

UNIVERSITY SENATE MEETING MINUTES

A regular meeting of the University Senate was held on
Monday, October 5, 2020 at 4:00 p.m. via WebEx
The public was invited to watch the meeting via livestream

Minutes

1. Call to order and Approval September 14, 2020 University Senate Meeting Minutes

The University Senate was called to order by Moderator **Deans** at 4:00 p.m.

Moderator **Deans** asked for any amendments or corrections to the September 14, 2020 minutes. With no requested amendments or corrections, Moderator Deans declared the minutes accepted as distributed.

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

President **Katsouleas** began by noting that it was the 7th week of student residency and the 5th week of instruction, which marks about the half-way point for residency this semester, and we still have among the lowest positivity rates of institutions with this level of in-person instruction. Positivity rates are downward at UConn. He praised all of the individuals and offices who have contributed to this success and particularly noted the contributions of the medical team at UConn Health and of UConn students in their responsiveness. He thanked the Senate for developing plans for spring semester 2021, which was proof of strong shared governance between students, faculty, and staff. He noted that approaches to the spring calendar were stronger for this collective wisdom.

He continued by briefly updating the Senate on progress made on the University's three strategic priorities since the September Senate meeting.

On the research front, we have already achieved 40 Million in awards, compared to this time last year, when we had reached 35 Million – and noted that last year was already a record-breaking year for research funding. He praised research projects that had started locally to aid the University's re-entry during the pandemic that had then become part of the national research base on the disease. He highlighted a study on wastewater undertaken by UConn's InChip [The Institute for Collaboration on Health, Intervention, and Policy].

With regard to the University's initiative on Life Transformative Education (LTE), he described the great success of the recent half-day LTE Workshop which hosted over 150 participants and generated over 1200 unique ideas, which would now be synthesized.

On the economic front, he referred to a productive meeting with a corporate advisory council that was attended by state industry leaders including Stanley Black & Decker, the Hartford Group, Connecticut Innovations, Jackson Labs, Semaphore, and others. These companies offered ideas and suggestions for increasing corporate and start-up engagement at the Universities, ideas will help us jump forward in these areas.

Katsouleas described attending a virtual vigil on September 23 for Breonna Taylor and other victims of anti-Black violence, attended by over 300 people and organized by Franklin Tuitt, UConn's Chief Diversity Officer in collaboration with UConn's African American Cultural Center. The event featured speeches by University administrators and, notably, many student leaders. He commended the students who repainted Spirit Rock after it was defaced.

He continued by noting the Dodd Center's new endowment and progress that had been made by the President's Taskforce on Mental Health, which had developed a preliminary report and was already making changes at SHaW [Student Health and Wellness] based on the report.

The President recognized a positive trend at UConn in recognizing the need for social connections in our community during the pandemic, which had generated a number of programs, including an app called Fun to Friend and the UKindness initiative.

He concluded by mentioning the September 30 Board of Trustees meeting, which had been attended by the Governor. Although there was some encouraging news, it was also clear that budget relief would not come until after the 3rd or 4th quarter. Of our current deficit estimate, we have closed 48 Million, leaving a 28M gap, which we will need to actively address. Scott Jordan (CFO) will address this in his presentation to the Senate.

[Secretary note: the report of the Chief Financial Officer was postponed to the November 2 Senate meeting.]

The President welcomed any questions.

Senator **Rubega**, Chair of the Senate Diversity Committee, addressed the Spirit Rock incident. She asked if the President could expand on why the person who altered the rock had not been charged with vandalism or trespassing. President **Katsouleas** said that had been able to identify the individual using security footage, which showed a license plate. The individual was from the surrounding community and had no apparent connection to UConn. They took the incident to the Attorney General, who declined to pursue it, stating it was not clear that a prosecutable crime had been committed. Factors that impacted the decision include the fact that Spirit Rock is a free speech site and that there is no University policy that the rock is for use exclusively by the UConn community, something the University is addressing. Having such a policy should make bringing vandalism or other charges easier going forward.

Senator **Vokoun** shared that the previous week, for the first time, he had come across students in classrooms not wearing masks, which happened on four occasions in two buildings. Students defended their actions based on being with students in their residential pods, but they hadn't considered the airborne nature of the virus and use by people outside their group. He noted that he had seen strong compliance until these incidents. President **Katsouleas** affirmed that living in a pod does not mean one can leave the pod without a mask. He noted that many people were attending the Senate meeting who would follow up. He mentioned that he had recently "Tom bombed" a Residential Life staff meeting, and that he was deeply grateful to Resident Assistants, who were keeping their floors safe.

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

See attached report provided by the Senate Executive Committee.

There were no questions following the presentation.

4. Consent Agenda Items

Report of the Senate Curricula and Courses Committee

See attached report provided by 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: 72 Yes; 0 No; 0 Abstentions.

5. Report from Senate Scholastic Standards Committee – Presented by Senator Bedore

A) PRESENTATION / VOTE on a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.H, University Calendar

B) PRESENTATION / VOTE on a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.E.3.b, Grades not used to calculate the GPA (Pass-Fail Option)

Moderator **Deans** reminded senators that any University Senate By-law change voted on during the meeting in which it was first presented must be approved by a 2/3 vote to pass.

A) PRESENTATION / VOTE on a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.H, University Calendar

See attached report provided by the Senate Scholastic Standards Committee.

Moderator **Deans** opened the floor for discussion of the motion to modify the academic calendar for the spring 2021 semester.

Senator **Polifroni** voiced opposition to the motion and suggested leaving the calendar as it is would be the most balanced approach. She offered several points, including that spring's difference from fall was its strength, that providing flexibility and supporting mental health could be managed in some other way, that quarantine combined with online instruction could be utilized to manage active cases after the break, that the existing calendar supported mental health more than the proposed one.

Senator **McCutcheon** also spoke against the motion. In particular, he voiced concern about the reduction in instruction days, both what had been approved in the fall without public forum, and what was proposed here. He also commented that quarantining in buildings where the virus was spreading made little sense and that we did not know if physically being in class was creating vectors of contagion, that we should be cautious

about changing modalities midstream, and that there was no safety gain and a reduction in quality in the proposed change.

Senator **Morrell** expressed that he was undecided about the motion. He asked about the rationale behind proposed reading days, specifically their placement and number and how that impacted courses differently depending on meeting days. Senator **Bedore** answered that students had asked for additional reading days, that students don't see weekend days as reading days. She noted that the committee had not wanted to push further back into the final week than two days, given the impact on courses. The focus behind the proposal was to have both reading days and allow a break.

Senator **Athina** asked why spring had fourteen scheduled weeks and fall had had only 13? She further asked if four (weekday) reading days would be fairer than two, given instruction days. She commented that reading days were helpful, that students needed time to prepare for finals and make up work when something interrupted their studies, and that this was especially important in the middle of a pandemic. Moderator **Deans** explained that fall typically has fourteen weeks, but that a one-time exception was in place for the fall. Senator **Athina** asked whether it could be four days. Senator **Bedore** responded that we had to meet two days for it to count as an instructional week, per federal requirements.

Senator **Dineen** declared herself undecided. She asked if there would be a quarantine period if we start at the normal time, and whether that was under the purview of this committee. Senator **Bedore** confirmed it was not under their purview. Senator **Dineen** continued her question by asking if students would come back earlier than the start of the semester. If spring break is later, wouldn't students still travel in March on holiday weekends? Senator **Bedore** answered that students might travel on those weekends but in far fewer numbers. Moderator **Deans** asked if the Provost wanted to respond to the question about early arrival. Provost **Lejuez** responded that the Administration had stayed out of the calendar discussion but confirmed that state guidelines would mean the University would likely have to begin with a quarantine period. Bringing residential students back early was hard after winter break, so the most viable option would likely be to have all courses online for the first two weeks while students quarantine. He added that the Administration had been speaking to students, the AAUP, the SEC, and others, and that once the calendar was set, he would reach out with further details.

Senator **Jockusch** expressed that it was a challenging issue, that although it was not ideal, she was in favor of delaying 12 weeks until spring break. She noted that this would give us a greater chance of offering more in person courses. She continued that there had

historically been strong pushback on adding reading days to the calendar and that this should not be taken as an opportunity to add reading days if they reduced instructional time.

Senator **Schultz** stated he was in favor of the motion and believed it the best means of maintaining both academic standards and public health. A break not followed by a quarantine could increase transmission rates, and projections have case rates decreasing in the spring. He also regretted the loss of two instructional days but noted that we had adapted to more already and that this proposal had the strongest support among his constituency.

Senator **Fuad** stated his support for the motion. He added that he saw no point in discussion the quarantine, which in the state's control. He observed that, if we continued with the original calendar and then had to quarantine students mid-semester, that would put a lot of burden on staff in Student Affairs and Student Health and Wellness. This proposal already includes two weeks online; switching modalities more than once is not ideal for anyone.

Senator **Burkey** argued that replacing instruction days with reading days was detrimental, especially for classes with limited meeting patterns. He asked if the value of moving back spring break was in the assumption that we would not return in person. Senator **Bedore** answered that the intention is to be flexible, that this would allow us to respond to whatever the public health situation is in mid-April, and that we hoped to return in person after the break. Senator **Burkey** echoed others in expressing concern about switching modalities multiple times and the particularly adverse effect on design and lab courses in his school.

Senator **Shor** stated she was mostly in favor of the motion. She asked if anyone had compared the timing of the break with neighboring schools, as this could make things easier on families. She also expressed unease with the coupling of spring break with extra reading days. Senator **Bedore** answered that the committee did not look at surrounding schools, as there would be no way to match the timing of school breaks across the many districts where faculty lived. Regarding the extra reading days, she emphasized that this is not re-introducing a measure to add reading days, as this was a one-time proposal.

Senator **Govoni** also expressed herself neither for nor against the motion. She agreed with others wishing the relocation of the break and the extra reading days would be decoupled, as this might make the motion pass more easily. She commented that students having to return home would be disruptive to their academic work. She

wondered if the idea of starting later and removing the break altogether had been discussed. Senator **Bedore** confirmed it had been discussed with faculty, staff, and students, but that there had been consensus that we needed a break, even if it was later, that the option of going fourteen weeks plus exams without a break was undesirable, although other institutions were taking this approach.

Senator **Majumdar** asked if the decision to have the first two weeks be online had been made. Provost **Lejuez** answered that it had not been made, that he would work closely with the SEC and the AAUP quickly once the calendar had been decided. Senator **Majumdar** noted that we cannot bring students back early, so we will be forced to have two weeks online. In response to concerns he had heard in this discussion, Senator **Majumdar** proposed an amendment to remove the two additional reading days.

The presentation was amended so that proposed reading day dates aligned with the removal of Thursday and Friday (additional) reading days at the end of the final week of instruction (April 29-30). Moderator **Deans** asked if there was a second for the motion. Senator **McCutcheon** seconded the motion.

Regarding the disruption caused by returning home, Senator **Bedore** called on Dean of Students **Daugherty**, who reminded the Senate that students who would return to places not conducive to learning would be accommodated.

Moderator **Deans** brought things back to the discussion of the amended motion.

Senator **Crow** commented that reading days over a weekend aren't reading days; they are a weekend. Students from around the world were doing their courses online and extra days were necessary to prepare for finals.

Senator **Douglas** expressed support for Senator **Crow's** comment that reading days on a weekend aren't reading days. He continued by stating that the debate on the original motion seemed to acknowledge students would return home at some point, which would put them in environments less suited to learning. If all courses move to an online modality, those two additional days will be important for studying. Spring break and the final weekend are the only times students and instructors can take a break; they are not for study.

Senator **Polifroni** spoke in favor of maintaining the instruction days on April 29 and April 30 and adding additional reading days May 3-4, if it was possible to amend the amendment. There was no second.

Moderator **Deans** returned discussion to the amendment at hand.

Senator **Neville** spoke against the amendment by stating students need two reading days to study for finals. He concurred with other undergraduate senators that reading days on a weekend are not real reading days and should not occur. Students need to have actual reading days and also a break to prepare for finals.

Senator **McCutcheon** expressed confusion about what was meant by two reading days. The original motion had four reading days, two of which were on the weekend. This would result in a reduction of instruction days. He asked if students were not unhappy and frustrated with the idea of reducing course content for extra study days. He asked if the semester could be expanded by two days as Senator **Polifroni** had suggested.

Senator **Douglas** argued that the use of the term weekend was so that it would not be a discussion of four reading days, as the weekend shouldn't be included. Reading days were semester days during which did not count toward the calculation of a grade. He expressed belief that the incredible instructors at UConn with support from CETL could cover all content. He noted that students were willing to take on extra work across the semester if that was necessary to counter the lost instruction days.

Moderator **Deans** reminded the Senate to consider the amendment as presented.

Senator **Fuad** spoke against this amendment as it stands. If amending the amendment to push out the semester further, he would support that. He observed that we often lose instructional days anyhow due to snowstorms or other reasons. He echoed Senator **Douglas** that we have capable instructors who could make up that content, as he would aim to do as a lab instructor.

Erin **Mason**, Associate Registrar, was invited to speak to the question of extending the semester. She explained that ending later would be very complicated and burdensome and would have an impact on a wide range of processes and programs, including degree audit, financial aid disbursement, and summer session. There might be other ways of adding days to finals that would avoid needless harm.

Senator **Eigsti** argued it was a bad idea to push out the end of the semester, as many had travel plans and it would put enormous stress on undergraduates, especially those planning to start internships. She noted there was a high utilization of clinical

psychological services and that protecting instructional time at the cost of stress was not a good trade off.

Senator **Wagner (D)** stated there was no ideal solution, that he was strongly in favor of the additional reading days and therefore against this amendment to the original motion. He noted that students had spoken clearly and that we could support them through this. No one took lightly a loss of two instructional days, but we could work around it.

Moderator **Deans** paused at 5:19 to ask if there was any new business. There was none.

Senator **Long** asked for a vote to call the question on the amended motion. Senator **Morrell** seconded. The vote was called on whether to call the question.

The motion to call the question on the amendment to the motion passed:
63 Yes; 7 No; 0 Abstentions.

The Senate voted on the amendment to the original motion proposed by Senator **Majumdar** (to strike out language referring to additional reading days and adjust dates accordingly).

The Amendment to the motion failed: 21 Yes; 48 No, 0 Abstentions.

Moderator **Deans** re-opened discussion on the original, unamended motion.

Senator **Armstrong** spoke as a member of the Scholastic Standards Committee and as Chair of the Student Welfare Committee. She argued that the pandemic required flexibility from across the University and that there was no perfect solution. She asked the Senate to understand the time and effort already put into this issue, and that this proposal took into account students' obligations to classes, work, and family, and represented due diligence by the committee.

Senator **McCutcheon** disagreed that this discussion discounted the work of the committee. He noted there had been minimal notice of the changes to the fall schedule, and that he proposed reducing the length of spring break by two days in order to maintain the two additional reading days at the end of the semester, as proposed in the original motion [i.e. April 29-30]. Senator **Govoni** seconded.

Senator **Govoni** returned discussion to the disruption of moving back home during the semester. She wondered whether spring break was a break or catch up time. If a break, having to move home during it would diminish it.

Senator **Long** called a point of order and expressed that he believed the proposed amendment was not an amendment but a replacement of the original motion. He asked if this was legitimate as the motion did not amend any particular points in the motion, but instead replaced it entirely.

Senator **McCutcheon** responded that he was only amending the dates, suggesting spring break run Monday – Wednesday, leaving Thursday and Friday of that week as instructional days, in order to retain the late April reading days.

Senator **Majumdar** asked for clarification on why we could not schedule four reading days.

Senator **Polifroni** called a point of order: what Senator McCutcheon needs to amend is the opening language to the motion, replacing “week” with the idea of a shortened break.

Senator **Dineen** commented that the additional days of the break would allow students the time they might need to move back home. The late break means they would have less time to do that in a shortened break right before finals.

Senator **Wagner (D)** acknowledged the intent of the amendment but argued that this was a one-time exception and that the Senate should vote in favor of the original proposal.

Senator **Douglas** agreed that reducing the length of the break does more harm than good and reduced time off in an already more stressful semester. More Online and multi-modal courses added stress. Reducing the number of break days is counter to the goal. He reiterated that the loss of two instructional days would not have an adverse impact, that material could still be communicated to students.

Senator **Long** spoke against the amended motion, which he believed lacked sufficient research. He moved to call the question on the amendment.

Moderator **Deans** suggested moving straight to the vote on the amendment, as there was no further discussion. The vote was called on the proposed amendment to the motion proposed by Senator **McCutcheon** (to abridged spring break and retaining the originally proposed additional reading days)

The amendment to the motion failed: 10 Yes; 61 No; 0 Abstentions

Senator **Long** moved to call the question on original motion as presented by the Senate Scholastic Standards Committee. Senator **von Hammerstein** seconded.

The vote to call the question passed: 59 Yes; 7 No; 0 Abstain

The vote was called on the original motion as presented by the Senate Scholastic Standards Committee.

The original motion proposed by the Scholastic Standards Committee on the temporary revision of the spring 2021 academic calendar passed: 60 Yes; 10 No; 1 Abstention.

Moderator **Deans** announced that VP for Administration and CFO Scott **Jordan** would postpone his presentation on the budget to the next Senate meeting [November 2, 2020].

B) PRESENTATION / VOTE on a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.E.3.b, Grades not used to calculate the GPA (Pass-Fail Option)

See attached report provided by the Senate Scholastic Standards Committee.

Moderator **Deans** called for discussion of the second motion from the Scholastic Standards Committee.

Senator **Athina** proposed an amendment to the motion, the text of which was provided in advance. [The purport of the amendment was to expand the pass/fail option beyond what the Scholastic Standards Committee proposed in order to make more courses eligible for pass/fail designation and more students able to use this option.]

See attached report provided by the Senate Scholastic Standards Committee.

Senator **Schultz** seconded the proposed amendment.

Senator **Athina** argued that the original motion does not make the pass/fail option accessible to all students and applies mostly to elective courses. She noted that she had researched the issue and discovered: accreditation boards have expressed support of pass/fail decisions; the effect on graduate school applications is offset by broad understanding across higher ed institutions of the pandemic and its effects. She provided

data from spring 2020 showing that the number of students who opted in to pass/fail were relatively small: no higher than 18% in a school or college and in most cases much lower. She urged that UConn students have the intelligence to rationally evaluate options and that students best know what supports their wellbeing and how decisions will impact their lives. She expressed support for the original's motion requirement that students meet with academic advisors prior to making a pass/fail decision but that ultimately it was a student's decision to make. She added that students should be encouraged to reach out to the Office of Financial Aid to discuss the potential financial impact of the decision.

Senator **Long** asked a point of information about the language of the amendment and was answered that the amendment was indicated as colored text inserted into the original motion [as displayed on the slide being shared].

Senator **Schultz** noted confusing language in the amendment, which needed to clarify whether the intent was to mirror the language of the spring 2020 pass/fail revision, which permitted courses that fulfilled major/minor requirements to be designated pass/fail as schools and colleges permitted.

Senator **Bedore** added that schools and colleges had clarified this in the spring through lists of courses ok for pass/fail.

Senator **Schultz** asked if the intent was that schools and colleges would designate courses or that all courses in a school or college could be set to pass/fail.

Senator **Athina** confirmed the intent was that all classes should be eligible for pass/fail designation.

Senator **Vokoun** expressed himself neither in favor nor against the amendment. He was not bothered by the broad application across schools and colleges, as D's in required courses were already permitted in some cases. He asked about the scope of the proposed change: would this apply across the board to all GenEds [general education courses]? He asked if there were any known concerns regarding GenEds courses.

Senator **Wagner (M)** stated that there was no difference between major requirements, GenEds, and other courses, as all courses must be passed.

As a point of information, Cheryl **Galli** [Senate Admin.] clarified that the amendment applied to GenEds and also major and minor requirements, if approved by

schools/colleges, and confirmed this amendment made more generous provisions for designating pass/fail.

Senator **Morrell** asked why the language “not including spring 2020” was missing from the amendment, as it appeared in the original motion.

Senator **Athina** confirmed that language should be in the amendment: this propose also does not include spring 2020 in counting total credits put on pass/fail.

Senator **Bramble** drew attention to the fact that the amendment expanded pass/fail to many courses taken by first year students and that without this amendment, the number of courses first years could take pass/fail was drastically reduced.

Senator **Bedore** acknowledged the Committee had discussed this and clarified that they could elect pass/fail for a course, but that the course couldn't then count toward fulfilling a GenEd requirement.

The vote was taken on the amendment proposed by Senator **Athina**, which broadened the application of pass/fail.

The proposed amendment failed: 35 Yes; 25 No; 1 Abstention.

Moderator **Deans** returned discussion to the original motion.

Senator **Vokoun** proposed an amendment, making the motion applicable to GenEd courses by adding language such as “or to satisfy general education requirements.” Senator Wagner (**M**) seconded the motion. The language of the motion was amended to clarify that pass/fail courses could be electives or be used to satisfy general education requirements.

Senator **Morrell** asked for clarification about what constituted a “pass” in terms of assigned grade: was it a C for some courses or a D-? He expressed he was undecided about the amendment. He noted that this was not about credit being earned but about courses not counting toward a student's GPA. He considered this might be ok for GenEds but commented that some students in the spring with high grades made the switch in order to maintain near-perfect GPAs.

Senator **Schultz** offered a small grammatical fix to the motion.

Senator **Day** noted that the amended motion as written was silent on major/minor requirements and that the language as it appeared might not reflect accurately Senator Vokoun's proposed change.

Several points of information were raised by Senator **McCoach** and others about the language of the amendment. It was confirmed that as written it did not specify courses could be used to satisfy major/minor requirements in schools and colleges. Senator **Bedore** noted that many GenEds also fulfill school and college requirements.

Senator **Armstrong** noted that language proposed in the original motion [and retained in the amendment] about students consulting academic advisors was intended to address concerns about requirements.

Senator **Athina** stated her support for the amendment and reiterated that students had not taken up this option in huge numbers and that students using pass/fail to protect their GPA were outliers.

Senator **Shor** asked why we needed to state the academic year, as it was clear. Senator **Bedore** explained that pass/fail credits were considered across a student's entire academic career, and spring 2020 was singled out as an exception to the total pass/fail credits allowed.

Senator **Long** stated that he would vote against the amendment for two reasons: loosening pass/fail in the spring was a one-time measure in the midst of incredible disruption, which does not apply to the same extent this fall, as we went into the year knowing more or less what to expect. To the point made that D's were a passing grade, he emphasized that was not true across schools and colleges, including his own, the School of Nursing.

Senator **Schultz** argued it was unclear what it meant to permit pass/fail for GenEds and not for school/college requirements, as many additionally required courses in CLAS [The College of Liberal Arts and Sciences] counted as both.

Senator **Vokoun** responded that, as he understood the language, anything designated a school or college (major or minor) requirement would not be eligible, but that he could not speak to all college and schools.

Senator **Day** voiced his understanding of the language: the status of being a school or college requirement was the defining criteria in the motion, not a course's status as a GenEd.

The Senate voted on the amendment proposed by Senator **Vokoun** to expand pass/fail to general education courses.

The proposed amendment failed: 28 Yes; 22 No; 2 Abstention.

Due to a technical problem with the vote, the Senate revoted on the amendment proposed by Senator **Vokoun**.

The proposed amendment [revote] failed: 27 Yes; 22 No; 2 Abstentions.

[Note: due to a technical problem, a single No vote was manually added and is reflected in this tally.]

Senator **Majumdar** called the question on the original motion as presented by the Senate Scholastic Standards Committee. Senator **McManus** seconded.

The Senate voted on whether to call the question on the original motion presented by Scholastic Standards.

The motion to call the question passed: 40 Yes; 5 No; 0 Abstentions.

The original motion was put back on the screen so that Senators could review the proposed language before voting. After giving the Senate time to review the motion, the vote was called on the original motion to modify pass/fail policy and deadlines for this academic year.

The original motion as proposed by the Senate Scholastic Standards Committee passed: 45 Yes; 7 No; 1 Abstention.

Moderator **Deans** called for a motion to adjourn the meeting of the University Senate. Senator **Long** made the motion, which was seconded by Senator **Atkinson-Palombo**. Moderator **Deans** called for the vote, which was taken orally/visually and passed.

Moderator **Deans** adjourned the University Senate Meeting at 6:50 p.m.

6. Update on University Budget Presented by Scott Jordan, Executive Vice President and Chief Financial Officer

Postponed until the November 2, 2020 meeting.

7. New Business

None

SENATE EXECUTIVE COMMITTEE

Carol Atkinson-Palombo, Chair	
Rajeev Bansal	Pam Bramble
Gary English	Nafis Fuad
Deb Kendall	Gustavo Nanclares
Angela Rola	Will Schad
Eric Schultz	Manuela Wagner

These Minutes are respectfully submitted by Susanna Cowan, Senate Secretary.

Report of the Senate Executive Committee
October 5, 2020

Good Afternoon,

The SEC has met twice since the last Senate meeting on September 14th.

Much of the business considered during those meetings pertained to adjustments being made at the University in response to the ongoing pandemic. Two particularly time-sensitive matters such as the calendar for the Spring 2021 semester and policies regarding Pass/Fail are the Senate's agenda this afternoon.

Five items of ongoing business include: (a) SET for the Fall semester; (b) Potential changes to the by-laws to have a clear procedure for conducting Senate business during the summer recess; (c) Emeritus faculty status; (d) Student authentication for online courses; and (e) Research grant deadlines. I will provide an update on these at the next Senate meeting.

Two especially noteworthy items on the near-term horizon are as follows:

1. Diversity, Equity & Inclusion: In December 2019, a nine-person Steering Committee comprised of an equal number of representatives from the Senate, the AAUP, and the administration was formed to address pay equity and other tangible and intangible indicators of potential bias at our institution. Progress towards this end has been limited due to the pandemic. However, over the summer, the data analysis working group collected and analyzed institutional background data that provide a starting point for in-depth analysis by groups focusing on four themes: (a) Retention; (b) Dual Careers; (c) Tenure and Promotion; and (4) Merit. The SEC plans to meet with the Steering Committee shortly to discuss the current charge of the sub-groups, a timeline for the analysis, and potential policy recommendations that may flow from the findings.
2. Free Speech & Civility: The SEC plans to partner with various stakeholders to discuss the adoption of university policies on these twin issues. More to come soon.

Today we will hear from Scott Jordan on our budget situation. The Senate will meet again on Monday, November 2.

Thank you.

Respectfully submitted,

Carol Atkinson-Palombo, Chair
Senate Executive Committee

University Senate Curricula and Courses Committee
Report to the Senate
October 5, 2020

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

A. AMST 2993 International Study (#1890)

Proposed Catalog Copy

AMST 2993. International Study

1.00 - 9.00 credits | May be repeated for credit to a maximum of 12 credits.

Prerequisites: None.

Grading Basis: Graded

Special topics taken in an international study program. Consent of department head required, normally to be granted prior to the student's departure.

B. SLHS 1150W Introduction to Communication Disorders (#15156/1916) [Adding W version of existing course – Approved by GEOC]

Proposed Catalog Copy

SLHS 1150W. Introduction to Communication Disorders

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. RHAG students cannot take more than 22 credits of 1000 level courses

Grading Basis: Graded

Introduction to normal communicative processes and to disorders of communication. CA 2. CA 4.

II. 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. KINS 3545W Resistance Training for Health and Performance (#11322/1338) [Adding W version of existing course]

Proposed Catalog Copy

KINS 3545W. Resistance Training for Health and Performance

3.00 credits.

Prerequisite: KINS 4500; ENGL 1007 or 1010 or 1011 or 2011. Open only to students in Kinesiology programs.

Grading Basis: Graded.

Focuses on the knowledge, skills, and understanding of the scientific principles on which to design individualized resistance training programs needed for optimal performance, health improvement, disease treatment, and injury prevention. Presents analysis techniques of human

physiology specific to resistance training and performing. Laboratory and field methods to evaluate anaerobic ability, flexibility, muscular strength and power, and body composition will be discussed.

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. CHIN 3230W Language & Identity in Greater China (#15631/1976) [Adding W version of existing course]

Current Catalog Copy

CHIN 3230. Language & Identity in Greater China

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Topics include role of language, linguistic indexing of socio-economic class, dialects and regional language variation, impact of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition in greater China. Taught in English. CA 4-INT.

Revised Catalog Copy

CHIN 3230. Language & Identity in Greater China

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The role of language, linguistic indexing of socio-economic class, dialects and regional language variation, impact of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition in greater China. Taught in English. CA 4-INT.

CHIN 3230W. Language & Identity in Greater China

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Instructor consent required.

Grading Basis: Graded

The role of language, linguistic indexing of socio-economic class, dialects and regional language variation, impact of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition in greater China. Taught in English. CA 4-INT.

- B. COMM 3000Q Research Methods in Communication (#15811/2012) [Revise number]

Current Catalog Copy

COMM 3000Q. Research Methods in Communication

3.00 credits

Prerequisites: COMM 1000. Recommended preparation: A mathematics course.

Grading Basis: Graded

The scientific approach as it specifically applies to communication.

Revised Catalog Copy

COMM 2000Q. Research Methods in Communication

3.00 credits

Prerequisites: COMM 1000. Recommended preparation: MATH 1011Q or equivalent.

Grading Basis: Graded

The scientific approach as it specifically applies to communication.

C. COMM 4300/W Advanced Media Effects (#15843/2044) [Revise prereqs]

Current Catalog Copy

COMM 4300. Advanced Media Effects

3.00 credits

Prerequisites: COMM 1000, 1300 and 3300; COMM 3000Q or STAT 1100Q or 1000Q; open to juniors or higher

Grading Basis: Graded

Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

COMM 4300W. Advanced Media Effects

3.00 credits

Prerequisites: COMM 1000, 1300 and 3300; COMM 3000Q or STAT 1100Q or 1000Q; ENGL 1010 or 1011 or 2011; open to juniors or higher

Grading Basis: Graded

Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

Revised Catalog Copy

COMM 4300. Advanced Media Effects

3.00 credits

Prerequisites: COMM 2000Q and 2300

Grading Basis: Graded

Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

COMM 4300W. Advanced Media Effects

3.00 credits

Prerequisites: COMM 2000Q and 2300; ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

- D. COMM 4460/W Cross-Cultural Communication (#15854/2054) [Revise title, number, description, & prereqs; add W version]

Current Catalog Copy

COMM 4460. Cross-Cultural Communication

3.00 credits

Prerequisites: Open to juniors or higher. Recommended preparation: COMM 3200.

Grading Basis: Graded

Communication behavior within and across cultures and subcultures.

Revised Catalog Copy

COMM 3220. Intercultural Communication

3.00 credits

Prerequisites: COMM 2200

Grading Basis: Graded

Formerly offered as COMM 4460. Communication behavior within and across cultures and subcultures. How cultures impact social structures, communication styles, and behavior.

COMM 3220W. Intercultural Communication

3.00 credits

Prerequisites: COMM 2200. ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Formerly offered as COMM 4460. Communication behavior within and across cultures and subcultures. How cultures impact social structures, communication styles, and behavior.

- E. FREN 3211 Contemporary France (#14782/1836) [Adding W, dropping non-W]

Current Catalog Copy

FREN 3211. Contemporary France

3.00 credits

Prerequisites: Recommended preparation: FREN 1104 or 1175 or 3 years high school French or instructor consent.

Grading Basis: Graded

An historical and cultural overview of France in the 20th and 21st centuries: from D-Day to the European Union, from Communism to the Green Party, from ballad crooners to rap, from love stories to action films; the changing French nation through authentic documents, literary texts, and films. CA 1. CA 4-INT.

Revised Catalog Copy

FREN 3211W. Contemporary France

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Recommended preparation: FREN 1104 or 1175 or 3 years high school French or instructor consent.

Grading Basis: Graded

An historical and cultural overview of France in the 20th and 21st centuries: from D-Day to the European Union, from Communism to the Green Party, from ballad crooners to rap, from love stories to action films; the changing French nation through authentic documents, literary texts, and films. CA 1. CA 4-INT.

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

From the 9/21/2020 meeting

University Senate Scholastic Standards Committee
October 5, 2020
Temporary University Senate By-Law Change
Spring 2021 Calendar

Proposal: Move spring break week from after the 7th week, March 14-20, 2021, to after the 12th week, April 11-17, 2021 and add two reading days to the calendar.

Justification:

Given that Covid-19 continues to pose a serious health risk, the SSC proposes adjustments to the Spring 2021 academic calendar in order to maintain a healthy campus. There are no perfect solutions to this situation. In consultation with student government leaders as well as with Student Health and Residential Life, the Scholastic Standards Committee proposes to move Spring Break later in the semester.

This proposal attempts to balance physical and mental health outcomes for students, faculty and staff. Having Spring Break March 14-20 may pose physical health risks due to Covid-19 and may require a two-week quarantine period that would be disruptive in the middle of the semester. For this reason, some universities and colleges are canceling Spring Break altogether.

The SSC proposes keeping a break, but moving it later in the semester. Given the increased stress and exhaustion of pandemic education, a break—for mental health as well as for members of the University community to catch up before the end of the semester—is deemed beneficial.

The timing of the break, April 11-17, affords maximum flexibility for responding to health conditions in Spring 2021. If it is deemed safe for students and faculty to return to campus after Spring Break without a quarantine period, they will do so; if it is deemed unsafe, the final weeks of classes and the exam period will be delivered online (mimicking the calendar in Fall 2020). Classes will end on Wednesday, April 28 and will be followed by four reading days: April 29, 30 and May 1, 2.

H. University Calendar

The Academic calendar will be determined according to the schedule given (and is on file in the University Senate Office and the Board of Trustees) and will adhere to the following principles:

1. There will be two semesters each year with 14 week of classes plus six days of examinations in each.* Fall semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King Day. There will be two calendar days between the last day of classes and the first day

of final examinations which shall be known as Reading Days. *adjustments to the Spring 2021 semester calendar are detailed below

Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.

2. The general class schedule will be as shown in the file copy.
3. **Fall Semesters** will adhere to the following principles:
 - a. Classes shall begin on the Monday preceding Labor Day.
 - b. Residence Halls shall open no later than the weekend before classes start.
 - c. Classes shall not meet on Labor Day.
 - d. Classes shall not meet on the week of Thanksgiving.
 - e. No regularly scheduled final examinations shall be held on the first Thursday of final examination week, which shall be known as a Reading Day.
4. **Spring Semesters** will adhere to the following principles:
 - a. Spring semester classes shall begin on the Tuesday after Martin Luther King Day.
 - b. Residence halls shall open no later than the weekend before classes start.
 - b. For the spring 2021 semester, a one-week spring break shall take place after 8 12 weeks of classes, counting the week with Martin Luther King Day as the first week. Two additional reading days will be held on Thursday, April 29 and Friday, April 30.

Spring semester classes: Tuesday, January 19, 2021 – Saturday, April 10, 2021
Spring break: Sunday, April 11, 2021 – Saturday, April 17, 2021
Spring semester classes: Monday, April 19, 2021 - Wednesday, April 28, 2021
Reading Days (no classes or assessments):
Thursday, April 29, 2021 - Sunday, May 2, 2021
Final Assessments: Monday, May 3, 2021 – Saturday, May 8, 2021
 - d. Commencement cannot occur at a time when a final exam is given.

University Senate Scholastic Standards Committee

October 5, 2020

Temporary University Senate By-Law Change DEADLINE FOR ELECTING PASS-FAIL GRADING

Background:

The Scholastic Standards Committee considered whether or not to put forward a proposal to extend a relaxation of the P/F rules in the 20/21 academic year, as we did in Spring 2020. An SSC working group provided two recommendations to the SSC:

- No proposal to relax P/F rules for AY 20/21
- A clear communication signed by several offices (Provost, Advising, Grad School) reminding faculty and students of the many options available to those struggling academically (including the 3 P/F courses available to any student who meets the criteria established in the Senate by-laws)

The committee discussed these recommendations and considered the fact that many students continue to struggle with academic and mental health challenges in Fall 2020 as a result of the pandemic and associated difficulties. This will likely continue into Spring 2021. Several reasons were given for not relaxing the rule in AY 20/21:

- The long-term consequences of students having several P/F courses on their transcripts are unknown.
- In Spring 2020, many universities extended P/F to students in the face of the emergency move to online teaching in the pandemic, so graduate programs and accrediting agencies were forced to make exceptions. These exceptions are not extended to Summer or Fall 2020.
- Many other, better-understood options are available for students who are struggling academically. A clear communication reminding students and faculty of these options will be shared with the University community.

The SSC was asked to consider extending the deadline to put courses on P/F grading. In order to ensure that students have some grades for most or all courses before making this decision, and in consultation with the Registrar's Office, the committee proposed later dates: 11.20 for fall 2020 and 4.9 for spring 2021.

The P/F grading option is not usually available to students with fewer than 26 credits or those on academic probation. In order to make this option open to all students, the SSC also recommends that these two restrictions be waived for AY 20/21.

Proposed modification of II.E.3.b

Grades not used to calculate the GPA (excerpt) Pass-Fail Option.

Existing Senate By-Law II.E.3.b:

A student who has earned at least 26 credits and is not on scholastic probation may elect a

maximum of 12 credits to be distributed over not more than three courses, to be recorded as 'P' for Pass or 'F' for Fail on his or her permanent record. Courses taken Pass-Fail may only be used as electives; they may not be used to satisfy general education, school/college, major or minor requirements. Students who are selecting a course for the Pass-Fail option must do so within the first two weeks of the semester. Students who are removing a course from the Pass-Fail option must do so within the first nine weeks of the semester. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar. During the semester the student completes the course and is graded in the usual way by the instructor; and the instructor submits a letter grade (per 3a, above). This letter grade is translated into a 'P' ('D-' or above) or remains an 'F.' In neither event will a course taken under the Pass-Fail option be included in the computation of the semester or cumulative grade point average, but a grade below 'C' makes the student ineligible for Dean's List. The individual schools and colleges have the privilege of adopting the Pass-Fail option with or without supplementary restrictions. Students are referred to the detailed statements of the various schools in the University Catalog for such restrictions.

Proposed Modification for AY 2020/2021 only:

A student ~~who has earned at least 26 credits and is not on scholastic probation~~ may elect a maximum of 12 credits (**not including Spring 2020**) to be distributed over not more than three courses, to be recorded as 'P' for Pass or 'F' for Fail on his or her permanent record. Courses taken Pass-Fail may only be used as electives; they may not be used to satisfy general education, school/college, major or minor requirements. Students who are ~~selecting~~ **adding a course to, or removing a course from,** ~~for~~ the Pass-Fail option must do so ~~within the first two weeks of the semester~~ **by 11:59 pm on November 20, 2020 for the Fall 2020 semester and by 11:59 pm on April 9, 2021 for the spring semester.** ~~Students who are removing a course from the Pass-Fail option must do so within the first nine weeks of the semester.~~ **Students must get approval (with signature) from their advisors prior to electing to complete courses on a Pass-Fail basis.**

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