

UNIVERSITY SENATE MINUTES

A regular meeting of the University Senate was held on
Monday, September 14, 2020 at **4:00 p.m.** via **WebEx**
(the public was invited to watch the meeting via livestream)

The University Senate was called to order by **President Katsouleas** at 4:03 p.m.

1. Election of Moderator and Secretary

President Katsouleas called on Senator **Bramble**, who nominated Tom Deans to be Senate Moderator for the 2020-21 academic year. Senator **Schultz** seconded the motion. There was no discussion. The vote was called.

Tom Deans was elected Senate Moderator and assumed his role.
38 Yes; 0 No; 0 Abstentions.

Moderator Deans called for nominations for Secretary. Senator **Bramble** nominated Susanna Cowan to serve as Senate Secretary for the 2020-21 academic year. Senator **Long** seconded the motion. There was no discussion. The vote was called.

Susanna Cowan was elected Secretary to the Senate and assumed her role.
58 Yes; 0 No; 0 Abstentions.

2. Land Acknowledgement Statement

Moderator **Deans** read the [University of Connecticut Land Acknowledgement Statement](#).

3. Introduction of Senators

Moderator **Deans** asked Senators and *ex officio* members to introduce themselves by name, department/office affiliation, and current Senate committee membership.

4. Approval of Minutes of May 4, 2020 University Senate meeting

Moderator **Deans** asked for any amendments or corrections to the May 4, 2020 minutes. Senator Schultz made the motion to approve the minutes, which was seconded by Senator **Long**. With no requested amendments or corrections, **Moderator Deans** declared the minutes accepted as approved.

5. Report of the President – Presented by President Tom Katsouleas

President **Katsouleas** welcomed all to a historic and auspicious academic year and thanked the community for its strong leadership during the pandemic.

He began by taking stock, reflecting that it was week 3 of instruction and week 5 of residency for students living on campus. He shared examples of how exceptional UConn has been in its work this year and remarked on the diversity and energy of the community.

He began with some reflections on the University's preparations to re-open. The huge task required expertise from across the University and the ability to collaborate across offices and programs. He cited the examples of CETL [the Center for Excellence in Teaching & Learning], which worked with faculty to prepare a hybrid curriculum that aligned modality with course goals and the work of Student Affairs and student leaders on the One UConn Promise. He praised these and other efforts as distinctive of UConn's response and noted that this work sets us apart from all our peers.

He described a July meeting with Ellie Daugherty (Dean of Students) and representatives from fifteen departments about preparing to re-open. He commented that the strength of this planning group was in its composition and collaborative nature—it drew on the multi-disciplinary experience and comprised staff at all levels. He praised their work for its seamless coordination and its output, that the results spoke for themselves.

He underscored that UConn was an outlier in being open and in residential mode. He shared that parents and students had thanked him during move-in weekend allowing the residential option, which was core to the college experience they sought. He reflected that we were able to open our campus while still limiting the spread of COVID-19. Even with some fluctuation, our positivity rate has stayed around 1% in the residential population. Faculty, staff, community, and regional campus positivity rates have stayed even lower. For the most part protocols are working, due in large part to the incredible effort of campus groups including SHaW (Student Health and Wellness), Public Safety, and the critical front-line work of student RA's, who are taking pandemic safety very seriously. We have also had success on the behavioral front and mentioned the work of InChip

[Institute for Collaboration on Health, Intervention, and Policy] and its shepherding of the creation of the One UConn Promise. He noted that we have not seen the spread that we have at other places and described the challenges we have seen as ones involving small gatherings of 2-10 students. Contact tracing teams have been very effective because these groups have been small. In most cases, new positive cases were already anticipated by contact tracing. He remarked that although quarantining had not worked as well as we had hoped, contact tracing somewhat made up for that. He emphasized that the situation was being approached with humility but that they were cautiously optimistic. Our “hard stop” in contingency planning, which marked the point at which we would shut campus was when our 300 isolation beds were occupied and we have not come close to that.

He continued by stating that UConn was also an outlier in how we had allowed a choice of instructional modalities, which was not the norm nationally. Other institutions had chosen to run courses fully online or fully in person, both of which denied faculty choice. UConn’s community has responded positively to having the choice, and we have been able to maintain about one third of courses in person, with the rest being offered in a variety of modalities. We have emphasized choice in all aspects of our response to the pandemic.

Our success has relied, he continued, on strong preparation and the ability to pivot quickly. He mentioned several examples: when state guidelines regarding gating conditions for re-opening campuses changed at the start of move-in week, we were able to increase isolation beds quickly. We have also responded quickly to clusters of positive cases rates by instituting quarantines, first in the Garrigus residence hall, and later with students living in off-campus in The Oaks apartments.

He next turned to some notable successes this year that were not related to COVID-19. The University’s forward momentum has continued on several fronts: the Science One complex, funded through state bonding, is under construction; there have been key senior leadership appointments, including the Provost, the Chief Diversity Officer, and the Dean of the Law School.

Turning to the budget situation, he praised Deans and unit leaders for making tough budget decisions in alignment with the University’s four criteria for such decisions: that we prevent any long-term harm to UConn; that we ensure degree completion, that we do not jeopardize revenue streams; that we protect the UConn family. We have effectively managed down the largest budget deficit in history that has resulted from the pandemic, a challenge we share with most of our residential peer institutions. Our current best estimate puts the deficit between 73 and 115 million for this fiscal year. As a result,

several actions, including hiring freezes and reductions, management furloughs, the elimination of four sports, and broad cuts to administrative and academic units, we have brought that deficit down to about 48 million. The remaining gap will be 25-55 million, depending on how whether we finish year in person. We face hard decisions. Even with the four criteria in place, there will be short-term harm to manage the deficit, although the University will work to ensure it is short term. Examples of short-term harm include the Library's decision to cancel scholarly journal subscriptions, reductions in executive education and outreach programs to adult learners, the suspension of woodwind and conducting programs in Music, and a reduction in elective options for students. The goal is to re-expand in all these areas, as none of these cuts or reductions are irreversible and cause long-term harm. He noted that we had been able to continue hiring faculty so as not to cause irreparable harm to our research mission, although that number is down. He added that we have also supported new hires in areas critical to our reputation and to student experience such as instructional design specialists, who have supported faculty in moving to fully online and hybrid modalities.

He outlines his three priorities for the University in the coming year: stewarding the institution through the coming semester and year by protecting the health and safety of our and the surrounding local and state communities; seeking budget relief; and working with the Provost on a strategic plan to be presented to the Board of Trustees this summer. He concluded by touching on some notable successes that occurred after the University shut down in March: the ongoing and lifesaving work of medical personnel at UConn Health, our record year of fundraising, our first-ever Rhodes Scholar, and our recent ranking by U.S. News & World Reports, which, in his words "follows us" in reflecting our continuing pursuit of excellence.

The President welcomed questions.

Senator **McCutcheon** spoke as Chair of the Enrollment Committee, asking about the decision-making process behind the scenes that had resulting into out-of-state students who were not taking in-person classes being denied housing so close to the start of the semester. President **Katsouleas** recalled the order of events. Move in (for the start of the quarantine period) was August 14-16. The previous Friday the new state Commissioner of Public Health expressed concerns about gating conditions for re-opening campus. The Commissioner was concerned about bringing students from hot spot" states to campus. Some of these conditions were easy to meet (they created a separate dining location for students from high-infection rate state), but one condition, that the University reduce on-campus students by 300-400 beds was more challenging. Different scenarios were considered (such as focusing on students from high-infection states), but each had

downsides (students from high-infection states with in person classes might simply move to off-campus housing, which potentially increased community risk). By focusing on out-of-state students with no in person courses, they chose an option that seemed to have the least academic impact. In the end, 800 students were identified, but of the 340 who appealed the decision, the University granted 310 permission to return to campus. The state's new gating conditions could not be ignored. Senator **McCutcheon** followed by asking if any of the students told they could not return un-enrolled from the University. President **Katsouleas** answered none he knew of.

Senator **Vokoun** asked if the fact that teams would not be competing would result in short-term savings, or would we lose money. President **Katsouleas** answered that we would see a small gain. The cost of games (including venue rental fees and travel costs) is greater than what we earn in revenue. It is not a large gain, and this gain will not continue in the spring, particularly when we reach basketball season. For the fall, it is essential neutral, with a small net gain.

Senator **Douglas** asked for confirmation of the number of isolation beds filled that would result in the campus closing. President **Katsouleas** expanded his earlier remarks to explain that the University submitted this number as a part of its contingency plans due to the state. We have roughly 300 (250-300) isolation beds. If we exceed that number, we would be unable to isolate infected students and would shut down. Healthy students would be sent home and we would care for sick students until they were well enough to return home. We have so far reached the 90's in isolation bed use and are now down below 50. We have remained far below the number of available beds. He noted that additional factors could lead to a shut down: for example, if critical services provided by faculty or staff (we could not, for example, provide dining). We are cautiously optimistic but continuing forward with both determination and humility. Senator **Douglas** followed up with a question about the thinking behind which students would be sent home if the campus closed, particularly regarding students who might have high-risk family members. President **Katsouleas** answered that the University would take both public health and safety and individual safety in mind. Students who were ill would be kept on campus until they were well. Exposed students would stay on campus through a 2-week quarantine. Any student who did not feel it was safe to return home because of a high-risk individual there would be allowed to stay. We applied these principles in the spring, resulting in about 1000 students remaining on campus.

Senator **Woulfin** noted that under-represented populations and women were particularly disadvantaged in the pandemic. She asked how UConn would approach this concern considering career advancement for women and under-represented groups. President

Katsouleas responded that short-term, the University would accommodate in a case-by-case fashion—if, for example, the home environment posed particular challenges for individual faculty members. The first line of support in these cases would be department heads. Long term, he shared that they are working on enhanced professional development and mentoring—he mentioned the M1 program, which pays senior faculty to act as mentors for junior faculty of color, a new grant-funded program, and the recent appointment of a Vice Provost of Faculty, Staff, and Student Development. He called on Provost Lejuez to expand. **Provost Lejuez** referred to a goal to support the development of all individuals in the campus community. He noted that data shows that women are more impacted by the pandemic, and that the Provost’s Office was exploring what changes (e.g. thinking about the impact of when meetings are scheduled) might help. He acknowledged that flexibility alone is not enough. Both new Vice Provosts would address this. They are having conversations with the Board of Trustees and beyond about possible tenure clock extensions. They are aware some of the same issues affect staff and graduate students and are continuing to explore these issues.

Senator **Majumdar** asked about the budget numbers and whether the deficit gap (25 – 55 million) was for the fall semester or the year. President **Katsouleas** confirmed that the number was for the fiscal year. Senator Majumdar continued by confirming that the best-case scenario was a 25-million-dollar deficit. President **Katsouleas** said yes. Senator **Majumdar** asked how the University would bridge that gap. President Katsouleas stated that help would have to come for multiple sources if we were to protect our four priorities and that if we received no help, we would have to violate those. He mentioned that they would talk to Unions about carrying some of the burden in a way that was proportionate. Philanthropy was important but not very helpful in the short term. State and federal legislatures were an important piece. There was reason to be optimistic, but he acknowledged that government help was unlikely to be timely, given politics and legislative norms. He referenced the HEROES Act, which was stalled in Congress and unlikely to be approved before the Presidential election. Short-term we would need to solve this ourselves. Senator **Majumdar** mentioned the state “rainy day” fund and whether the legislature could be lobbied for use of those funds. President **Katsouleas** said rainy day monies would not come to us, as not enough state legislators supported that use. That money was the state’s to spend; we could only make the case for our value. We were particularly vulnerable because of the loss of residential revenue. We are arguing to the state that the burden of the deficit should not fall on parents and students. We will argue that we have a role in the state’s economic recovery, but it was premature for that during the pandemic.

Senator **Holzer** first commented that “case by case” approaches often reproduced inequities, which should be considered when creating work-life policies. She alluded to limitations on faculty working on campus and how that could impact parents managing children at home who might need that space to focus. She wondered whether this crisis was creating opportunities for reform during and after the pandemic that we would never have imagined. President **Katsouleas** answered that many things were possible. We can make policy decisions quickly when needed, such as reviewing how we evaluate the need to work on campus. He referred to the “dual scourge” of anti-Black racism and COVID and resulting opportunities. We have a unique opportunity to address Black racism and other forms of discrimination. We are finding new opportunities to improve mental health and wellness services through telemedicine. We are making advances in Diversity, Equity, and Inclusion initiatives.

Moderator **Deans** paused just after 5:15 p.m. to ask if there was any new business for this meeting. There was none.

Senator **Douglas** asked the moderator why we were limiting the time for questions to the President. Moderator **Deans** responded that in the interests of ensuring sufficient time for the substantive business outlined on the agenda, we would limit additional questions from senators who had asked a previous question.

6. Report of the Senate Executive Committee – Presented by SEC Chair Carol Atkinson-Palombo

See attached report provided by the Senate Executive Committee.

Moderator **Deans** invited questions for the Senator Atkinson-Palombo. There were none.

7. Consent Agenda Items

Report of the Senate Curricula and Courses Committee

Moderator **Deans** asked if there were any requests to pull items from the consent agenda before the vote. There were none, so the vote was called on the complete report (as distributed prior to the meeting).

The Consent Agenda passed as presented: 69 Yes; 0 No; 3 Abstentions.

8. Enrollment Update – Presented by Nathan Fuerst, Vice President Enrollment Planning and Management

See attached report provided by the Vice President of Enrollment Planning and Management.

Moderator **Deans** invited questions for VP Fuerst.

Senator **Long** asked if there was data about the implementation of the Connecticut Commitment. Vice President **Fuerst** reminded the Senate that the Commitment promised families with a household income under 50K that we would cover the cost of tuition. He noted that in most cases we were already doing this through existing financial aid programs. They had estimated this would cost about 1 million. This year it cost about 700K net and just over 200 students benefitted from the program. Both first year and transfer students benefitted; we helped more transfer and regional campus students relative to the overall student population.

Senator **Majumdar** asked about data in the presentation, specifically the data point that indicated an enrollment of 60% Connecticut residents. He asked about the discrepancy with prior year reports, in which this number was 75-80%. Vice President **Fuerst** clarified that 60% referred to the first-year class at Storrs only. Transfer and regional students were 90%+ from Connecticut. This year is notable for larger class size and increased numbers of both out-of-state and international students. Across entire first-year class we have highest proportion of CT residents ever: one in 10 high school seniors attending UConn.

Senator **Morrell** asked how many students we did not retain from the admissions cycle due the pandemic because they chose to remain closer to home, take a gap year, etc. VP **Fuerst** responded that the request for gap years was low. He noted that we do not have final retention numbers for the year yet, but that numbers so far indicated retention was very strong. There was yet no indication of a jump in attrition.

Senator **Neville** asked about the addition of questions about sexual identification and gender to the admissions applications (pre-admission), as other institutions have done, a request so far rejected by the Admissions office. VP Fuerst answered that they had been working with the Rainbow Center about next steps. They need to address the fact that the student administration system currently lacks a to record this information. The need for additional questions is work in progress.

Senator **Rubega** asked whether the University would be tracking students who chose not to return or failed to enroll for classes this year in a way that allows us to break out the data for first generation and under-represented student groups, as these groups have been especially disadvantaged by the pandemic. VP Fuerst responded yes and referred to a retention and graduation taskforce that would focus on what has changed and who is being most impacted by the pandemic. He indicated that he would be happy to return to the Senate sooner than the traditional end-of-year presentation to share this and other data.

Senator **Vokoun** commented that the residential model of higher education was vulnerable when students could not live on campus, which has resulted in a bolstering of the online campus. He asked how many more students we could accept online without changing our admissions standards. VP **Fuerst** noted that we already accommodate many state residents, as students not admitted to Storrs are offered admission to regional campuses, and that several of our regional campuses are in demand. Senator **Vokoun** clarified that his question was not about residential capacity but about growing the online campus. VP **Fuerst** answered that under the right circumstances, we could increase this size but that at this point that was just speculative and has yet to be discussed in any depth.

Senator **Shor** expressed surprise that the data showed no jump in students taking a gap year. VP **Fuerst** confirmed that they were not seeing such an increase. Senator **Shor** asked if we had needed to shift admissions to applicants who normally would not have been accepted. VP **Fuerst** again highlighted that the only notable difference was a move to admit more out-of-state students to offset an anticipated drop in international students, and that the tier of students accepted was comparable to past years.

Sen **Marchillo** asked about the Connecticut Commitment and department Foundation funds the Bursar had requested they utilize to help cover the costs of the program. This request tapped into funds used to aid students in other ways. VP **Fuerst** answered that conversations with the Foundation about how to generate funds for the Commitment had started later than planned and they were working to make this more seamless going forward.

9. New Business

There was no new business presented in this Senate meeting.

Moderator **Deans** called for a motion to adjourn the meeting of the University Senate. Senator **Long** made the motion, which was seconded by Senator **Wagner**. Moderator **Deans** called for the vote.

The Senate voted to adjourn: 67 Yes; 0 No; 0 Abstentions.

Moderator **Deans** adjourned the meeting at 6:01 p.m.

SENATE EXECUTIVE COMMITTEE

Carol Atkinson-Palombo, Chair

Rajeev Bansal

Gary English

Deb Kendall

Angela Rola

Eric Schultz

Pam Bramble

Nafis Fuad

Gustavo Nanclares

Will Schad

Manuela Wagner

These minutes are respectfully submitted by Susanna Cowan, Secretary to the Senate.

Report of the Senate Executive Committee
September 14, 2020

Good Afternoon,

As Chair of the Senate Executive Committee, it is my pleasure to welcome you to the 2020-2021 University Senate session. The work of the SEC continued through the summer as it met weekly with Provost Lejuez to plan for the fall and beyond. As SEC chair, I attended and continue to attend the weekly COVID-19 planning meetings. The SEC also gathered to meet with the candidates for the Vice Provost positions and the Vice President for Diversity & Inclusion.

In late June the SEC brought to the Senate for electronic discussion three proposed by-law amendments: the non-degree credit motion (raising the cap from 8 to 12 credits for Academic Year 2020-2021), the calendar motion for Fall 2020 (substituting four reading days for four class days at the end of the semester), and the Fall 2020 pass/fail grading motion. After reviewing the responses to these proposals on HuskyCT, the SEC decided that, unlike the first two motions, the Pass/Fail deliberations could wait until fall. An electronic vote took place for the non-degree credit motion (passing 67 Yay, 1 Nay, 4 Abstentions) and for the Calendar motion (passing 55 Yay, 15 Nay, 2 Abstentions). The academic calendar was changed to replace class days with additional reading days. The SEC understands the concern among some constituents that a full in-person (virtual) discussion did not take place. The SEC considered carefully and at length the decision to move these proposals forward at a time that is traditionally a recess period for the Senate and contracted leave time for many faculty and staff. Although the decision was ultimately made to hold an electronic vote, the circumstances did raise an awareness that a formal process or by-law change must be established to guide the University Senate through such cases in the future. This item is on the SEC's fall agenda. The Senate Scholastic Standards Committee is currently discussing potential changes to the spring 2021 calendar. Senators are invited to communicate to the SSC any opinions on the matter. Any proposed calendar changes will come to the full Senate for discussion and vote.

In November of last year, the SEC proposed an Ad Hoc Committee on Regional Campuses. The charge was shared with the Senate and a report from the ad hoc was expected to be shared with this body at the April 2020 meeting. Difficulty in finding a membership composition that is faculty, staff, and campus balanced combined with the shift in attention to COVID-related tasks led the SEC to delay the work of the group. Recent discussions have centered on forming a Senate Standing Committee on Regional Campuses. We hope to have more to share on this soon.

At our meeting with chairs last week, the SEC sent several items to committees for consideration. The list includes student authentication for online courses, non-degree credit limits for 20/21, sick notes, and by-law changes for temporary grades sent to Scholastic Standards, and reconsideration of emeritus status eligibility, research grant deadlines, and SET+ for 2020/2021 sent to Faculty Standards. Each Chair shared their list of topics and priorities for the coming year. As expected, there will be a heavy emphasis on COVID-related impacts along with more traditional topics at the committee level this year.

Finally, I would like to share a few event and deadline reminders:

- *LTE Cultivate: A workshop to inspire, develop, and empower life-transformative educators.* The event will be held virtually on Friday, September 25 from 8:30am-1:00pm. Email LTE@uconn.edu for more information.

- Board of Trustees Distinguished Professor Award-Nominations are due Friday, December 4, 2020.
- Faculty members who are submitting a request for a covid-related tenure clock extension must submit the form to their department head by Jan 15, 2021.
- Spring course modality decisions are due to the Registrar by September 25
- Modality changes will be allowed until October 19

More information on each of the topics can be found on the Provost's website.

Today we will hear from Nathan Fuerst with an enrollment update for fall 2020. The Senate will meet again on Monday, October 5. Scott Jordan will present an update on the budget at that meeting.

Respectfully submitted,

Carol Atkinson-Palombo, Chair
Senate Executive Committee

University Senate Curricula and Courses Committee
Report to the Senate
September 14, 2020

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

- A. HIST/AAAS 2102 The Pacific in World History (#14414) [New CA1-c, CA4-INT – GEOC Approved]

Proposed Catalog Copy

HIST 2101. The Pacific in World History

Also offered as: AAAS 2101

3.00 credits

Recommended preparation: HIST 1201 and 2100. Not open for credit to students who have passed HIST 3098 or AAAS 3998 when offered as “The Pacific in World History.”

Grading Basis: Graded

The Pacific Ocean as a lens for thinking about modern history. Topics include the flow of people, ideas, goods, elements of nature (such as whales and bird guano), and technology among the nations and peoples of the Pacific World; and the impact of colonialism, war, decolonization, and the Cold War on the history of the region and the fortunes of indigenous peoples. Sources include scholarly works, government documents, diaries, and literature. CA 1. CA 4-INT.

AAAS 2101. The Pacific in World History

Also offered as: HIST 2101

3.00 credits

Recommended preparation: HIST 1201 and 2100. Not open for credit to students who have passed HIST 3098 or AAAS 3998 when offered as “The Pacific in World History.”

Grading Basis: Graded

The Pacific Ocean as a lens for thinking about modern history. Topics include the flow of people, ideas, goods, elements of nature (such as whales and bird guano), and technology among the nations and peoples of the Pacific World; and the impact of colonialism, war, decolonization, and the Cold War on the history of the region and the fortunes of indigenous peoples. Sources include scholarly works, government documents, diaries, and literature. CA 1. CA 4-INT.

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

- A. COMM 2310/W Media Literacy and Criticism (#15847) [Revise level and prereqs – GEOC Approved]

Current Catalog Copy

COMM 2310. Media Literacy and Criticism

3.00 credits

Prerequisites: COMM 1000; open to sophomores or higher. Recommended preparation: COMM 1300 or 3400 or 3600.

Grading Basis: Graded

History, analysis and evaluation of technique, content and aesthetic effect of media messages. Cultural, political, economic, and institutional factors that help define the grammar of popular mass media content; social scientific perspectives addressing how audiences learn to comprehend media content including efforts to promote media literacy.

COMM 2310W. Media Literacy and Criticism

3.00 credits

Prerequisites: COMM 1000; ENGL 1010 or 1011 or 2011; open to sophomores or higher.

Recommended preparation: COMM 1300 or 3400 or 3600.

Grading Basis: Graded

History, analysis and evaluation of technique, content and aesthetic effect of media messages. Cultural, political, economic, and institutional factors that help define the grammar of popular mass media content; social scientific perspectives addressing how audiences learn to comprehend media content including efforts to promote media literacy.

Revised Catalog Copy

COMM 3310. Media Literacy and Criticism

3.00 credits

Prerequisites: COMM 2300 (formerly 3300) or 2600 (formerly 1300).

Grading Basis: Graded

Formerly offered as COMM 2310. History, analysis and evaluation of technique, content and aesthetic effect of media messages. Cultural, political, economic, and institutional factors that help define the grammar of popular mass media content; social scientific perspectives addressing how audiences learn to comprehend media content including efforts to promote media literacy.

COMM 3310W. Media Literacy and Criticism

3.00 credits

Prerequisites: COMM 2300 (formerly 3300) or 2600 (formerly 1300); ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Formerly offered as COMM 2310. History, analysis and evaluation of technique, content and aesthetic effect of media messages. Cultural, political, economic, and institutional factors that help define the grammar of popular mass media content; social scientific perspectives addressing how audiences learn to comprehend media content including efforts to promote media literacy.

B. HIST/CAMS 2020 Pyramids, Pirates, and the Polis: The Ancient Mediterranean (#9976) [Add CAMS cross-listing]

Current Catalog Copy

HIST 2020. Pyramids, Pirates, and the Polis: The Ancient Mediterranean

3.00 credits.

Prerequisites: None

Grading Basis: Graded

Political and intellectual history of the civilizations that emerged around the ancient Mediterranean, including the Near East, Egypt, Greece, and Rome, with emphasis on their interactions and influences. CA 1. CA 4-INT.

Revised Catalog Copy

HIST 2020. Pyramids, Pirates, and the Polis: The Ancient Mediterranean

Also offered as: CAMS 2020

3.00 credits

Prerequisites: None

Grading Basis: Graded

Political and intellectual history of the civilizations that emerged around the ancient Mediterranean, including the Near East, Egypt, Greece, and Rome, with emphasis on their interactions and influences. CA 1. CA 4-INT.

CAMS 2020. Pyramids, Pirates, and the Polis: The Ancient Mediterranean

Also offered as: HIST 2020

Prerequisites: None

3.00 credits

Grading Basis: Graded

Political and intellectual history of the civilizations that emerged around the ancient Mediterranean, including the Near East, Egypt, Greece, and Rome, with emphasis on their interactions and influences. CA 1. CA 4-INT.

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

A. EEB 3200W Writing in Evolutionary Biology (#15719) [W]

Proposed Catalog Copy

EEB 3200W. Writing in Evolutionary Biology

2.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; EEB 2245/W or permission of the instructor.

Grading Basis: Graded

Critical engagement with primary research literature in evolutionary biology through written communication; skills in editing, revising, and peer feedback.

B. HEJS/HIST 3419 Jewish Responses to the Holocaust (#15290) [CA1-c, CA4-INT]

Proposed Catalog Copy

HEJS 3419. Jewish Responses to the Holocaust

Also offered as: HIST 3419

3.00 credits

Prerequisites: None

Grading Basis: Graded

Interdisciplinary exploration of Jewish responses to the Holocaust. Examines social, religious, theological, political, cultural, psychological, and literary responses both during and after the Second World War. CA 1. CA 4-INT.

HIST 3419. Jewish Responses to the Holocaust

Also offered as: HEJS 3419

3.00 credits

Prerequisites: None

Grading Basis: Graded

Interdisciplinary exploration of Jewish responses to the Holocaust. Examines social, religious, theological, political, cultural, psychological, and literary responses both during and after the Second World War. CA 1. CA 4-INT.

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

- A. ARTH/HRTS 3575 Human Rights and Visual Culture (#8416) [Revise title and description; add CA1]

Current Catalog Copy

ARTH 3575. Human Rights and Visual Culture

Also offered as: HRTS 3575

3.00 credits. Three hours of lecture.

Prerequisites: Open to sophomores or higher.

The problematics of visual representation and media in defining, documenting and visualizing human rights and humanitarianism from the 19th century birth of photography to 21st century social media.

HRTS 3575. Human Rights and Visual Culture

Also offered as: ARTH 3575

3.00 credits. Three hours of lecture.

Prerequisites: Open to sophomores or higher.

The problematics of visual representation and media in defining, documenting and visualizing human rights and humanitarianism from the 19th century birth of photography to 21st century social media.

Revised Catalog Copy

ARTH 3575. Human Rights, Digital Media, Visual Culture

Also offered as: HRTS 3575

3.00 Credits.

Prerequisite: Open to juniors or higher.

The problematics of digital media and visual representation in conceptualizing, documenting, and visualizing human rights and humanitarian issues. CA 1.

HRTS 3575. Human Rights, Digital Media, Visual Culture

Also offered as: ARTH 3575

3.00 Credits.

Prerequisite: Open to juniors or higher.

The problematics of digital media and visual representation in conceptualizing, documenting, and visualizing human rights and humanitarian issues. CA 1.

B. COMM 3600/W New Communication Technologies (#15852) [Revise prereqs; add W version]

Current Catalog Copy

COMM 3600. New Communication Technologies

3.00 credits

Prerequisites: COMM 1300; open to juniors or higher. Recommended preparation: COMM 3300.

Grading Basis: Graded

An overview of new communication technologies. Topics include the uses, evolution, diffusion, operation, and effects of new communication technologies.

Revised Catalog Copy

COMM 3600. New Communication Technologies

3.00 credits

Prerequisites: COMM 2600 (formerly 1300)

Grading Basis: Graded

An overview of new communication technologies. Topics include the uses, evolution, diffusion, operation, and effects of new communication technologies.

COMM 3600W. New Communication Technologies

3.00 credits

Prerequisites: COMM 2600 (formerly 1300); ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

An overview of new communication technologies. Topics include the uses, evolution, diffusion, operation, and effects of new communication technologies.

C. COMM 4200/W Advanced Interpersonal Communication (#15842) [Revise prereqs]

Current Catalog Copy

COMM 4200. Advanced Interpersonal Communication

3.00 credits

Prerequisites: COMM 1000 and 3200

Grading Basis: Graded

An advanced approach to interpersonal communication focusing on theories and their applications. Topics may include affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory.

COMM 4200W. Advanced Interpersonal Communication

3.00 credits

Prerequisites: COMM 1000 and 3200; ENGL 1010 or 1011 or 2011

Grading Basis: Graded

An advanced approach to interpersonal communication focusing on theories and their applications. Topics may include affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory.

Revised Catalog Copy

COMM 4200. Advanced Interpersonal Communication

3.00 credits

Prerequisites: COMM 2000 (formerly 3000) and COMM 2200 (formerly 3200)

Grading Basis: Graded

An advanced approach to interpersonal communication focusing on theories and their applications. Topics may include affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory.

COMM 4200W. Advanced Interpersonal Communication

3.00 credits

Prerequisites: COMM 2000 (formerly 3000) and COMM 2200 (formerly 3200); ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

An advanced approach to interpersonal communication focusing on theories and their applications. Topics may include affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory.

- D. COMM 4220/W Small Group Communication (#15855) [Revise level and prereqs; add non-W version]

Current Catalog Copy

COMM 4220W. Small Group Communication

3.00 credits

Prerequisites: COMM 1000; ENGL 1010 or 1011 or 2011; open to juniors or higher.

Recommended preparation: COMM 3100 or 3200.

Grading Basis: Graded

Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations.

Revised Catalog Copy

COMM 3120. Small Group Communication

3.00 credits

Prerequisites: COMM 2100 or 2200 (formerly 3200).

Grading Basis: Graded

Formerly offered as COMM 4220W.

Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations.

COMM 3120W. Small Group Communication

3.00 credits

Prerequisites: COMM 2100 or 2200 (formerly 3200). ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations.

- E. COMM 4230/W Organizational Communication (#15849) [Revise level and prereqs; add W version]

Current Catalog Copy

COMM 4230. Organizational Communication

3.00 credits

Prerequisites: COMM 3000 and either 3100 or 3200; open to juniors or higher.

Grading Basis: Graded

Communication in formal organizations; horizontal and vertical communication; effectiveness of different organizational structures and channels; feedback; networks; norms and roles.

Revised Catalog Copy

COMM 3110. Organizational Communication

3.00 credits

Prerequisites: COMM 2100 or 2200 (formerly 3200).

Grading Basis: Graded

Formerly offered as COMM 4230. Communication in formal organizations; horizontal and vertical communication; effectiveness of different organizational structures and channels; feedback; networks; norms and roles.

COMM 3110W. Organizational Communication

3.00 credits

Prerequisites: COMM 2100 or 2200 (formerly 3200). ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Formerly offered as COMM 4230. Communication in formal organizations; horizontal and vertical communication; effectiveness of different organizational structures and channels; feedback; networks; norms and roles.

- F. COMM 4330/W Children and Mass Media (#15850) [Revise level and prereqs; add W version]

Current Catalog Copy

COMM 4330. Children and Mass Media

3.00 credits

Prerequisites: COMM 1000 and 1300; open to juniors or higher.

Grading Basis: Graded

Child development and the effects of mass media on young children. Educational television, frightening media, violent television, computer games, the Internet and media policy.

Revised Catalog Copy

COMM 3330. Children and Mass Media

3.00 credits

Prerequisites: COMM 2300 (formerly 3300).

Grading Basis: Graded

Formerly offered as COMM 4330. Child development and the effects of mass media on young children. Educational television, frightening media, violent television, computer games, the Internet and media policy.

COMM 3330W. Children and Mass Media

3.00 credits

Prerequisites: COMM 2300 (formerly 3300); ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Formerly offered as COMM 4330. Child development and the effects of mass media on young children. Educational television, frightening media, violent television, computer games, the Internet and media policy.

G. EEB 3244W Writing in Ecology (#15670) [Revise Prereqs]

Current Catalog Copy

EEB 3244W. Writing in Ecology

2.00 credits

Prerequisites: ENGL 1010 or 1011 or 2011; EEB 2208 or 2244/W.

Critical engagement with primary research literature in ecology through written communication; skills in editing, revising and peer feedback.

Revised Catalog Copy

EEB 3244W. Writing in Ecology

2.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; EEB 2208 or 2244E or 2244WE or permission of the instructor.

Critical engagement with primary research literature in ecology through written communication; skills in editing, revising and peer feedback.

V. The Senate Curricula and Courses Committee recommends ADDITION of the following new 3000- and 4000-level S/U Graded Courses:

A. UNIV 4820 SYE Seminars (#15931)

Proposed Catalog Copy

UNIV 4820. SYE Seminar

1.00 credits

Prerequisites: Open only to seniors; permission of instructor required

Grading Basis: Satisfactory/Unsatisfactory

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

VI. The Senate Curricula and Courses Committee recommends REVISION of the following existing 3000- and 4000-level S/U Graded Courses:

A. UNIV 4800 Senior Year Experience (#15723) [Revise description]

Current Catalog Copy

UNIV 4800. Senior Year Experience

1.00 credits

Prerequisites: Senior status.

Grading Basis: Satisfactory/Unsatisfactory

An overview of the transition to life beyond the University with a focus on life skill development, career preparation, reflection on the meaning and value of the undergraduate experience, and decision making in life after college. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). SM-12/10/12

Revised Catalog Copy

UNIV 4800. Senior Year Experience

1.00 credits

Prerequisites: Open only to seniors.

Grading Basis: Satisfactory/Unsatisfactory

An overview of the transition to life beyond the University with a focus on life skill awareness and development including financial literacy, career readiness, and reflection on the meaning and value of the undergraduate experience.

VII. Other Business

A. The Senate Curricula and Course Committee recommend adoption of the following “Second Language Competency Description and Learning Goals”

DEFINITION OF SECOND LANGUAGE COMPETENCY

Second Language Competency allows students to utilize communication skills and (inter)cultural awareness for effective participation in local, regional, and international contexts. Learning a second language has been proven to have a lifelong impact on developing learning skills, abstract thinking, cognitive and neural flexibility. It sharpens skills in one’s first language and develops the critical thinking and understanding needed to navigate multicultural, multilingual societies in the US and elsewhere. Thus, learning a second language positively influences professional opportunities after graduation.

The second language competency requirement can be completed by taking classes in the wide variety of languages currently offered at the University of Connecticut’s Departments of Literatures, Cultures, and

Languages and Linguistics, including American Sign Language, Arabic, Chinese, Italian, French, German, Greek (Modern and Ancient), Irish, Japanese, Korean, Latin, Portuguese, or Spanish. Students are strongly encouraged to take two consecutive semesters of the language in order to closely follow the developmental process of language learning.

SECOND LANGUAGE COMPETENCY: LEARNING GOALS

After successfully completing the exit requirements (see below), students will be able to:

- Respond to simple, direct questions or requests for information; ask formulaic questions, and negotiate meaning by relying heavily on learned phrases in the second language, as befitting a novice high level of competency according to the American Council of Teachers of Foreign Language (ACTFL);
- Show sensitivity toward and awareness of cultural differences;
- Show awareness of similarities between the first and second languages;
- Use the language to make connections and comparisons with other languages and cultures, past and present; and
- Use the language to broaden and deepen perspectives on major courses of study, career goals, and world events.

These goals are based on ACTFL's World-Readiness Standards for Learning Languages, which establish proficiency levels on a scale from novice to superior, with specific measures of what individuals can do at each level. The ACTFL guidelines are continually revised, and our learning objectives follow these guidelines.

ENTRY EXPECTATIONS:

The admission requirement for second language skills is two years of study in a second language in high school or the equivalent. Students are strongly encouraged, however, to take three or more years of the same second language by the time they complete high school.

EXIT REQUIREMENTS:

Students meet the minimum requirement if admitted to the University having passed the third-year level of a single second language in high school, or the equivalent. When the years of study have been split between high school and earlier grades, the requirement is met if students have successfully completed the third-year high school-level course. With anything less than that, students must pass the second course in the first-year sequence of college level study.

Respectfully Submitted by the 19-20 Senate Curricula and Courses Committee: Pam Bedore (Chair), Mark Brand, Tutita Casa, John Chandy, Marc Hatfield, Kate Fuller, David Knecht, Matt McKenzie, David Ouimette, Alejandro Rodriguez (Student Rep), Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Gina Stuart, Jennifer Terni, Manuela Wagner, Michael Zhu (Student Rep)

From the 5/6/2020 meeting

UConn

Preliminary

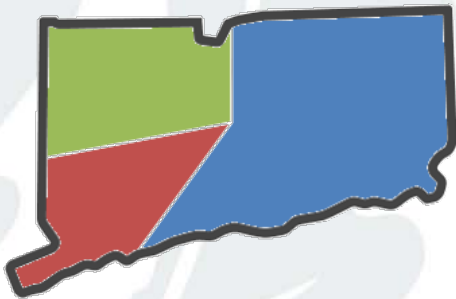
New Student Enrollment Update

Fall 2020

Fall 2020 Highlights

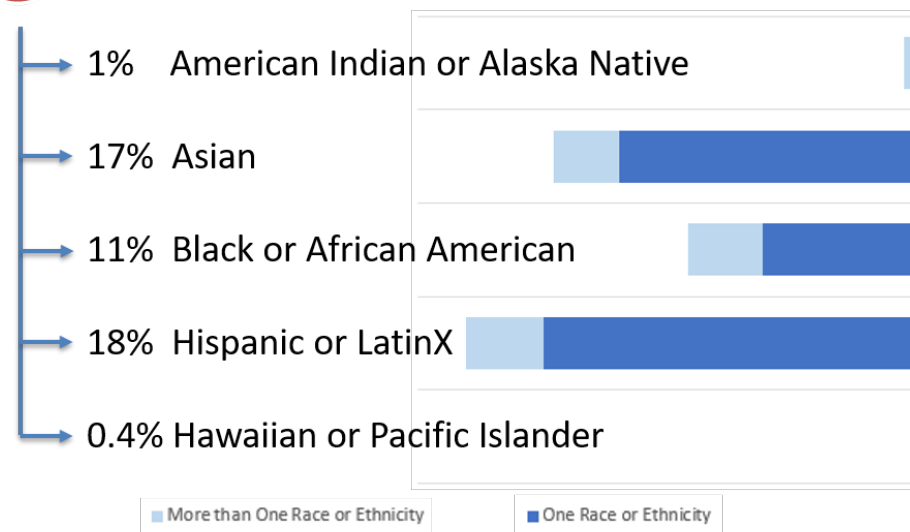
Storrs First Year: 3,830

60% CT Residents



Preliminary Data

44% of First Year Students are Ethnic & Racial Minorities



Individual percentages add to greater than 44%, because a growing number of students identify with multiple races or ethnicities.

More than
300
International
First Years at
Chinese Partners

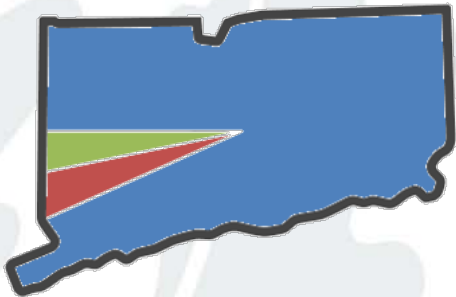
22%
Federal Pell
Recipients

More than
1 in 4
First Generation

Fall 2020 Highlights

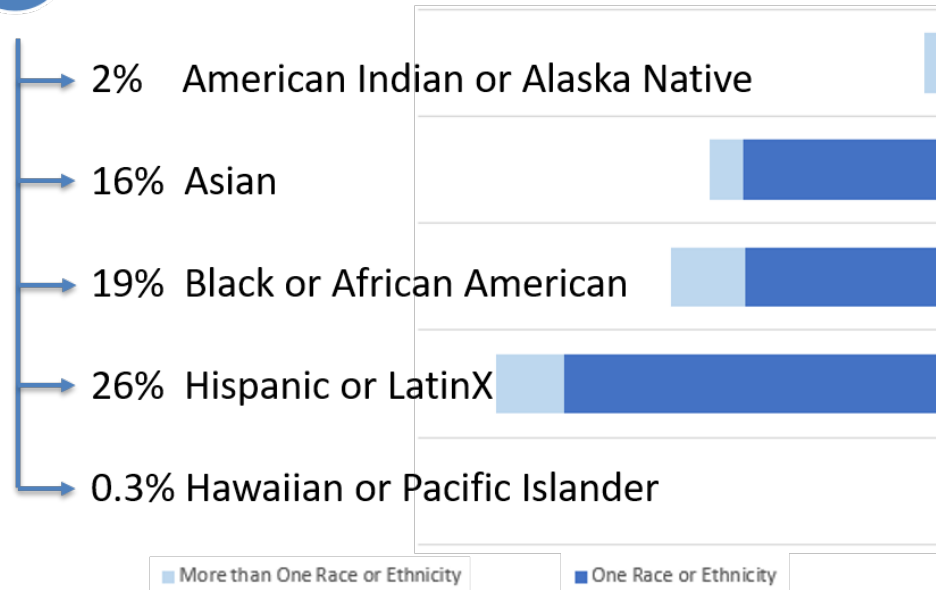
Regional First Year: 2,025

93% CT Residents



Preliminary Data

59% of First Year Students are Ethnic & Racial Minorities



Individual percentages add to greater than 59%, because a growing number of students identify with multiple races or ethnicities.

52%

Federal Pell Recipients

More than

1 in 2

First Generation

Fall 2020 Highlights

Transfer Students: 1,000

- 750 Transfers at Storrs
- 250 Transfers at the regional campuses
- Transfers from 253 colleges & universities
(Including all 13 Connecticut Community Colleges)
- 89% are Connecticut residents; 11% nonresidents
- 34% are Federal Pell Grant Recipients

New Student Financial Aid Highlights

	Fall 2018	Fall 2019	Fall 2020	Difference
New First Years receiving Federal Pell Grant	28%	29%	33%	+4%
New First Years receiving some form of financial aid (loans, grants, scholarships, etc.)	75%	84%	87%	+3%
New Transfers receiving Federal Pell Grant	33%	30%	34%	+4%
New Transfers receiving some form of financial aid (loans, grants, scholarships, etc.)	76%	74%	75%	+1%

Preliminary Data

Fall 2020 Enrollment Summary

	Fall 2019 Actual	Fall 2020 Target	Fall 2020 Actual
Storrs First Year	3,603	3,675	3,830
Storrs Spring Admission	121	175	226
Storrs Transfers	735	750	750
Regional First Year	1,617	1,625	1,799
Regional Transfers	216	200	250
Total New Students	6,292	6,425	6,855
	Fall 2018	Fall 2019	Fall 2020
Total Undergraduates*	23,466	23,430	23,896

Preliminary Data

* Degree Seeking Only

Questions?

Nathan Fuerst, Vice President

Division of Enrollment Planning & Management

nathan.fuerst@uconn.edu

486-1463

Fall 2021 Class - Virtual Experiences:

<https://admissions.uconn.edu/virtual-experiences>

Live Event Series

Information Sessions (in English and Spanish)

Tour Sessions (unveiling new 360 Tour soon!)

One-on-One Chats with Admissions Officers

One-on-One Chats with Students

UConn On-Demand Sessions