

UNIVERSITY SENATE MEETING AGENDA

April 3, 2023

A regular meeting of the University Senate will be held on
Monday, April 3, 2023, at 4:00 p.m.

Meeting link sent directly to Senate Members

Public access link: <https://ait.uconn.edu/university-senate-meeting/>

The agenda for this meeting is as follows:

1. Approval of Minutes
March 6, 2023, Minutes of the University Senate
2. Report of the President
Presented by Provost Anne D'Alleva
3. Report of the Senate Executive Committee
Presented by SEC Chair Del Siegle
4. Consent Agenda Items
 - Report of the Curricula and Courses Committee
5. Report from Nominating Committee presented by Senator Burton
 - PRESENTATION of 2023/2024 Senate Standing Committee Rosters
6. Report from the Curricula and Courses Committee presented by CCC+ Chair Pam Bedore
 - PRESENTATION of a motion to amend the By-Laws, Rules, and Regulations of the University Senate, C.2.b, Competencies (Seal of Biliteracy)
7. Report from Scholastic Standards Committee presented by Co-Chair Bresciano
 - PRESENTATION of a motion to amend the By-Laws, Rules, and Regulations of the University Senate, II.E.6, Scholastic Standing, Mid-Semester and Semester Reports
8. Report from Anti-Black Racism Course Working Group presented by Senators Engler and Holland
 - PRESENTATION of a motion to amend the By-Laws, Rules, and Regulations of the University Senate, II.C.2.D (renumber from D), Minimum Requirements for Undergraduate Degrees, General Education Curriculum
9. Report from the Provost's Office on Regional Campuses presented by Provost D'Alleva
10. New Business
11. Adjournment

SENATE EXECUTIVE COMMITTEE

Del Siegle, Chair
Usman Ali
Gabrielle Corso
Kate Fuller
Carl Rivers
Manuela Wagner

Pam Bedore
Jason Chang
Mason Holland
Margaret Rubega

Laura Burton
Marisa Chrysochoou
Joe MacDougald
Peter Spinelli

University Senate Curricula and Courses Committee
Report to the Senate
April 3, 2023

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

A. DRAM/HRTS 2150 Devising Theatre for Social Justice I (#13045) [New CA1]

Proposed Catalog Copy

DRAM 2150. Devising Theatre for Social Justice I

Also offered as: HRTS 2150.

3.00 credits.

Grading Basis: Graded

Making theatre without a pre-written script to address a social justice topic of interest, moving from initial stimulus to concluding performance. Students will center a contemporary issue of social justice while developing theatre-making skills, emphasizing collaborative co-creation, small group work, and the development and presentation of a range of performance forms. CA 1.

HRTS 2150. Devising Theatre for Social Justice I

Also offered as: DRAM 2150.

3.00 credits.

Grading Basis: Graded

Making theatre without a pre-written script to address a social justice topic of interest, moving from initial stimulus to concluding performance. Students will center a contemporary issue of social justice while developing theatre-making skills, emphasizing collaborative co-creation, small group work, and the development and presentation of a range of performance forms. CA 1.

B. ENGL 1401 Horror (#15985) [New CA1]

Proposed Catalog Copy

ENGL 1401. Horror

3.00 credits

Prerequisites: None

Grading Basis: Graded

Focused studies in horror film and/or literature. CA 1.

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

A. ECON/MAST 2467E Economics of the Oceans [EL] (#16645) [Revise prereqs]

Current Catalog Copy

ECON 2467E. Economics of the Oceans

Also offered as: MAST 2467E

3.00 credits

Prerequisites: ECON 1200 or 1201.

Grading Basis: Graded

Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

MAST 2467E. Economics of the Oceans

Also offered as: ECON 2467E

3.00 credits

Prerequisites: ECON 1200 or 1201.

Grading Basis: Graded

Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

Revised Catalog Copy

ECON 2467E. Economics of the Oceans

Also offered as: MAST 2467E

3.00 credits

Prerequisites: ECON 1200 or 1201 or ARE 1150

Grading Basis: Graded

Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

MAST 2467E. Economics of the Oceans

Also offered as: ECON 2467E

3.00 credits

Prerequisites: ECON 1200 or 1201 or ARE 1150

Grading Basis: Graded

Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

B. HIST/AAAS 2841 Empire and Nation in Southeast Asia (#16325) [Add CA1 & CA4-Int]

Current Catalog Copy

AAAS 2841. Empire and Nation in Southeast Asia

Also offered as: HIST 2841

3.00 credits

Grading Basis: Graded

Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam.

HIST 2841. Empire and Nation in Southeast Asia

Also offered as: AAAS 2841

3.00 credits

Grading Basis: Graded

Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam.

Revised Catalog Copy

AAAS 2841. Empire and Nation in Southeast Asia

Also offered as: HIST 2841

3.00 credits

Grading Basis: Graded

Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Indonesia, the Philippines, Thailand, and Vietnam. CA 1. CA 4-INT.

HIST 2841. Empire and Nation in Southeast Asia

Also offered as: AAAS 2841

3.00 credits

Grading Basis: Graded

Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Indonesia, the Philippines, Thailand, and Vietnam. CA 1. CA 4-INT.

C. JOUR 2003 Literary Journalism (#18505) [Revise prereqs and description]

Current Catalog Copy

JOUR 2003. Literary Journalism

3.00 credits

Prerequisites: JOUR 1002 or 2000 (may be taken concurrently with JOUR 2000).

Grading Basis: Graded

Critical survey embracing the diverse voices of literary journalism from the 17th century through the 21st.

Revised Catalog Copy

JOUR 2003. Literary Journalism

3.00 credits

Prerequisites: None

Grading Basis: Graded

Exploration of the relationship between narrative nonfiction journalism and literature. Practice of literary journalism techniques of famous and forgotten writers, incorporating observation, research, and evaluation. Critical survey of diverse literary journalism examples from the 1850s through the present.

III. 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. ENGL/HRTS 3631 Literature, Culture, and Humanitarianism [W] (#14385) [Add W version]

Current Catalog Copy

ENGL 3631. Literature, Culture, and Humanitarianism

Also offered as: HRTS 3631

3.00 credits

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

Grading Basis: Graded

Relationships between literature and culture and humanitarian movements, from the eighteenth century to the present.

HRTS 3631. Literature, Culture, and Humanitarianism

Also offered as: ENGL 3631

3.00 credits

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

Grading Basis: Graded

Relationships between literature and culture and humanitarian movements, from the eighteenth century to the present.

Revised Catalog Copy

ENGL 3631. Literature, Culture, and Humanitarianism

Also offered as: HRTS 3631

3.00 credits

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

Grading Basis: Graded

Relationships between literature and culture and humanitarian movements, from the eighteenth century to the present.

ENGL 3631W. Literature, Culture, and Humanitarianism

Also offered as: HRTS 3631W

3.00 credits

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

Grading Basis: Graded

Relationships between literature and culture and humanitarian movements, from the eighteenth century to the present.

HRTS 3631. Literature, Culture, and Humanitarianism

Also offered as: ENGL 3631

3.00 credits

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

Grading Basis: Graded

Relationships between literature and culture and humanitarian movements, from the eighteenth century to the present.

HRTS 3631W. Literature, Culture, and Humanitarianism

Also offered as: ENGL 3631W

3.00 credits

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

Grading Basis: Graded

Relationships between literature and culture and humanitarian movements, from the eighteenth century to the present.

B. HIST 3100W Biography as History [W] (#17206) [Revise number, title, repeatability, and description]

Current Catalog Copy

HIST 3100W. Biography as History

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

What the lives of significant individuals reveal about major historical periods and themes.

Variable topics.

Revised Catalog Copy

HIST 2103W. Biography as History: Individuals in their Times

3.00 credits | With a change in topic, may be repeated for a total of nine credits.

Prerequisites: ENGL 1007 or 1010 or 1011.

Grading Basis: Graded

What the lives of interesting individuals reveal about major historical periods and themes.

Course materials may include biographies, memoirs, autobiographies, diaries, and letters.

Formerly offered as HIST 3100W.

C. HIST 3101W History Through Fiction [W] (#17265) [Revise number, title, repeatability, and description]

Current Catalog Copy

HIST 3101W. History through Fiction

3.00 credits | May be repeated for credit.

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

Grading Basis: Graded

What classic novels and other works of fiction reveal about major historical periods and themes in history. Variable topics. May be offered from an American or European perspective.

Revised Catalog Copy

HIST 2104W. History Through Fiction

3.00 credits | With a change in topic, may be repeated for a total of nine credits.

Prerequisites: ENGL 1007 or 1010 or 1011.

Grading Basis: Graded

What novels and other works of fiction reveal about major historical periods and themes in history. Variable topics. Formerly offered as HIST 3101W.

D. HIST 3105 History Through Film [CA1] (#17225) [Revise from 3000- to 2000-level]

Current Catalog Copy

HIST 3105. History through Film

3.00 credits | May be repeated for a total of 9 credits.

Prerequisites: None.

Grading Basis: Graded

An exploration of the ways in which film can communicate complex cultural, historical, and political ideas. Topics may include film's ability to translate philosophical and religious ideas, portray accurate or revisionist history, play a role in subverting or critiquing the social and political status quo, and act as a chronicler of change.

Revised Catalog Copy

HIST 2105. History through Film

Formerly offered as HIST 3105.

3.00 credits | With a change in topic, may be repeated for a total of nine credits.

Prerequisites: None.

Grading Basis: Graded

An exploration of the ways in which film can communicate complex cultural, historical, and political ideas. Topics may include film's ability to translate philosophical and religious ideas, portray accurate or revisionist history, play a role in subverting or critiquing the social and political status quo, and act as a chronicler of change. Formerly offered as HIST 3105. CA 1.

E. JOUR 3012 Feature Writing [W] (#17446) [Revise description]

Current Catalog Copy

JOUR 3012W. Feature Writing

3.00 credits

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

Grading Basis: Graded

Emphasis on finding, developing and writing feature stories. Outside stories will be assigned weekly.

Revised Catalog Copy

JOUR 3012W. Feature Writing

3.00 credits

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

Grading Basis: Graded

Writing and reporting human-interest stories, personality profiles, and other features; developing skills for nonfiction storytelling with scenes, dialogue, and descriptive narrative.

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, Terra Zuidema (Registrar alternate), and Karen McDermott (Program Assistant)

From the 3/6/23 meeting.

**Senate Nominating Committee
2023-2024 Senate Committee Rosters**

Each standing committee of the Senate will include two undergraduates and one graduate student.

Curricula & Courses Committee

Chair: TBD

*Dorothea Anagnostopoulos, Neag School of Education, Dean's Office

*Pam Bedore, Chair of GEOC, (Ex-Officio)

*John Chandy, Engineering, ECE

*Louis Hanzlik, SFA, Music – possible sabbatical in sp24

*Dan Mercier, Academic Affairs, AVP

*Tina Reardon, Waterbury, History

*Suzanne, Wilson, Chair, Ed Curriculum & Leadership

Peter Diplock, Associate Vice Provost, CETL (Ex-Officio)

Marc Hatfield, Registrar's Office

Matt McKenzie, History, Avery Point Campus

David Ouimette, First Year Programs and Learning Communities

Sharyn Rusch, CLAS Academic Services

Steve Stifano, CLAS, Communication (C&C Chair)

Terra Zuidema, Registrar's Office alternate

Enrollment Committee Members

***Catherine Little, Chair, Education, Educational Psychology**

*Robin Bogner, Pharmacy, Pharmaceutical Science

*Jamie Caruso, Waterbury, Staff

*Miranda Davis, CLAS, Ecology & Evolutionary Biology

* Bryan Huey, Engineering, MSE

*Natalie Munroe, CLAS, Anthropology

*Anastasio Tzingounis, CLAS, PNB

*Nat Trumbull, AVP

*Xiaojing, Wang, CLAS, Statistics

*Mark Zurolo, SFA, Art & Art History

Nathan Fuerst, Vice President for Enrollment Planning & Management (Ex-Officio Member)

Vern Granger, Office of Admissions

Jennifer Morenus, PRLACC

Mansour Ndiaye, CLAS Academic Services

Faculty Standards Committee Members

***Dan Burkey, Chair, Engineering, Associate Dean**

*Bede Agocha, CLAS, Africana Studies Institute

*Mary Ann Amalaradjou, CAHNR

*Valarie Artigas, School of Nursing

*Kelly Herd, Business, Marketing

*Lisa Holle, Pharmacy Practice

*Elizabeth Jockusch, CLAS, Ecology & Evolutionary Biology

*Elaine Lee, CAHNR, Kinesiology

*Vicki Magley, CLAS, Psychological Sciences

*Betsy McCoach, Neag, Educational Psychology

George McManus, CLAS, Avery Point

John Richardson, School of Fine Arts, Art & Art History

Martina Rosenberg, CETL, Faculty Development

Jeffrey Shoulson, Senior Vice Provost (Ex-Officio member)

JEDI Committee Members

Chair TBD

*Becky Bacher, CLAS Advising

* Martha Cutter, CLAS, English

*Caitlin Elsaesser, School of Social Work

*Kristen Govoni, CAHNR

*Micah Heumann, ISS, ACES

*Diane Lillo-Martin, Linguistics

*Greg Reilly, Business, Management

*Jennifer Pascal, Engineering, Chemical & Molecular

*Diandra Prescod, Neag

*Margaret Rubega, CLAS, Ecology and Evolutionary Biology

*Urios-Aparisi, Eduardo, CLAS, LCL

*Yaowu, Yuan, CLAS, EEB

*Cindy Zhang, CLAS, Geography

Stuart Duncan, The Graduate School

Stephany Santos, School of Engineering, Biomedical Engineering

Audrey Silva, Center for Students with Disabilities

Frank Tuitt, Vice President for Diversity and Inclusion & Chief Diversity Officer (Ex-Officio Member)

Scholastic Standards Committee Members:

***Karen Bresciano, Co-Chair, The Graduate School**

***Jamie Kleinman, Co-Chair, CLAS, Psychological Sciences, Avery Point**

*Maureen Armstrong, Dean of Students Office

*Kelly Burke, Engineering, Chem & Biomolecular

*Robin Coulter, Business, Marketing

*Carrie Fernandes, Financial Aid

* Holly Fitch, CLAS, Psychology

*Morty Ortega, CAHNR, Natural Resources and the Environment

*Lawrence Walsh, Office of Admissions

Erin Ciarimboli, Office of Undergraduate Advising

Sarah Croucher, Provost's Office, Academic Affairs

Lindsay Cummings, SFA, Dramatic Arts

Jennifer Lease Butts, Associate Vice Provost for Enrichment Programs (Ex-Officio Member)

Brian Rockwood, Registrar's Office

Lauren Schlesselman, CETL, Academic Program Assessment and Learning Initiatives

Christine Wenzel, Center for Students with Disabilities

Student Welfare Committee Members

***Leo Lachut, ISS, Academic Achievement Center**

*Tom Bontly, CLAS, Philosophy

*Laura Burton, Neag

*Andy Bush, CLAS, Earth Sciences

*Jennifer Dineen, Public Policy, Hartford

*Kate Fuller, UConn Libraries

*Erica Granoff, Stamford, Student Services

*Tina McCarthy, SHaW

*Sarah Scheidel, Enrichment Programs

*Fiona Vernal, CLAS, History

Megan Pesta, The Graduate School

Bryanna Anderson, Center for Students with Disabilities

Fabiana Cardetti, CLAS, Mathematics

Kimberly Duby, Dean of Students Office

Arthur Galinat, International Student & Scholar Services

Michael Gilbert, Vice President of Student Affairs (Ex-Officio Member)

Mona Lucas, Enrollment Planning and Management

Suzanne Peters, Financial Aid

Jennifer Gattilia Tibbetts, Registrar's Office

Peter Tribuzio, Student Services, Hartford Campus

University Budget Committee Members:

Co-Chair TBD

***Lisa Park Boush, Co-Chair, CLAS, Earth Sciences**

*Eleni Coundouriotis, CLAS, English

*Elena Dormidontova, CLAS, Physics

*Sandy Grande, CLAS, Political Science

*Jeffrey McCutcheon, Engineering, Chemical & Biomolecular Engineering

*Michael Morrell, CLAS, Political Science

*Michael White, Dining Services

Jeffrey Geoghegan, EVP for Finance & CFO UConn and UConn Health (Ex-Officio Member)

Anne Langley, UConn Library

Steve Marchillo, SSW, Director of Finance

Michael Vertefeuille, SFA, Digital Media and Design

Dave Weber, School of Business

Reka Wrynn, Budget, Planning and Institutional Research

University Planning Committee Members

***Bonnie Burr, Chair, CAHNR, Extension**

*Amvrossios Bagtzoglou, Engineering, Civil & Environmental

*Oksan Bayulgen, CLAS, Political Science

*Joanne Conover, CLAS, Physiology & Neurobiology

*Joe Crivello, CLAS, PNB

*Carl Rivers, Office of the Registrar

*Justin Rogowski, Law Library

*Mike Shor, CLAS, Economics

Tutita Casa, Neag School of Education

Gladis Kersaint, Vice Provost for Strategic Initiatives (Ex-Officio Member)

Common Curriculum Committee+
Report to the Senate
April 3, 2023

Add Seal of Biliteracy to Second Language Competency

Rationale:

Students currently fulfill the Second Language Competency of General Education by either completing a third-year high school level course in a language other than English or the second semester course in the first-year sequence of college level study in a language other than English.

In 2017, the Connecticut State Seal of Biliteracy was established to recognize public high school graduates who have attained a level of proficiency in English and one or more other languages (Public Act 17-29, signed by CT governor 6.6.2017). The Seal of Biliteracy has been adopted in 49 states and in Washington DC. Four universities on UConn's peer and aspirant list now accept it:

- Indiana University
- University of Utah
- University of Illinois - Urbana-Champaign
- University of Maryland

Given that the Seal of Biliteracy involves a validated test equivalent to the second semester course in the first-year sequence of college level study, the CCC+ proposes to add this option as a means of satisfying the Second Language Competency of General Education.

This proposal was approved by CCC+ on 2.27.2023, and by the Senate C&C on 3.6.2023. It has also been shared with the Courses and Curriculum Committees of the School of Business and the College of Liberal Arts & Sciences so they can deliberate whether or not the Seal of Biliteracy should fulfill the additional Second Language Competency requirement for their students.

Current By-Law Language:

C.2.b Competencies

The General Education Curriculum includes competencies in information literacy, quantitative skills, second language proficiency, and writing. The coursework required to demonstrate Information Literacy is established by each major field of study. Quantitative Literacy is established by completing two courses that are designated for this purpose as Q courses. One Q course must be a MATH or STAT course. Second Language competency is established by passing either 1) the third-year high school level course in a language other than English or 2) the second semester course in the first-year sequence of college level study in a language other

than English. Writing competency is established by passing two courses that are designated for this purpose as W courses, one of which must be in the major field of study at the 2000-level or above. First-year writing courses are prerequisites for W courses.

Proposed By-Law Language:

C.2.b Competencies

The General Education Curriculum includes competencies in information literacy, quantitative skills, second language proficiency, and writing. The coursework required to demonstrate Information Literacy is established by each major field of study. Quantitative Literacy is established by completing two courses that are designated for this purpose as Q courses. One Q course must be a MATH or STAT course. Second Language competency is established by passing either 1) passing the third-year high school level course in a language other than English or 2) attaining a Seal of Biliteracy or 3) passing the second semester course in the first-year sequence of college level study in a language other than English. Writing competency is established by passing two courses that are designated for this purpose as W courses, one of which must be in the major field of study at the 2000-level or above. First-year writing courses are prerequisites for W courses.

**ABR Implementation Ad Hoc
To the University Senate
Present 4.3.2023 & Vote 5.1.2023**

Background:

Having received the Anti-Black Racism (ABR) Curriculum Working Group Report dated May 2, 2022, the Senate Executive Committee (SEC) formed an ABR Ad-Hoc Committee charged with preparing a proposal and implementation plan to include a mandatory Anti-Black Racism Course in the UConn Curriculum. The implementation plan includes information the committee deemed necessary to ensure adoption of the requirement for the incoming class of Fall 2024.

The ABR Implementation Ad-Hoc continued deliberations and considered the questions and challenges included in the report and beyond. The following amendment is now being proposed as part of the current General Education Oversight Committee by-laws and with the expectation that it will be included in the Common Curriculum Committee by-laws that become effective in fall 2025.

Proposed By-Law Addition:

**By-Laws, Rules, and Regulations of the University Senate, II.C.2.D (renumber from D)
Minimum Requirements for Undergraduate Degrees, General Education Curriculum**

Every undergraduate student at UConn must pass the one-credit course titled U.S. Anti-Black Racism as part of the baccalaureate degree requirements. It is strongly recommended that the course be completed during the first two years of enrollment at the University.

The background of the slide is a dark, grayscale image showing several raised fists, a symbol of solidarity and protest. The fists are positioned at the bottom of the frame, with the central one being the most prominent and largest. The overall tone is serious and activist.

Proposed By-Law Change to Require the Anti-Black Racism Course for All Undergraduate Students

ABR Ad Hoc Committee

Proposed By-Law Change

“Every undergraduate student at UConn must pass the 1 credit course titled U.S. Anti-Black Racism as part of the baccalaureate degree requirements. It is strongly recommended that the course be completed during the first two years of enrollment at the University.”

II. Rules and Regulations, C. Minimum Requirements for Undergraduate Degrees, #2 General Education Curriculum between
c.Environmental Literacy, d. Courses

Research-Based Support for the ABR Proposal

“Almost **60% of students reported feeling comfortable reporting experiences** with or witnessing racial harassment and discrimination at UConn; **yet 60% of students reported not feeling confident that UConn would respond appropriately**; and more than **70% of students reported being unaware of UConn’s formal procedures** for handling incidents of racial or ethnic discrimination.”

“These quantitative data suggest that racial microaggressions are not isolated incidents. They appear to be deeply and systematically engrained in the university culture.”

29% of students reported being singled out to provide discussions of diversity in class or other campus settings.

→ **ABR provides all students with the tools to discuss diversity and racism intelligently**

“23% of POC students reported educating themselves (eg. seeking out more information about racism) to cope with racial microaggressions”

→ **Students of color also benefit from this learning**

...One of the black frats was out tabling for something or other and as the white boys were walking on, one of them says something like, "What are they even doing here man, when did the campus become overrun with them?" To which the other responds. "My dad said this was a predominately white school and I was really hoping that stayed true."

I just look around in my classroom and I can tell that this set up wasn't there to welcome me. I look at the curriculum and I do not see myself reflected in my learning.

Student Testimony

23/59 specifically referenced blackness

I am a member of the ScHOLA2RS Learning Community, which means I live on a floor of Werth Tower for which 50% of the floor is all black men. When non-ScHOLA2RS on the floor or even in the building are unaware that I am listening, I constantly hear the vilification of the members of my community and the LC as a whole. Secondly, I'm a sophomore here, and the amount of times I've been referred to as the N-word by non-black individuals is ridiculous.

I watched a white student call someone else a n***** at a bar and it triggered me. I felt furious and honestly that it was the breaking point for a lot of students who are Black.

Student Testimony Continued

I've been in a few classes where whenever there is a conversation that includes a discussion of Africa, privilege or oppression I am always singled out especially because I have an accent so people just assume that I'm from an African country without even asking (I am not African)

Additionally, due to the white majority undergraduate population, I notice assumptions about my intellect when I teach and needing to earn their respect more than my white peers. This is a major issue. [Black female graduate student]

As a black woman, I often feel that I have to be the spokeswoman for my whole race when an issue of race comes up in class or sometimes issues for any minority group regardless of my identification as a member of that group. I feel expectations from my peers and faculty members to respond to these situations. I also sometimes feel disregarded in class.

Student Calls for ABR

I think the University needs to stop focusing on the numbers and statistics about our "diverse" campus and focus more upon its students' wellbeing. I also think the University needs to do a better job about educating the student body about how racism can manifest in our daily lives.

"PLEASE HAVE A GEN ED COURSE FOR FOLKS TO TALK ABOUT IT"

The frats and sororities leach on black culture and are continuously saying the N word or N*****R on campus property whether it be outside of class or in their buildings, posting it on social media like its a joke. **There should be a comprehensive and mandatory online lesson, like the one for drugs and alcohol that everyone should take**

I feel like UConn should have more training for incoming freshman on racial sensitivity because a lot of white students don't see an issue with racial slurs even in songs. They don't seem to understand that their words have meaning

- Student Body President Mason Holland and Academic Affairs Director Abbey Engler have been leading this project through University Senate for the last 3 years.
- Mason authored and passed legislation through the USG Senate, thereby securing the support of the undergraduate student body.
- Mason was re-elected president for a second term (2022-2023) on the promise that he would advocate for the ABR course to be mandated.
- **USG President-Elect and Vice President-Elect won their election on the promise that they would continue the ABR Proposal (2023-2024).**

Student Calls for ABR Continued

**This is a student-driven
proposal.**

**Undergraduate students want the
1 credit Anti-Black Racism course
to be mandated.**

2020 UConn Racial Microaggression Survey

#1 Recommendation on Policy, Programmatic and Curricular Changes

Mandate 1-credit U.S. Anti-Black Racism course for all students (in addition to CA-4 Diversity General Education Requirement)

Why ABR?

Race relations in the U.S. starts uniquely at the paradigm of anti-blackness

- The ABR Course includes modules such as, Systemic Racism & Global Anti-Black Racism, Black Led & Intersectional Social Movements, Contemporary Intersectional Solidarity, all intended to address Anti-Black racism in an inclusive way.
 - Intersectional, Interdisciplinary - **Relevant to EVERY student**
- **Anti-black racism and chattel slavery are intrinsic/embedded in our country's founding**
- This course is one way that we as an institution can take a stand and counter the systems of oppression and racism that is in our country's foundational DNA, as well as our current climate in the U.S. We need to give our students the education and tools to be able to respond.
- The ABR course is intended to serve as the **gateway** to discussing discrimination and racism of **all** kinds.

Why ABR?

ABR does not exclude other minoritized groups, highlighting one of great historical importance does not diminish others.

Why Not a General Anti-Discrimination Course?

- Lack of depth doesn't convey the same benefits, it will be ineffective.
- Race relations in the U.S. start uniquely at the paradigm of anti-blackness. You can't talk about racism in the U.S. without an in depth study of anti-blackness.

Why Not Another of the AWESOME Pop-up Courses?

- History of Anti-Blackness in the U.S. specifically
- ABR is a GATEWAY to discussing all discrimination by giving students the tools to do so intelligently, not a closed door
- **By giving students the tools to discuss racism and diversity intelligently, they will benefit far more from other pop-ups, as well as mandated gen ed Diversity courses of their choice**

Course Statistics

ABR is not academically burdensome for students.

COURSE STATISTICS

- Total Enrollment to Date: 4,769 students completed graded as S/U
- 94.3% percent completion rate

SUMMARY OF SET SURVEY DATA

The following observations hold across 9 SET surveys of 3 different ABR professors:

- Students generally spend about 1-3 hours per week on the course
- The **level of difficulty** of course content is mostly rated **“about the same as most courses”** or **“less than most courses”** across all professors
- There is an even distribution of students who rated **how much they learned** in the course between: **“about the same as most courses”**, **“more than most courses”**, and **“much more than most courses”** across most surveys
- Across all courses (excluding graduate courses), the majority of respondents were freshmen

COST STRUCTURE

*ABR places no financial
burden on students.*

Cost and Financial Aid

- **1 credit at cost structure**
- Course to be offered during the first 7 weeks of fall & spring semesters.
- Full-time status results at zero cost for students enrolled in 12+ credits (92% of our students).
- Course to be offered during summer 1 credit, 0 cost for all interested students including part-time students.

Cost to Run

- Estimate is at ~ \$50k annually funded by Provost's Office
- One-credit adjunct rate for faculty lead
- Graduate student who will manage administrative tasks (email correspondence and discussion board moderation)

Estimated Costs Provided by the Office of the Provost

| | A | B | C | D |
|----|--|--------------------|-------------------------|---|
| 1 | Personnel Costs | | | |
| 2 | Course Engagement Faculty | \$11,328.00 | | |
| 3 | Course Engagement Faculty Fringe | \$8,949.12 | | |
| 4 | Course Moderator (GA) | \$31,381.55 | | |
| 5 | Course Moderator (GA) Fringe | \$5,648.68 | | |
| 6 | | \$57,307.35 | New budget need | |
| 7 | Revisions & Continued Development | | | |
| 8 | Instructional Designers | | | |
| 9 | Simon Wang | \$76,441.00 | | |
| 10 | Kelsey Keefe | \$66,032.00 | | |
| 11 | Insructional Designer Average | \$71,236.50 | | |
| 12 | 20% Insructional Designer Average | \$14,247.30 | | |
| 13 | Insructional Designer Average Fring | \$11,255.37 | | |
| 14 | Faculty Course Development/Refres | \$15,000.00 | | |
| 15 | | \$40,502.67 | Covered in kind by CETL | |
| 16 | | | | |
| 17 | Total Cost | \$97,810.02 | | |
| 18 | | | | |

Expected Student Load

Expected Fall Enrollment Year 1 of Mandate

- There were 5,800 first year students in 2022 across all campuses
 - Assume $\frac{1}{4}$ will probably take it within their first semester, generously (summer availability)
- ~1,450 first year students are estimated to enroll in ABR in Fall 2024
- 22,479 undergraduates, 4,497 have taken it
- 18,000 have not taken it, 1,132 average students per semester, most are freshmen
- **Expected total enrollment at launch: ~1,900-2,000**

Fall 2020 Enrollment-Pilot Semester

1,405 students

As planned currently, the requirement will take effect for the incoming Fall 2024 class.

Accreditation Concerns

Preliminary ABR Requirement-level Learning Objectives:

1. Students will be able to demonstrate basic knowledge and vocabulary to discuss diversity and racism intelligently.
2. Students will be able to critically analyze their own personal experiences with racism.
3. Students will be able to use and direct others to University resources pertaining to diversity and race.

*CCC+ ABR subcommittee will continue to refine these objectives

Preliminary Methods for Assessment:

- UConn Racial Microaggression Survey - Survey Instrument to Rerun annually for assessment of course effectiveness
- Several programs and institutions around the country have adopted the survey metrics for their own efforts
- Bias Reports - Institutional Level
- CCC+ ABR subcommittee will further this plan

COURSE OVERSIGHT

CCC+ vs. UICC

WHY CCC+?

- Although the approval process could be longer, the CCC+ committee is open to creating an ABR subcommittee to promote flexibility
- CCC+ meets more often and is better able to provide consistent oversight

WHY NOT UICC?

- Accreditation standards require that ABR be a gen ed course, UICC does not oversee gen ed courses.

CCC+ Integration

- With a plan for Fall 2024 implementation, this by-law will be implemented BEFORE the new Common Curriculum
- **Why not push back implementation and include it in the Common Curriculum in Fall 2025?**
 - It is better logistically to try out ABR for one semester under a familiar system to work out issues, as opposed to waiting and implementing it all together which could make issues more complex to solve.
- **The new CC is built on the paradigm of student choice. ABR is a singular mandatory course, is that not contrary?**
 - Yes, it seems to be contrary in some ways. There is no perfect solution. However, this is a student-led proposal. Students are making this choice through their student government, through their responses to research questions, and through their continued calls for UConn to “do better” in their responses to systemic racism on campus.
 - UConn declared racism a public health crisis on campus, education is the most effective way to provide a safe and healthy environment, education is our mission.