1200 or both ECON 1201 and 1202; MATH 1071 or 1110 or 1121 or 1131.

Grading Basis: Graded

Application of mathematical techniques to economic problems. Methods studied: set theory, linear algebra, equilibrium analysis, unconstrained and constrained optimization, comparative statics, and

linear programming.

Revised Catalog Copy

ECON 2301Q. Mathematical Economics

3.00 credits

Prerequisites: ECON 1200 or both ECON 1201 (or ARE 1150) and ECON 1202; MATH 1071Q or MATH 1131Q or equivalent.

Grading Basis: Graded

Application of mathematical techniques to economic problems. Methods studied: set theory, linear algebra, equilibrium analysis, unconstrained and constrained optimization, comparative statics, and linear programming.

H. LAND 2110 Landscape Architecture: Graphics I – Design Drawing (#16086) [Revise prereqs]

Current Catalog Copy

LAND 2110. Landscape Architecture: Graphics I - Design Drawing

4.00 credits

Prerequisites: None. May not be taken out of sequence after passing LAND 2120 or 2410.

Grading Basis: Graded

Knowledge and theory of graphic representation, exploration, and development of design form spatial thinking. Introduction to basic design principles. Application of graphic and design theory through free-hand drawing in a studio environment. Abstraction and transformation of form emphasized.

Revised Catalog Copy

LAND 2110. Landscape Architecture: Graphics I - Design Drawing

4.00 credits

Prerequisites: None

Grading Basis: Graded

Knowledge and theory of graphic representation, exploration, and development of spatial thinking. Introduction to basic design principles. Application of graphic and design theory through drawing in a studio environment.

I. LAND 2120 Landscape Architecture: Graphics II – Design Communication (#16105) [Revise prereqs]

Current Catalog Copy

LAND 2120. Landscape Architecture: Graphics II Design Communication

4.00 credits

Prerequisites: LAND 2110; open only to Landscape Architecture majors. May not be taken out of sequence after passing LAND 3130 or 3310.

Grading Basis: Graded

Knowledge and theory of visual perception and model making. Application of theory in the creation of various graphic products including plan, section, elevation, paraline and perspective drawings. Controlled free hand and computer methods in a studio environment.

Revised Catalog Copy

LAND 2120. Landscape Architecture: Graphics II - Design Communication

4.00 credits

Prerequisites: LAND 2110; open only to Landscape Architecture majors.

Grading Basis: Graded

Knowledge and theory of visual perception and model making. Application of theory in the creation of various graphic products including plan, section, elevation, paraline, and perspective drawings. Controlled free hand and computer methods in a studio environment.

J. LAND 2220 Landscape Architecture: Theory II – Design History (#16107) [Revise prereqs]

Current Catalog Copy

LAND 2220. Landscape Architecture: Theory II - Design History

3.00 credits

Prerequisites: LAND 2210E. May not be taken out of sequence after passing LAND 4340.

Grading Basis: Graded

The development of designed landscapes is followed through time, emphasizing influences on current landscape architecture theory and practice.

Revised Catalog Copy

LAND 2220. History of Designed Landscapes

3.00 credits

Prerequisites: LAND 2210E or with instructor's permission

Grading Basis: Graded

Historical development of designed landscapes; influences on current landscape architecture theory and practice.

K. LAND 2410 Landscape Architecture: Design Site I – Site Analysis (#16108) [Revise prereqs]

Current Catalog Copy

LAND 2410. Landscape Architecture: Design I - Site Analysis

5.00 credits

Prerequisites: LAND 2110 and 2210E; open to Landscape Architecture majors only. May not be taken out of sequence after passing LAND 3420 or 3580.

Grading Basis: Graded

Knowledge and theory of site design and site analysis. Dimensional requirements and appropriate relationships of site elements and systems. Collection and analysis of site data including legal, physical and cultural factors. Application in a variety of site design projects. Field trips are required.

Revised Catalog Copy

LAND 2410. Landscape Architecture: Design I - Site Analysis

5.00 credits

Prerequisites: LAND 2110 and 2210E; open to Landscape Architecture majors only.

Grading Basis: Graded

Knowledge and theory of site design and site analysis. Dimensional requirements and appropriate relationships of site elements and systems. Collection and analysis of site data including legal, physical, and cultural factors. Application in a variety of site design projects. Field trips are required.

- L. MENT/BADM 2234 The Entrepreneurial Journey (#16185) [Revise catalog to make the courses equal]

Current Catalog Copy

MENT 2234. The Entrepreneurial Journey

3.00 credits

Prerequisites: Open only to business majors; not open to students who have passed or are currently taking BADM 2234, 3234, or MENT 3234.

Grading Basis: Graded

This introductory, interdisciplinary course nurtures interest and enthusiasm for entrepreneurship, raises awareness on the topic of entrepreneurship along with its benefits and risks, builds basic capabilities in assessing entrepreneurial opportunities, and helps students assess whether entrepreneurship might be part of their academics/career. Formerly offered as MGMT 2234.

BADM 2234. The Entrepreneurial Journey

3.00 credits

Prerequisites: Open only to non-business majors; not open to students who have passed or are currently taking MENT 2234, 3234, or BADM 3234.

Grading Basis: Graded

This introductory, interdisciplinary course nurtures interest and enthusiasm for entrepreneurship, raises awareness on the topic of entrepreneurship along with its benefits and risks, builds basic capabilities in assessing entrepreneurial opportunities, and helps students assess whether entrepreneurship might be part of their academics/career.

Revised Catalog Copy

MENT 2234. The Entrepreneurial Journey

Also offered as BADM 2234

3.00 credits

Prerequisites: Open only to business majors; not open to students who have completed BADM 3234 or MENT 3234. Grading Basis: Graded

Interdisciplinary introduction to entrepreneurship; evaluating benefits and risks, assessing opportunities, and considering entrepreneurship as part of academics and career. Formerly offered as MGMT 2234.

BADM 2234. The Entrepreneurial Journey

Also offered as MENT 2234

3.00 credits

Prerequisites: Open only to non-business majors; not open to students who have completed MENT 3234 or BADM 3234.

Grading Basis: Graded

Interdisciplinary introduction to entrepreneurship; evaluating benefits and risks, assessing opportunities, and considering entrepreneurship as part of academics and career.

M. POLS/MAST 2460E Maritime Politics [CA2, EL] (#15905) [Revise prereqs and number]

Current Catalog Copy

POLS 2460E. Maritime Politics

Also offered as: MAST 2460E

3.00 credits

Prerequisites: Recommended preparation: POLS 1402.

Grading Basis: Graded

The political dimensions of the world's oceans. This course draws upon international relations theories to analyze states, international law, intergovernmental organizations, trade, and non-state actors with respect to the world's largest bodies of water. CA 2.

MAST 2460E. Maritime Politics

Also offered as: POLS 2460E

3.00 credits

Prerequisites: Recommended preparation: POLS 1402.

Grading Basis: Graded

The political dimensions of the world's oceans. This course draws upon international relations theories to analyze states, international law, intergovernmental organizations, trade, and non-state actors with respect to the world's largest bodies of water. CA 2.

Revised Catalog Copy

POLS 2460E. Maritime Politics

Also offered as: MAST 2460E

3.00 Credits

Prerequisites: None

Graded Basis: Graded

The political dimensions of the world's oceans. This course draws upon international relations theories to analyze states, international law, intergovernmental organizations, trade, and non-state actors with respect to the world's largest bodies of water. CA2. Formerly offered as POLS 2460E.

MAST 2460E. Maritime Politics

Also offered as: POLS 2460E

3.00 Credits

Prerequisites: None

Graded Basis: Graded

The political dimensions of the world's oceans. This course draws upon international relations theories to analyze states, international law, intergovernmental organizations, trade, and non-state actors with respect to the world's largest bodies of water. CA2. Formerly offered as POLS 2460E.

N. WGSS 1104 Feminisms and the Arts [CA1, CA4] (#15965) [Revise level]

Current Catalog Copy

WGSS 1104. Feminisms and the Arts

3.00 Credits

Prerequisites: None

Grading Basis: Graded

Interdisciplinary exploration of the work of women artists in drama, the visual arts, music, literature, and/or film. Key issues of feminist criticism in the arts are discussed. CA 1. CA 4.

Revised Catalog Copy

WGSS 2204. Feminisms and the Arts

3.00 Credits

Prerequisites: None

Grading Basis: Graded

Interdisciplinary exploration of drama, the visual arts, music, literature, social action art, and/or film through feminist, queer, and trans theory and criticism. CA 1. CA 4.

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

- A. OPIM 1195 Special Topics Lecture (#17025)
- B. OPIM 2001 MIS in Business: A Hands-On Introduction (#17026)

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

- A. DMD 35XX/HIST 3107 History in Games and Film (#6396)

Proposed Catalog Copy

DMD 35XX. History in Games and Film

Also offered as: HIST 3107

3.00 Credits.

Prerequisites: Open to Digital Media and Design and History majors only, others with instructor consent; open to sophomores or higher.

Grading Basis: Graded

Critique of historically themed films and video games; comparison to surviving primary documents and artifacts; assessment of historical accuracy and cultural impact.

HIST 3107. History in Games and Film

Also offered as: DMD 35XX

3.00 Credits.

Prerequisites: Open to Digital Media and Design and History majors only, others with instructor consent; open to sophomores or higher.

Grading Basis: Graded

Critique of historically themed films and video games; comparison to surviving primary documents and artifacts; assessment of historical accuracy and cultural impact.

B. ENGL/MAST 3652W Maritime Literature to 1800 [W] (#1440) [Add W section]

Current Catalog Copy

ENGL 3652. Maritime Literature to 1800

Also offered as: MAST 3652

3.00 credits.

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

Grading Basis: Graded

Maritime fiction and non-fiction from the beginnings to 1800: Shakespeare, Falconer, Defoe, and others.

MAST 3652. Maritime Literature to 1800

Also offered as: ENGL 3652

3.00 credits.

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

Grading Basis: Graded

Maritime fiction and non-fiction from the beginnings to 1800: Shakespeare, Falconer, Defoe, and others.

Proposed Catalog Copy

ENGL 3652. Maritime Literature to 1800

Also offered as: MAST 3652

3.00 credits.

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

Grading Basis: Graded

Maritime fiction and non-fiction from the beginnings to 1800: Shakespeare, Falconer, Defoe, and others.

MAST 3652. Maritime Literature to 1800

Also offered as: ENGL 3652

3.00 credits.

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

Grading Basis: Graded

Maritime fiction and non-fiction from the beginnings to 1800: Shakespeare, Falconer, Defoe, and others.

ENGL 3652W. Maritime Literature to 1800

Also offered as: MAST 3652W

3.00 credits.

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

Grading Basis: Graded

Maritime fiction and non-fiction from the beginnings to 1800: Shakespeare, Falconer, Defoe, and others.

MAST 3652W. Maritime Literature to 1800

Also offered as: ENGL 3652W

3.00 credits.

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

Grading Basis: Graded

Maritime fiction and non-fiction from the beginnings to 1800: Shakespeare, Falconer, Defoe, and others.

C. ENGL/MAST 3653W Maritime Literature Since 1800 [W] (#15446) [Add W section]

Current Catalog Copy

ENGL 3653. Maritime Literature Since 1800

Also offered as: MAST 3653

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher. Not open for credit to students who have passed ENGL 3650.

Grading Basis: Graded

Maritime fiction and non-fiction since 1800: Melville, Conrad, Douglass, and others.

MAST 3653. Maritime Literature Since 1800

Also offered as: ENGL 3653

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher. Not open for credit to students who have passed ENGL 3650.

Grading Basis: Graded

Maritime fiction and non-fiction since 1800: Melville, Conrad, Douglass, and others.

Proposed Catalog Copy

ENGL 3653. Maritime Literature Since 1800

Also offered as: MAST 3653

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher. Not open for credit to students who have passed ENGL 3650.

Grading Basis: Graded

Maritime fiction and non-fiction since 1800: Melville, Conrad, Douglass, and others.

MAST 3653. Maritime Literature Since 1800

Also offered as: ENGL 3653

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher. Not open for credit to students who have passed ENGL 3650.

Grading Basis: Graded

Maritime fiction and non-fiction since 1800: Melville, Conrad, Douglass, and others.

ENGL 3653W. Maritime Literature Since 1800

Also offered as: MAST 3653W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher. Not open for credit to students who have passed ENGL 3650.

Grading Basis: Graded

Maritime fiction and non-fiction since 1800: Melville, Conrad, Douglass, and others.

MAST 3653W. Maritime Literature Since 1800

Also offered as: ENGL 3653W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher. Not open for credit to students who have passed ENGL 3650.

Grading Basis: Graded

Maritime fiction and non-fiction since 1800: Melville, Conrad, Douglass, and others.

D. MCB 3847W Historically Excluded and Underrepresented Scientist [W] (#14805)

Proposed Catalog Copy

MCB 3847W. Historically Excluded and Underrepresented Scientists

3.00 credits.

Prerequisites: MCB 2400 or 2410 and 2610; ENGL 1007 or 1010 or 1011 or 2011. Not open for credit to students who have passed MCB 3841W under the title “Women and Historically Excluded and Underrepresented Scientists.”

Grading Basis: Graded

The history and implication of the exclusion of people from various backgrounds in science. A focus on biological research and ways to improve scientific and academic environments to include people from diverse backgrounds.

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. JOUR 3000W Public Affairs Reporting [W] (#14706) [Revise title, prereqs, and description]

Current Catalog Copy

JOUR 3000W. Public Affairs Reporting

3.00 credits

Prerequisites: JOUR 2001W; ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher.

Grading Basis: Graded

In-depth reporting on state and local government-municipal agencies, boards, commissions, courts, public safety, schools. Field Trips required.

Revised Catalog Copy

JOUR 3000W. Community News Reporting

3.00 credits

Prerequisites: JOUR 2001W; ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

In-depth reporting across platforms on local and state issues and events, including government, politics, schools, public safety, and a diverse base of community organizations and groups.

B. MSE 4901W Capstone Design Project I [W] (#11846) [Revise prereqs]

Current Catalog Copy

MSE 4901W. Capstone Design Project I

3.00 credits

Prerequisites: MSE 3002; 3004; 3005; ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Seniors working in teams with faculty and industry mentors solve open ended projects in design of materials, materials processes, and material systems. Oral and written reports are required in each semester. For students with high academic standing the BSE and MS projects may overlap.

Revised Catalog Copy

MSE 4901W. Capstone Design Project I

3.00 credits

Prerequisites: MSE 3002; 3004; 3055; ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Seniors working in teams with faculty and industry mentors solve open ended projects in design of materials, materials processes, and material systems. Oral and written reports are required. For students with high academic standing, the BSE and MS projects may overlap.

C. NURS 4597W Senior Thesis in Nursing (#13185) [Revise description]

Current Catalog Copy

NURS 4597W. Senior Thesis in Nursing

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; at least 9 credits of NURS 4299. Open only to Honors students; instructor consent required.

Grading Basis: Graded

Writing a thesis based upon a student's independent research project.

Revised Catalog Copy

NURS 4597W. Senior Thesis in Nursing

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; at least 4 credits of NURS 4299. Open only to

Honors students; instructor consent required.

Grading Basis: Graded

This course provides the synthesis of all the elements from prior semesters as students have worked toward their Honors thesis. The overall objective is that the student will write a comprehensive and meritorious thesis using skills of critical and analytical thinking, and scholarly writing.

VI. The General Education Oversight Committee recommends DELETION of the following 3000- and 4000- Level Courses:

- A. NURS 3715W Nursing Leadership in the 21st Century [W] (#17071)

VII. The Senate Curricula and Courses Committee recommend REVISION of the following S/U Graded Courses:

- A. HIST 3890 Field Experience (#2006) [Revise number]

Current Catalog Copy

HIST 3890. Field Experience

1.00 - 6.00 credits | May be repeated for a total of 6 credits.

Prerequisites: Instructor consent.

Grading Basis: Satisfactory/Unsatisfactory

Supervised field work within the historical profession such as in archives, historical societies, research libraries and/or museums. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Revised Catalog Copy

HIST 3880. Field Experience

1.00 - 6.00 credits | May be repeated for a total of 6 credits.

Prerequisites: Instructor consent.

Grading Basis: Satisfactory/Unsatisfactory

Supervised field work within the historical profession such as in archives, historical societies, research libraries and/or museums. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

VIII. The Senate Curricula and Courses Committee recommends offering of the following Pop-Up Course:

- A. UNIV 3088 Variable Topics “Transformation Now” (#16825)

IX. The Senate Curricula and Courses Committee recommends one offering of the following Special Topics Course:

- A. SOCI 2995 Special Topics “Finding Life Purpose” (#16365)

Proposed Catalog Copy

SOCI 2995. Special Topics “Finding Life Purpose”

1.00 Credit

Prerequisites: None

Grading Basis: Graded

The science and art of discerning life purpose—including a purposeful career.

X. TRUCK Revisions (See Appendix 1 & 2 for details)

A. ECON request to add ARE 1150 as an equivalent to ECON 1201 in course prereqs

Courses Included in the TRUCK

ECON 1000	ECON 1101	ECON 1179	ECON 1200	ECON 1202	ECON 2101	ECON 2101W
ECON 2102	ECON 2102W	ECON 2110	ECON 2110W	ECON 2126	ECON 2127	ECON 2198
ECON 2198W	ECON 2201	ECON 2311Q	ECON 2327	ECON 2327W	ECON 2328	ECON 2328W
ECON 2411	ECON 2431	ECON 2439	ECON 2440	ECON 2441	ECON 2441W	ECON 2444
ECON 2446	ECON 2447	ECON 2447W	ECON 2451	ECON 2451W	ECON 2456	ECON 2462
ECON 2477	ECON 2500W					

B. PHIL request to remove credit restrictions or revise the prereqs on W courses to bring them in line with non-W versions.

Courses Included in the TRUCK

PHIL 1101	PHIL 1102	PHIL 1103	PHIL 1104	PHIL 1105	PHIL 1106	PHIL 1107
PHIL 2208W	PHIL 2210W	PHIL 2211Q	PHIL 2212W	PHIL 2215W	PHIL 2410	PHIL/HRTS 3220
PHIL/HRTS 3220W		PHIL 3261W				

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 11/28/22 and 1/23/23 meetings.

**Nominating Committee Report
to the University Senate**

February 6, 2023

1. We move the following faculty and staff additions to the Common Curriculum Committee Plus (CCC+):
 - Emma Bojinova, Assistant Professor in Residence, ARE, CAHNR
 - Anne Borsai Basaran, Assistant Professor in Residence, Communications
 - Scott Campbell, Associate Professor, English, Hartford Campus
 - Erin Ciarimboli, Director of Undergraduate Advising
 - Tom Deans, Professor, English
 - Carrie Eaton, Assistant Clinical Professor, Nursing
 - Timothy Folta, Professor, Management & Entrepreneurship
 - Jorge Paricio Garcia, Assistant Professor in Residence, Engineering
 - Marc Hatfield, Assistant Registrar
 - Adrienne Macki, Associate Professor, Dramatic Arts
 - Gustavo Nanclares, Associate Professor, LCL
 - Mansour Ndaiye, Executive Director of CLAS Academic Services
 - Carl Rivers, Associate Registrar (non-voting member)
 - Erin Scanlon, Assistant Professor in Residence, Physics, Avery Point
 - Jeffrey Shoulson, Senior Vice Provost for Academic Affairs

2. For the information of the Senate, the following faculty and students will continue service moving from GEOC to CCC+:

- Oliver Hiob-Bansal, Assistant Professor in Residence, English
- Pam Bedore, Chair, Associate Professor, English, Avery Point
- Keith Conrad, Associate Professor, Math
- Mary Donegan, Assistant Professor in Residence, Urban and Community Studies
- David Embrick, Associate Professor, Sociology / African Studies
- Abbey Engler, Undergraduate Student
- Anne Gebelein, Associate Director, El Instituto
- Ali Gokirmak, Professor, Engineering
- Lori Gresham, Assistant Professor in Residence, Psychological Sciences
- Andrew Jolly-Ballantine, Professor in Residence, GEOG
- Sara Stifano, Assistant Professor in Residence, Communication
- Eduardo Urios-Aparisi, Associate Professor, LCL
- Suzanne Wilson, Professor, Neag School of Education (ex-officio)
- Sherry Zane, Associate Professor in Residence, WGSS

Respectfully Submitted,

The Senate Nominating Committee

Laura Burton, Chair

Jennifer Dineen

Dan Burkey

Betsy McCoach

Robin Coulter

Angela Rola

**University Senate Planning Committee
Report to the University Senate
February 6, 2023**

**Resolution in Support of Strengthening
Pre-Award Infrastructure and the Facilitation of Grant Applications**

Context:

The heavy administrative burden placed on faculty and departments, and a lack of transparency surrounding the submission process, can deter faculty from submitting grant applications and minimize their ability to submit the most competitive grant proposals.

Goal:

Reform and strengthen existing infrastructure and increase the effectiveness and transparency of the associated processes. Doing so will free faculty to focus on the scholarly and creative aspects of proposal development and encourage the increased submission of winning proposals, thereby enhancing UConn's reputation as a world-class research institution.

Whereas:

- Overall, there is a lack of effective communication and coordination among involved parties (e.g., faculty, department/center administrative support staff, pre-award services) who should be working towards the same goal, and critical support mechanisms are not in place.
- There is inadequate support for faculty during proposal preparation and the submission process (e.g., excessive paperwork, organizational confusion).
- Some faculty do not have pre-award administrative support, and those who do have varying degrees of support.
- Roles and responsibilities are unclear and may be redundant, leading to inefficiencies and less time devoted to the competitive components of grant applications.

This Senate resolves to:

1. Recommend the establishment of an advisory committee with faculty and unit administrator representation to provide guidance and advice to pre-award administration.
2. Recommend that the Sponsored Program Services (SPS) Office provide a helpdesk to address questions and concerns from faculty and staff across the university.
3. Recommend closer faculty-administrator ties and interaction within units (e.g., as per the CLAS model, and sub-units within Neag).
4. Authorize the decentralization of proposal submission to the local unit levels for small (less than \$100k), non-federal applications. Proposals recommended for funding are still required to be vetted through SPS before an award is made.
5. Urge the SPS Office to review and implement ways to increase collaboration and streamline proposal submissions as recommended within the Committee's "**Strengthening Pre-Award Infrastructure and Facilitation of Grant Application Submission**" report.

Sponsor:

The Senate University Planning Committee

University Planning Committee

Subcommittee on: Strengthening Pre-Award Infrastructure and Facilitation of Grant Application Submission

Committee Members: Joanne Conover, Tutita Casa, Bethany Javidi, Daniel Stolzenberg

Context:

The heavy administrative burden placed on faculty and departments and a lack of transparency surrounding the submission process deter faculty from submitting grant applications and minimize the ability to submit their most competitive versions. Below are our findings and our recommendations.

Goal:

Reform and strengthen existing infrastructure and increase effectiveness and transparency of associated processes. Doing so will free faculty to focus on the scholarly and creative aspects of proposal development and encourage the increased submission of winning proposals, thereby enhancing UConn's reputation as a world-class research institution.

First Steps:

Reduce confusion, enhance communications, and improve efficiency in proposal preparation and submission, thereby enabling faculty to focus on the scholarly and creative aspects of proposal development.

Increase the support staff has on the preparation of highly competitive grant proposals.

Findings:

Overall, there is a lack of coordination and effective communication among involved parties who should be working towards the same goal, and some support is not yet in place. Specifically:

- There is inadequate support for faculty during the proposal preparation and submission process (e.g., excessive paperwork, organizational confusion).
- Some faculty do not have pre-award administrative support, and those who do have varying degrees of support.
- Roles and responsibilities are unclear and may be redundant.

Main Recommendations:

We recommend the following:

- Establish an advisory committee with faculty and unit administrator representation to oversee pre-award administration.

- Provide a helpdesk to address questions and concerns from faculty and staff across the university.
- Facilitate closer faculty-administrator ties and interaction within units (e.g., as per CLAS model, and sub-units within Neag).

Recommendations to Increase Collaboration:

- Provide all UConn faculty with access to pre-award administration support.
 - During the 'on-boarding' process, connect new faculty with their support staff and brief them on the proposal submission process.
 - Provide an overview for current faculty describing their pre-award 'team' and the current infrastructure at the unit and university levels.
 - When faculty indicate they plan to submit a proposal, initiate an orientation that details the support they can receive, introduce available staff and their roles, and provide them with initial paperwork specific to the granting agency.
- Identify a point person to resolve issues within units, including departments, centers, and schools/colleges.
- Support a framework that allows faculty to provide suggestions about the type of support they need and why it would be helpful.
- Provide feedback on new procedures within the pre-award pipeline, including those that are working well and those that are not.
- Ensure that unit-level staff have expertise with the main funding agencies that support their faculty's work.
- Streamline the pipeline so that unit-level administrators can submit applications. Such a practice would help avoid a two-tiered system.

Recommendations to Streamline Proposal Submission

- Evaluate paperwork required (e.g., subawards with collaborating institutions) to increase pipeline efficiency and facilitate collaboration.
- Re-evaluate policies (e.g., CT statutes) and prioritize advocacy to raise awareness of and/or reduce institutional paperwork burden.
- Provide necessary and appropriate feedback to the PI and departmental/center grant manager within a reasonable time frame, not to exceed 3-business days, after receiving the initial submission to pre-award within the mandated 5-day guideline.
- Institute some flexibility on changes to supporting documents prior to submission within the 5-day timeline.
- Provide a list of documents that must be in final form at the 5-day deadline and identify those that can be revised. Provide clear guidance on any other internal deadlines that faculty must meet.

**Scholastic Standards Committee
To the University Senate
Present: 2.6.2023 & Vote: 3.6.2023**

Background:

The Scholastic Standards Committee proposes to add academic renewal option to the By-Laws, Rules, and Regulations of the University Senate. This academic renewal option, which is known at some universities as fresh start, academic forgiveness, or academic clemency, allows students who have been separated from the university for a significant period to omit a certain number of courses from GPA calculation. The option is designed to provide motivation, incentive, and access for those students hoping to return to UConn to complete their degree. It would allow students to represent their academic work more clearly at the point and time they are completing their degree and remove barriers, both real and perceived, to degree completion.

An academic renewal option has been under consideration by the University since at least 2018. The current committee feels that the implementation of the policy is particularly timely, given the Covid-19 pandemic and its impact on students.

Many of our peer and aspirant institutions have an academic renewal or fresh start option, including Indiana University, Purdue University, University of Georgia, University of Kansas, Ohio State University, Pennsylvania State University, and University of Maryland.

Current By-Law:

By-Laws, Rules, and Regulations of the University Senate, II.B.12, Readmission

12. Readmission

A student seeking readmission to the University must apply through the Dean of Students Office. Readmission is not guaranteed. Criteria used in determining readmission include, but are not limited to, academic progress, university discipline history, and criminal history. All applications for readmission must be evaluated through the Dean of Students Office who will convene a readmission board including the deans' designees. The standards for academic evaluation can be found at the website of each school/college, the Dean of Students Office and the Regional Campus Student Service Offices. The attention of such students is called to the following University regulations:

1. A student who wishes to apply toward a degree credits earned more than eight years before graduation must obtain permission from the dean of the school or college concerned and the Vice Provost for Academic Affairs.
2. All readmitted students (except those who are on an official leave of absence returning to their previous school or college) must satisfy the academic requirements of the school or college to which readmitted as stated in the catalog effective at the time of readmission, unless a subsequent catalog is elected. (9/6/2013)

Proposed By-Law:

By-Laws, Rules, and Regulations of the University Senate, II.B.12, Readmission

13. *Readmission*

A student seeking readmission to the University must apply through the Dean of Students Office. Readmission is not guaranteed. Criteria used in determining readmission include, but are not limited to, academic progress, university discipline history, and criminal history. All applications for readmission must be evaluated through the Dean of Students Office who will convene a readmission board including the deans' designees. The standards for academic evaluation can be found at the website of each school/college, the Dean of Students Office and the Regional Campus Student Service Offices. The attention of such students is called to the following University regulations:

1. A student who wishes to apply toward a degree credits earned more than eight years before graduation must obtain permission from the dean of the school or college concerned and the Vice Provost for Academic Affairs.
2. All readmitted students (except those who are on an official leave of absence returning to their previous school or college) must satisfy the academic requirements of the school or college to which readmitted as stated in the catalog effective at the time of readmission, unless a subsequent catalog is elected.
3. Undergraduate students who have been separated from the university for at least eight consecutive semesters may seek academic renewal at the time of their application for readmission. Through academic renewal, a student may remove up to 16 credits of coursework with a grade of C- or lower from their GPA calculation after rematriculating at UConn. These courses must have been taken previously at the University of Connecticut. The registered grade, earned credits, and grade points for these courses shall remain on the transcript but will no longer calculate into the GPA. Students shall not receive credit toward their degree for courses placed on academic renewal. Academic renewal can be used only once and is limited to those completing their first bachelor's degree at UConn.

**Scholastic Standards Committee
To the University Senate
Present: 2.6.2023 & Vote: 3.6.2023**

Background:

In 2021, the Senate Executive Committee requested that the Provost's Office establish a working group to examine policies regarding Academic Misconduct/Integrity. A university-wide task force, led by Vice Provost Gladis Kersaint, was established and charged with:

- Reviewing, advising, and making recommendations regarding the university's strategic approach to addressing academic integrity standards.
- Reviewing relevant institutional policies, procedures, and practices to ensure institutional congruence and participant fairness; and
- Communicating with respective constituents to solicit insights and provide committee updates.
- Proposing recommendations related to Academic Integrity, including procedures for addressing identified misconduct.
- Making recommendation about needed student, faculty, and staff development.

The following were among the identified issues by the AI Task Force:

- Academic Integrity and related challenges have been discussed over the years, yet little attention has been given to the recommended approaches for improvement.
- Lack of an institution-wide approach, messaging, and professional development related to Academic, Scholarly, and Professional Integrity (APSI) for both faculty and students
- Different policies, processes, and procedures are used for undergraduate and graduate students - APSI is boundary crossing.
- Existing policies are ambiguously defined and create institutional procedural fairness risk
- There is a lack of knowledge about and adherence to existing policies and procedures.
- There is a lack of accurate institutional data about Student Academic Misconduct (e.g., lack of records of students who may have multiple violations, lack of information about the types of violation to support developmental programming, etc.)
- Lack of information about appropriate sanctions for student misconduct

The following goal were established by the AI Task Force:

- To develop a comprehensive and university-wide approach for academic, scholarly, and professional integrity (ASPI), including one point of access for information for faculty and students (i.e., ASPI website)
- To update policies, processes, and procedures and recommend all suggested changes for approval to the appropriate bodies, including University Senate, Graduate Faculty Council.
- *“Develop and publicize, clear, fair, academic integrity policies, procedures, and statements that can be effectively understood, procedurally sound, and consistently implemented” – International Center for Academic Integrity (2021), p. 11*

Current By-Law:

By-Laws, Rules, and Regulations of the University Senate, II.D.11, Cheating- Student Academic Misconduct

11. *Cheating - Student Academic Misconduct*

Academic misconduct is dishonest or unethical academic behavior that includes but is not limited to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).

Instructors shall take reasonable steps to prevent academic misconduct in their courses and to inform students of course-specific requirements. Students' responsibilities with respect to academic integrity are described "Responsibilities of Community Life: The Student Code."

When the instructor of record or designee (hereafter referred to as instructor) believes that an act of academic misconduct has occurred he or she is responsible for saving the evidence in its original form and need not return any of the original papers or other materials to the student. Copies of the student's work and information about other evidence will be provided to the student upon request.

When an instructor believes there is sufficient information to demonstrate a case of academic misconduct, he or she shall notify the student in writing of the allegation of misconduct and the academic consequences that the instructor will impose. The appropriate academic consequence for serious offenses is generally considered to be failure in the course. For offenses regarding small portions of the course work, failure for that portion is suggested with the requirement that the student repeat the work for no credit. The written notification shall also inform the student whether the case has been referred to the Academic Integrity Hearing Board (Board) for consideration of additional sanctions. The instructor shall send the written notification to the student with a copy to the Office of Community Standards within five business days of having discovered the alleged misconduct. At the Regional Campuses, a copy shall be sent to the Office of Student Affairs (Regional Campus Student Affairs). Cases that are purely technical in nature, without any perceived intent to achieve academic advantage, may be reported at the discretion of the instructor.

In certain cases, the dean of a school or college or designee may become aware of alleged academic misconduct and may bring a complaint forward to the Academic Misconduct Hearing Board.

The student has five business days from receipt of the written notice to respond to the instructor and/or to request a hearing (see Academic Integrity Hearing Board). If the student does not respond within the allotted time the instructor's sanctions shall be imposed. If the student requests a hearing the instructor shall forward the request to the Office of Community Standards. At the Regional Campuses, the instructor shall forward a copy to the Office of Student Affairs. If the student and the instructor reach a mutually acceptable resolution of the case the instructor shall notify the Office of Community Standards (or the Regional Campus Office of Student Affairs) of the agreement. The instructor shall also notify the Office of Community Standards (or the Regional Campus Office of Student Affairs) if he or she withdraws

the allegation of misconduct. A student who has been notified that he or she has been accused of academic misconduct may not withdraw from the course in which the alleged misconduct has occurred without the approval of the instructor and the appropriate dean. If a student withdraws from a course during a pending academic misconduct case, any academic sanction imposed will overturn the withdrawal.

If a semester concludes before an academic misconduct matter is resolved, the student shall receive a temporary 'I' (incomplete) grade in the course until the instructor submits the appropriate grade.

The Academic Integrity Hearing Board

The Academic Integrity Hearing Board, which is administered by the Office of Community Standards (Dean of Students Office), comprises two faculty members, two students, and a nonvoting chairperson, all of whom are appointed by the Director of the Office of Community Standards. At each Regional Campus, a designee working in conjunction with the Office of Community Standards is responsible for the organization and administration of their Academic Integrity Hearing Board. Hearing procedures will be in accordance with the hearing procedures described in "The Student Code." The Office of Community Standards will ensure that appropriate Dean(s) and Faculty are kept informed of the status of misconduct cases in a timely fashion.

The accused student or the accusing instructor may refer a case of alleged academic misconduct to the Office of Community Standards for it to be adjudicated by the Academic Misconduct Hearing Board. Community Standards will review all academic misconduct cases as they are received to determine if a case needs to be heard by the Board to determine if additional sanctions need to be considered. After receiving written notification of academic misconduct from the instructor, Community Standards may meet with students to discuss additional sanctions outlined in *The Student Code* to determine if an agreement about additional sanctions can be reached. If an agreement cannot be reached between a student and Community Standards, the case will be heard by the Board.

Hearing on Academic Misconduct

If the Board finds that the student is "Not Responsible" for the alleged misconduct the Board shall not impose any sanctions and the instructor must reevaluate the student's course grade in light of the Board's finding.

If the Academic Misconduct Hearing Board finds that the student is "Responsible", the instructor's grading sanction shall be imposed. The Board does not have the authority to change or influence the grading sanction imposed by the instructor.

Upon consideration of a student's record of misconduct and/or the nature of the offense the Board may impose additional sanctions. The Board should apply these sanctions in proportion to the severity of the misconduct. These sanctions may include any sanctions as described in *The Student Code*.

Hearing Appeal

The decision of the Academic Misconduct Hearing Board may be appealed to the Provost or his/her designee. An appeal is not a new hearing. It is a review of the record of the original hearing.

1. An appeal may be sought on three grounds:

- a. On a claim of error in the hearing procedure that substantially affected the decision.
- b. On a claim of new evidence or information material to the case that was not known at the time of the hearing.
- c. To determine whether any additional sanction(s) (not including academic consequences) imposed by the Board were appropriate for the violation of *The Student Code* based in the student's conduct history and/or significance of the violation.

2. Appeals on such grounds may be presented, specifically described, in writing within five business days of the announcement of the Board's decision.

3. The decision of the Provost or his/her designee is final. There will be no further right of appeal.

4. The Provost or his/her designee shall have the authority to dismiss an appeal not sought on proper grounds.

If an appeal is upheld, the Provost shall refer the case with procedural specifications back to the original Hearing Body who shall reconsider the case accordingly.

Proposed By-Law:

Motion to Remove all current language from the By-Laws, Rules, and Regulations of the University Senate, II.D.11, Cheating- Student Academic Misconduct and replace with:

Issues related to academic and scholarly integrity at the University of Connecticut are governed by the Academic, Scholarly, and Professional Integrity and Misconduct Policy. This policy, together with procedures for implementing it, were developed by a committee including representatives from the University Senate and Graduate Faculty Council, as well as professional staff from the divisions tasked with administering the policy (Community Standards and The Graduate School). To recommend changes to the policy or to the implementing procedures, a committee must be convened by the Office of Academic and Scholarly Integrity that brings together all the above relevant stakeholders, including University Senate and Graduate Faculty Council. The committee must then bring those changes to the University Senate and Graduate Faculty Council, and each body must vote to approve any changes before they can be recommended to the President's Cabinet or implemented.

University of Connecticut Senate Executive Committee

February 6, 2023

A Resolution Regarding Student Engagement

WHEREAS:

- The UConn Student Body has a history of engaging in advocacy in support of UConn at the State Legislature;
- Responsible, sufficient, and stable funding is integral both for UConn students' success and wellbeing as well as the ability for UConn to pursue its educational, research, and community mission as a world-class, land-grant educational institution;
- UConn generates jobs, supports economic growth, creates scholarship, and improves the lives of Connecticut Residents each day.

NOW THEREFORE, this University Senate HEREBY resolves:

1. To support peaceful and respectful student engagement with the Connecticut State Legislature during the 2023 session.
2. To encourage faculty to use their discretion to make accommodations, where appropriate, for students who may miss classes to participate in organized student attendance at the legislature or other activities, in accordance with the above resolution.

Sponsor: The University Senate Executive Committee

Del Siegle, Chair	Usman Ali	Pam Bedore
Laura Burton	Gabrielle Corso	Jason Chang
Marisa Chrysochoou	Kate Fuller	Mason Holland
Joe MacDougald	Carl Rivers	Margaret Rubega
Peter Spinelli	Manuela Wagner	