UNIVERSITY SENATE MEETING MINUTES
A regular meeting of the University Senate was held
Monday, November 2, 2020 at 4:00 p.m. via WebEx

Minutes

1. Call to order and Approval of Minutes of October 5, 2020 University Senate meeting

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 October 5, 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 celebrating having come through 'Halloweekend' well and noted the great job students were doing each other safe. There had been no reports of non-compliance by students over the Halloween weekend. He observed that learning and teaching and caring happened, and cited preliminary data from CETL [the Center for Excellence in Teaching and Learning] regarding an undergraduate advising survey that had reached 7000 responses (about half of those surveyed) in which students rated academic satisfaction as highly or more highly than they had at this point last year. On the whole students seem to be doing ok, with some particularly struggling or thriving in this environment. Students generally rated their academic work to be as interesting as they found it last year. What has changed since last year is a drop in the number of students feeling they were able to draw on a sufficient support network and an increase in students feeling overwhelmed by academic stress. He noted that stress over financial circumstances had decreased from last year.

Regarding the budget, the President noted that we were forecasting the more optimistic of shortfall scenarios, projecting that shortfall at 76M. This unfortunately meant the pause of the Connecticut [CT] Commitment tuition scholarship program, which had supplemented financial aid for all admitted students whose families had incomes under $50,000. He remarked that this was his most painful decision to date as UConn's President.

He provided some background for this decision, explaining that the long-term needs of the CT Commitment had grown faster than the philanthropic funds needed to support it. At present, given the projected shortfalls, there were no other clear sources for funding the program. He emphasized that no financial support, including CT Commitment funds, would be affected now or going forward for any current UConn student. No new CT Commitment

cohort will be enrolled for fall 2021, as no funds are available to supplement their aid packages; however, the University will still offer strong financial aid to incoming students. He appealed to members of the Senate, and more broadly to UConn's 10,000 faculty and staff members, to join him in donating toward financial aid for UConn students, noting that one can give to particular financial aid programs, including the CT Commitment. Even small donations, he urged, would make a difference in the University's mission to admit all deserving students, independent of their financial means.

The President continued by referring to the next day's election. The University had communicated with students, encouraging them to vote. The University was not anticipating any election-related problems but noting the violence that occurred after the 2016 election, UConn was standing up their emergency preparedness team in an abundance of caution. He also noted that the University had prepared a lot of special programming for election night and the days following, which would include watch parties and faculty panels organized by the Provost's Office and Student Affairs that would run throughout election day.

On a related note, the President shared that he had received from the SEC [Senate Executive Committee] the Report [available at the President's website] of the Task Force on Free Speech and Civility, a group first charged by UConn's President Herbst. The Task Force had delivered a report in March 2017 which had been approved by the University Senate and endorsed by President Herbst. President **Katsouleas** reaffirmed the Task Force's statement and planned a faculty position in this area.

President **Katsouleas** concluded his remarks and Moderator **Deans** invited questions.

Senator **Douglas** asked if there was anything to the timing of an Athletics announcement about the launching of a philanthropic initiative and the announcement of the pausing of the CT Commitment, which went out the previous day. President **Katsouleas** answered that he had not been aware of the Athletics communication, but that there was no connection between the two announcements. He further commented that there was nothing unusual in it, as departments oversaw their own fundraising initiatives and that all University fundraising supported worthwhile causes.

Senator **Long** commented on the email from the President about the troubling anti-Semitic acts at the Storrs campus. He asked if the President could share more information about the events and what measures were being taken. President **Katsouleas** confirmed the email of the previous Friday, which had detailed several anti-Semitic incidents on campus, which included the posting of threatening notes on residence hall whiteboards and similar acts. The University had immediately responded through social media communications and the implementation of the bias response protocol, which came out of Residential Life (under Student Affairs) and offered immediate assistance and support to any students

impacted. The police department was also brought in, but they had not yet identified the perpetrator. He reasserted that these acts were horrific and an insult to the University community. The University must repudiate such acts both individually and collectively. He shared after it had reached the third incident, senior leadership had written a strong response, and he reiterated their commitment to supporting the University community.

The President continued these thoughts by considering that the election might result in more of these incidents. He reminded the Senate of the new website, inform.uconn.edu, where one could report any incident of concern. He reflected that standing up to every such incident required the work of the entire community, from first responders to senior leaders to individual units. Called upon to comment, Provost **Lejuez** added some detail about the incidents themselves: one had been graffiti on a residence hall whiteboard, another a swastika put on a wall near an elevator, and the last had been the tearing down of a Kwanzaa display near a community bulletin board. He shared that he had been in contact with Edina Oestreicher, the Executive Director of UConn Hillel, about a partnership going forward.

Senator **McCutcheon** expressed confusion that the CT Commitment was being halted when philanthropy was up. He asked what the obstacles were, as the program was not supposed to be a budgetary challenge. President **Katsouleas** answered that he had been optimistic that giving would increase enough to cover the Commitment's costs. The cost was anticipated at 4 Million dollars a year. Giving did increase by 2 Million but need grew by 5 Million. He admitted to being wrong in hoping we could cover the entire cost of the Commitment with philanthropic funds. He hoped that when the financial situation changed, we could find a way to fund the program differently, perhaps with a combination of philanthropy and something else. Senator **McCutcheon** commented that when the Commitment had been announced, it had sounded like what was not covered by philanthropy would come from the budget. President **Katsouleas** responded that it had always been intended to come entirely from philanthropy. He noted that we had successfully funded 250 students this year through the Connecticut Commitment, drawing on last year's giving to cover all tuition costs. We cannot meet the full obligation of the Commitment if we continue to enroll students into program cohorts. Students had asked the question at the Board of Trustees meeting: what were the other sources beyond philanthropy? Those sources might have been operating budget funds, but it would be imprudent to rely on that now, given the current financial situation.

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

> See attached report provided by the Senate Executive Committee.

Moderator **Deans** opened the floor for discussion of the report.

Senator **McCutcheon** asked for further elaboration regarding any new policies that might be forthcoming from Michelle Williams (Assoc. VP for Research) and OVPR (Office of the Vice President for Research) pertaining to grant submission and would the Senate have any input on these policies, particularly regarding submission deadlines to sponsored programs, as they may lack faculty support. Senator **Atkinson-Palombo** responded that as she understood it we currently have a policy that faculty need to submit grants for review to OVPR's Sponsored Program Services (SPS) five business days prior to the grant submission deadline, but that this has not been enforced and some grant proposers submit at the last minute. She stated that report she cited is based on a questionnaire that went out to faculty. Over 80% of faculty are aware of the 5-day policy, but it is not enforced. Faculty Standards is considering the enforcement of this policy and has been working to understand opinions for and against the policy, policy background, workflow and other issues. Faculty Standards will be presenting findings from this analysis. She agreed that some faculty are concerned about not being able to meet the deadline, but that other faculty are supportive of it—that there is a range of opinions. Senator McCutcheon asked if this would be discussed in today's Senate meeting. Senator Atkinson-Palombo answered that she understood this analysis would take at least until the end of the semester, but that this could be discussed at the next Senate meeting.

Senator **Gordina** commented that any action on this policy should be tied to a requirement that Sponsored Programs offers timely feedback, as this did not always happen, which could result in grants being rejected for formal reasons. Senator **Atkinson-Palombo** responded that there was information on this in the feedback, which the Senate could discuss in a future meeting.

Invited to respond, Senator **Holle** (Chair, Faculty Standards Committee) added that the committee had heard these concerns and had also shared their own with OVPR. OVPR was working on changes to improve the process.

Senator **Athina** asked a Point of Information about the reasons for shutting off the Chat feature in WebEx for this meeting. She commented that she could use chat when wanting to speak later in the meeting [when she presented a motion under New Business]. Moderator **Deans** responded that the chat feature would not be on unless we have a specific need for it. Senator **Athina** asked what she should do if she had trouble with WebEx

features. Moderator **Deans** responded that she was welcome to do what she had done in this instance: to unmute her microphone and speak up.

Senator **Holzer** commented that she believed the risks of leaving chat open were lower than the benefits gained. She noted that small questions can be asked there, and that chat helped when there was background noise and distractions. Senator **Atkinson-Palombo** thanked her for the comment.

Senator **McCutcheon** commented that the chat feature was necessary in the not-ideal environment in which the Senate was meeting.

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 any item or 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: 64 Yes; 1 No; 0 Abstentions.

5. Report from Senate Scholastic Standards Committee—Presented by SSSC Chair Pam Bedore

PRESENTATION of a motion to amend the By-Laws, Rules and Regulations of the University By-Laws E.II.I.6, Student Authentication

See attached report provided by the Senate Scholastic Standards Committee.

Moderator **Deans** reminded the Senate that this motion would be discussed and voted on during the next Senate meeting. The questions today should focus on asking clarification.

Senator **Douglas** asked about the wording of the motion regarding the number of methods required for authentication. Was the login into HuskyCT [UConn's learning management system] enough or were two methods required? Senator **Bedore** answered that two methods were required, per Federal regulation.

Senator **Majumdar** asked a logistics question. He commented that he had been teaching online for years and had never had an issue verifying student identity by comparing PeopleSoft [UConn's student administration system] photographs to faces. However, the online environment in the pandemic was different and students were reluctant to activate webcams. He expressed concern that this method of authentication was not feasible. Senator **Bedore** responded that this had been discussed by the committee and noted that this motion to add By-law language puts this requirement into the syllabus and that if you clearly listed an authentication plan, then you can and must require it of students. You can also require other methods.

Senator **Holzer** asked if instructors could use other methods that were not visual, such as voice (telephone). Senator **Bedore** answered that the point was to be able to authenticate. Senator **Holzer** clarified that phones can be tied to individuals, who would have to authenticate that phone number via text, etc. Sarah **Croucher** (Senate Scholastic Standards Committee) responded that these methods did not have to be utilized all the time: just once to authenticate.

Senator **Schultz** commented that he had circulated this motion among his constituents and had heard concerns about extra workload and about faculty liability in the case of a misidentification. He asked if that we get a General Counsel ruling on the consequences of unknowingly mis-identifying a student. Senator **Bedore** noted the request.

Senator **Douglas** asked two questions: first, if students did not want to turn on video during class, could they do so for this purpose during private office hours (Senator **Bedore** nodded yes); second, given the various platforms mentioned in the documentation (Teams, WebEx, Zoom, etc.), could everything be done in the HuskyCT [learning management system] platform, as students were having to keep track of multiple meeting means. Senator **Bedore** answered that the committee had considered this, but that the point had been made that certain types of courses needed to use Zoom, for example music courses, to achieve necessary performance conditions. She emphasized that the motion did not dictate the platform, only that, should an instructor go through HuskyCT, one means of authentication would be achieved.

Before moving on to the next agenda item, Moderator **Deans** paused at 4:55 p.m. to ask if there was any New Business for the Senate. Both Senator **Athina** and Senator **Holle** (Faculty Standards) affirmed that they had new business to present during the meeting. Moderator Deans confirmed that there would be two New Business items, in this order: a recommendation from the Faculty Standards Committee, presented by Senator **Holle**, followed by a pre-submitted motion from Senator **Athina**.

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

> See attached report provided by EVP Scott Jordan (the report included answers to several questions that had been submitted in advance of the Senate meeting).

Moderator Deans invited questions for EVP Jordan.

Senator **Long** commented that many Senators have been critical of the University's subsidy of Athletics considering their continuous deficit. He noted that there have been relatively small cuts made to Athletics and wondered about how those decisions had been made. EVP **Jordan** answered that it was understood Athletics should share in cuts but added the context that Athletics had already begun aggressively making cuts before the pandemic. Decisions made by Director of Athletics David Benedict such as the decrease in travel spending that came with the move back to the Big East and the difficult decision to eliminate four sports reflect Athletics' commitment to deficit reduction.

Senator **McCutcheon** commented that there was a difference between us (the academic side) and Athletics, namely that we perform, and they do not. He further argued that we are not canceling football and that the savings from eliminating four teams will not appear for some time. Given that Athletics does not perform, they should bear more of the burden. EVP **Jordan** asked whether the Senator also had a question. Senator **McCutcheon** asked why there wasn't a proportional cut to Athletics, given that they were not currently competing. EVP **Jordan** responded that a substantial portion of the Athletics budget was student aid and noted what was unique in Athletics, that any financial aid related to participating in sports was charged to their budget. He added that student athletes were still enrolled and practicing with their teams, that only competitions had been canceled or delayed. Additionally, student athletes are taking courses fully in person.

Senator **Morrell** expressed his understanding of the University's difficult situation and referenced the possible reductions to the block grant and increases in fringe costs, noting that such reductions would apply more to FY22 than FY21. He asked about the seeming disconnect between an uncertain future and our continued hiring, especially of positions that seemed less critical. He asked how much we anticipated saving through faculty retirements and how much we were committing, despite not knowing what the next year would be like. EVP **Jordan** answered that he did not have exact numbers with him, but described the current hiring freeze, which mandated that hires have senior management approval. He emphasized that we were only hiring for essential positions and that many of the hires were filling vacancies. He mentioned the UConn Police department, which due to retirements and other vacancies was permanently down about 10 staff. Despite hiring, the University is declining in overall FTE. President **Katsouleas** reiterated the four guidance principals behind the University's approach to making cuts: to avoid cuts that would cause long-term

harm to the University and its reputation, to protect the current generation of students and support them to graduation, to protect existing revenue streams, and to protect the UConn community. If we stopped hiring tenure-track faculty, we would break the first principle of avoiding long-term harm, as a University cannot easily restart a research mission. With few exceptions we were hiring only essential positions.

Moderator **Deans** asked if Senators could email EVP Jordan with any additional questions. EVP **Jordan** readily confirmed that they could.

7. New Business [2 Items]

New Business (1): Recommendation of the Faculty Standards Committee—Presented by its Chair, Senator Holle.

> See proposal submitted in advance by the Faculty Standards Committee regarding the requirement for administering Student Evaluations of Teaching (SETs).

Senator **Holle** presented the committee's recommendation that SETs again be required for fall 2020 and spring 2021 semesters, as this is a critical time to solicit student feedback, but that the administration consider how they would interpret SET data in light of the pandemic.

Moderator **Deans** clarified with Senator **Holle** that this was not a motion to amend By-laws language but was instead a recommendation to University administration. The Moderator noted the recommendation did not require a second, as it came from a Senate committee.

Moderator **Deans** invited questions on the recommendation.

Provost **Lejuez** commented that he thought the recommendation made good sense and would align with ongoing conversations with Jeffrey Shoulson (Senior Vice Provost for Academic Affairs) about offering guidance to Deans regarding different levels of faculty review during the pandemic. He noted that in all cases we needed to take a full and humane approach and expressed his willingness to work with the SEC on strategies. He added that he was pleased with this approach and saw it as the responsibility of the administration to come together on this.

Senator **Majumdar** explained that the SET is both formative and summative. He suggested that the formative aspect was important to maintain but that there were issues with the summative piece. Not only was this a difficult environment, there were also longstanding concerns about the relevance of some questions to online education, an issue that had been set aside previously because it was felt there should not be more than one instrument

and because online education had only represented a small percentage of classes. He therefore suggested amending the recommendation conclude: "we request that the administration does not use the information for any summative purpose." Senator **English** seconded the motion to amend the recommendation.

Moderator **Deans** invited discussion of the proposed amendment.

Senator **Douglas** asked what the SETs were currently used for and asked Senator Majumdar what specifically he would not want them used for. Senator **Majumdar** answered that the formative part of the assessment allowed instructors to learn what did and didn't work in their course, but that the summative part was subjective and could influence rehiring or tenure review.

Senator **Bramble** expressed support for the amendment, noting that the original recommendation lacked force and simply asked the administration to consider something. She asked if Faculty Standards had discussed what measures would be taken to ensure there was consideration. Senator **Holle** answered that the committee had discussed this but had decided against recommending that SETs not be used, as they might benefit some professors, for example those who had put a lot of work into building their online courses.

Senator **Ceglio** also expressed support for the amendment. She noted that ability to deliver of coursework was sometimes outside an instructor's control. She mentioned that her College had invited faculty to include the SET if they thought it would be helpful, but they had not required it. Faculty could still be allowed to include it if they wished, but it should not be required as it did not reflect the differences introduced by mediated delivery.

Senator **Athina** asked what peer institutions were doing and what standards existed for PRTs (Peer Review of Teaching). Moderator **Deans** asked her to clarify if she meant during the pandemic and she said yes. Senator **Holle** responded that they had no data from peers. Senator **Athina** then commented that as a member of Faculty Standards, she understood that there was no actual penalty to low scores on the SET, that they were intended for re-evaluative but not punitive purposes. She asked therefore what the point of the recommendation was. Senator **Holle** answered that it could be brought into considerations of promotion.

Moderator **Deans** asked for final comments before the Senate moved to vote on the proposed amendment to the recommendation.

Senator **McCoach** spoke against the amendment. She commented that any summative purposes for the SET should be operationalized, that the intent of their use should be clear to be sure ratings would not contribute to any job loss during the pandemic. However, this

should not preclude their use for any summative purpose, as they were used to make decisions supporting student interests.

Moderator **Deans** called the vote on the amendment to the proposed recommendation.

   The amendment failed: 27 Yes; 35 No; 7 Abstentions.

Discussion returned to the original proposed recommendation.

Senator **Schultz** asked for clarification of what the consequence of not voting in favor of the recommendation would mean. Senator **Holle** answered that nothing would change from existing policy regarding the SETs. Senator **Schultz** further clarified what the result of approving the recommendation would be. Senator **Holle** said it would be the same, except review of SETs would be considered in light of the pandemic.

Senator **Bramble** asked if this committee had discussed this only for 2020. Senator **Holle** confirmed that this encompassed both fall 2020 and spring 2021 semesters.

Moderator **Deans** called the vote for the endorsement of the Faculty Standards Committee recommendation.

   The recommendation passed: 62 Yes; 6 No; 1 Abstention

New Business (2): New Motion Regarding the Expansion of Pass/Fail Options for Fall Semester—Presented by Senator Athina

Moderator **Deans** reminded the Senate that to vote on a motion first presented in the same meeting, a 2/3 vote would be required for the motion to pass. He added that any proposed amendments to the motion could be passed with a simple majority in favor.

Senator **Athina** presented her motion.

   See attached report and motion distributed in advance to the Senate

Moderator **Deans** clarified that the proposed motion was not an amendment to the motion regarding pass/fail that passed during the October Senate meeting, which came from the Scholastic Standards Committee. This motion required a second to move to discussion.

Senator **Douglas** seconded the motion.

Moderator **Deans** called on Senate Scholastic Standards Committee Chair **Bedore** to provide some context and response to the motion on the table.

Senator **Bedore** shared that the Scholastic Standards Committee had met several times on the question of relaxing pass/fail (P/F) rules for fall semester and had discussed the issue at length. She acknowledged that it was a difficult question, with many unknowns regarding the consequences on students of any change to P/F. She shared pros and cons to further expanding pass/fail, as they had arisen from discussion and research by the committee. As an aside, she first noted that an informal poll of the committee regarding the proposed motion at its recent meeting had these results: 1 for, 19 against, with a single abstention.

Senator **Bedore** shared a list of points in favor of the motion, including:
- Recognition that this was an unusual and difficult semester for students and that the pandemic worsened many inequities
- We want to support students' mental health needs and show them empathy
- We want to treat students as adults and support them in making independent decisions
- We want to make sure student receive strong advising in support of academic decisions that might lead to unexpected consequences, for example the need to retake classes at further cost

Senator **Bedore** then shared a list of points against the motion, including:
- Whereas in spring 2020, many Universities had relaxed P/F rules, marking that semester as unique to graduate programs and accrediting bodies, this widespread relaxation was not the case in the fall
- Course marked P counted for little or nothing in medical, graduate, business, or law school admissions
- Students should not pay thousands of dollars tuition for a semester of P's
- UConn has many academic and other established resources and options to help struggling students, including tutoring, advising, incomplete grades, and late withdrawals
- P/F marks can obscure academic struggles, which letter grades make evident; P/F marks do not automatically lead to academic interventions as low grades do
- Varying application of a relaxation of the rules by Schools and Colleges is likely to make the degree audit process complicated for students (and advisors)

Senator **Bedore** concluded by stating that the committee encouraged greater flexibility rather than a further loosening of the P/F rules.

Senator **McCutcheon** spoke against the motion. He commented that the survey referenced in the submitted report was confusing in contradicting the positive results of the survey mentioned by the President in his remarks. He noted that he had shared the proposed motion with his constituents and they were largely opposed to it, especially with regard to

core courses for their majors, and that they had expressed concern for the impact on students' future job or post-undergraduate education. His constituents were more supportive of the expansion of P/F applying to General Education courses. He added that this motion did not address the concerns raised in the presentation, as it applied only after the fact.

Senator **Douglas** noted that he did not wish to re-cover points made at the last Senate meeting nor to disregard the comments of the Scholastic Standards Committee. He offered a parallel between this motion and the previously approved recommendation from the Faculty Standards Committee, namely that that recommendation was based on the idea that summative assessment in these unique circumstances might not be fair to those impacted and should be deemphasized in review. This motion was based on similar reasoning.

Senator **Gordina** spoke against the motion. She noted the degree of negativity expressed in the results of the student-run survey. She noted that the evidence from the survey seemed to be chosen to support the motion and did not represent the whole body of evidence, and that the tone of the report was unconstructive. She argued that P/F does not provide enough information for instructors or students, and that letter grades were important. She expressed support of addressing issues mentioned in the report but did not see expanding P/F as the answer.

Senator **Neville** spoke in favor of the motion. He argued that students in the spring did not change all of their classes to P/F. Students used the option only where they needed to. He disagreed with the argument that students would be doomed for life by these decisions and spoke in support of leaving the decision up to individual students, with input from mentors and advisors. He disagreed with the Scholastic Standards Committee's point that P/F made it hard to see how a student was doing, noting that letter grades aren't proof of learning during the pandemic.

Senator **Jockusch** responded to the analogy made between this motion and the previous Faculty Standards recommendation, which she agreed was good as an analogy, but that the logic of it would result in voting against this motion. By analogy, we should collect data in the form of letter grades and then review those grades in light of the pandemic.

Senator **Majumdar** spoke in favor of the motion, based on feedback from multiple students who expressed difficulty with course expectations during the pandemic. He commented that it was difficult to relax academic standards relative to previous terms, and that there were students in any semester who faced unique challenges. This gives the choice to students; instructors can apply standards consistently and students would choose if they were better served by P/F.

Senator **Crow** spoke in favor of the motion. He noted that previous points made a lot of needing letter grades to track student academic standing. He argued that grades are not just for the use of the University. They are recorded on transcripts and seen by graduate schools and could hurt students in the future. There is no guarantee graduate schools would take the pandemic into consideration. Passing this motion would remove a worry and allow students to move on in their lives more easily.

Senator **Dineen** referred to an earlier remark of course delivery sometimes being a challenge. She noted that the conversation centered on students opting out but that we should not hold students harmless from what was happening with some faculty teaching from home during a pandemic.

Senator **Bedore** added a point of information: over 13,500 courses had been put on P/F in the spring.

Senator **Werstler** noted that an assumption was being made that the current semester was somehow different from the spring. He agreed that we are more familiar with the situation, but argued that it was still having an underlying effect on our communities. He further argued that the same reasons that resulted in the P/F rule change in the spring should result in the same change this semester. He expressed understanding of the Senate's need to act in the best interest of students, but noted that when students bring to the Senate data from thousands of students, their concerns should be heard and that USG should be allowed to do its job of representing the student body.

Senator **McCutcheon** again expressed confusion over the disparity between data from the student-conducted survey and that referred to by the President, which presented students as having a great experience this semester. He worried that we were letting a small portion of students represent a majority.

Senator **Athina** responded to several of the previous discussion points. Regarding the survey data, she emphasized that it was not meant to undermine what the President had presented. She emphasized that the data included some disturbing comments and represented actual testimonials. She further emphasized that the only data left out were multiple testimonials by individuals. She urged that students who felt underprivileged had been able to express themselves in this survey.

Senator **Athina** continued that she understood many courses had been put on P/F in the spring, but that the percentages by school and college were not high. She cited OIRE data from the spring: courses put on P/F in the spring included 18.4% in the School of Engineering, 15.4% in CLAS [the College of Liberal Arts & Sciences], 12% in the School of Business, and down from there. She noted that this rule would not apply to all courses: it would be up to individual schools and colleges to make decisions about courses, as was the

case in the spring. Passing this motion would open conversation and validate students' voices.

As there were no further comments, Moderator **Deans** called for a vote on the original motion, as presented, and reminded the Senate that a 2/3 vote in favor was necessary for the motion to pass.

The motion failed: 37 Yes; 27 No; 2 Abstentions.

Moderator **Deans** noted the completion of New Business and called for a motion to adjourn. Senator **Long** made the motion to adjourn; Senator **Morrell** seconded. A vote by voice and hand showed a majority in favor. The meeting was adjourned at 6:31 p.m.

SENATE EXECUTIVE COMMITTEE

Carol Atkinson-Palombo, Chair

Rajeev Bansal	Gary English
Nafis Fuad	Michael Hernandez
Andrea Hubbard	Deb Kendall
Gustavo Nanclares	Angela Rola
Eric Schultz	Manuela Wagner

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

Senate Executive Committee
Report to the University Senate
November 2, 2020

Good Afternoon,

The Senate Executive Committee continues to meet twice each month in addition to online discussions as needed. In its meeting with Senate committee chairs, the agenda for today's meeting was set. We do understand that there may be additional actions items brought to the Senate as new business.

The Faculty Standards Committee is considering a few issues including extending the tenure clock (a second one-year extension) and re-visiting the Emeritus by-law as updated language may be needed.

In 2017 the University Senate voted to endorse a statement prepared by the Senate Task Force for a Statement on Free Speech and Civility. Although the information was shared with the Administration, it was never acted upon. The SEC is pleased to report that complete document and statement is now posted in the Communications section on the President's webpage.

Michelle Williams, representing Radenka Maric at the SEC meeting with senior administration, shared results from a research grant deadlines survey. Those results have been shared with the Faculty Standards Committee and are also available in our Senate agenda packet.

In the letter that accompanied the Senate agenda packet, I shared that the electronic chat function will be active during Senate meetings only to carry forward the business of the meeting, e.g. to share wording for an amendment to the motion. This will allow our Moderator to manage the normal process of our meetings and ensure that all who wish to speak may be recognized to do so.

Today, the Scholastic Standards Committee will present a motion on student authentication for online courses. Full discussion and vote on the motion will take place at December's Senate meeting. We also look forward to Scott Jordan's report on the University budget.

At the December 7 meeting, we will welcome David Benedict for his Report on Athletics.

Respectfully Submitted,

Carol Atkinson-Palombo, Chair
Senate Executive Committee

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

A. AFRA/SOCI 2250 Racial Disparities in Health (#2755)
Proposed Catalog Copy
AFRA 2250. Racial Disparities in Health
Also offered as: SOCI 2250
3.00 credits.
Grading Basis: Graded
Prerequisites: None
Social determinants of health. Racial differences in health outcomes. Social, economic, and political structures and their impacts on health organization and inequalities in care delivery. Patient-provider interactions; meanings of illness. CA 2.

SOCI 2250. Racial Disparities in Health
Also offered as: AFRA 2250
3.00 credits.
Grading Basis: Graded
Prerequisites: None
Social determinants of health. Racial differences in health outcomes. Social, economic, and political structures and their impacts on health organization and inequalities in care delivery. Patient-provider interactions; meanings of illness. CA 2.

B. ARIS 1170 Women's Writing in the Contemporary Arab World (#2854)
Proposed Catalog Copy
ARIS 1170. Women's Writing in the Contemporary Arab World
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Fiction and non-fiction by women writers from the Arab world. Texts include feminist texts, literary texts, and popular fiction, in addition to films based on literary writings and works from the visual arts. Taught in English.

C. DRAM 1207 Design Fundamentals (#15331/1943)
Proposed Catalog Copy
DRAM 1207. Design Fundamentals.
3.00 Credits.
Prerequisites: Open to Design and Technical Theatre BFA and Puppetry BFA majors. Others by instructor consent.
An introduction to the basic principles of design, its major components, and the application of

design principles in performance as it relates to scenic, costume, lighting, sound, projection design, and puppetry.

D. GERM 1295 Special Topics (#3014) [New generic shell]
Proposed Catalog Copy
GERM 1295. Special Topics
1.00 - 6.00 credits | May be repeated for credit with a change in topic.
Prerequisites: None
Grading Basis: Graded
With a change in content, this course may be repeated for credit.

E. GSCI 2050W Communicating Earth and Environmental Science (#15470/1956)
Proposed Catalog Copy
GSCI 2050W. Communicating Earth and Environmental Science
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
An exploration of different aspects of Earth and environmental science involving human planetary impacts that hones the writing skills used for different modes of communication. Geoscience topics will involve climate change, natural hazards, natural resources, earth history, geo-education, and landscape interpretation. Modes of communication will include some combination of field notes, oral presentations, interviews, videos, podcasts, websites, essays, opinions, reviews, and technical articles.

F. HRTS 2200 Introduction to Genocide Studies
Proposed Catalog Copy
HRTS 2200. Introduction to Genocide Studies
3.00 credits
Prerequisites: None
Grading Basis: Graded
Interdisciplinary introduction to the study of genocide as an historical, legal, social, political, and conceptual phenomenon, including response, prevention, and commemoration efforts. CA 2. CA 4-INT.

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

A. ARE 1150 Principles of Agricultural and Resource Economics (#321/51)
Current Catalog Copy
ARE 1150. Principles of Agricultural and Resource Economics
3.00 credits.
Taught concurrently with SARE 450.
An introduction to agricultural economics, the role of agriculture in today's United States economic system, and relationships that regulate the entire economic environment. CA 2.

Revised Catalog Copy
ARE 1150. Principles of Applied and Resource Economics
3.00 credits.
Not open for credit to students who have passed ECON 1201. Taught with SARE 450.
An introduction to microeconomic analysis with applications to food, nutrition, health, natural resources, and the environment. Topics include consumer and firm behavior, supply, demand, markets, and economic policy. CA 2.

B. CSE 2304 Computer Architecture (#16371/2132) [Revise prereqs]
Current Catalog Copy
CSE 2304. Computer Architecture
3.00 credits
Prerequisites: CSE 2050 or 2100, and 2500. This course and CSE 3666 may not be both taken for credit.
Grading Basis: Graded
Structure and operation of digital systems and computers. Fundamentals of digital logic. Machine organization, control and data paths, instruction sets, and addressing modes. Hardwired and microprogrammed control. Memory systems organization. Discussion of alternative architectures such as RISC, CICS, and various parallel architectures.

Revised Catalog Copy
CSE 2304. Computer Architecture
3.00 credits
Prerequisites: CSE 2050 or 2100, and 2500; open only to students in the School of Engineering and declared Computer Science minors. Not open for credit after passing CSE 3666. May not be taken out of sequence after passing CSE 4302.
Grading Basis: Graded
Structure and operation of digital systems and computers. Fundamentals of digital logic. Machine organization, control and data paths, instruction sets, and addressing modes. Hardwired and microprogrammed control. Memory systems organization. Discussion of alternative architectures such as RISC, CISC, and various parallel architectures.

C. ENGL 2640/W Studies in Film (#2614)
Current Catalog Copy
ENGL 2640. Studies in Film
3.00 - 6.00 credits | May be repeated for a total of 6 credits.
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Exploration of focused topics in film. Course content varies by section. CA 1.

ENGL 2640W. Studies in Film
3.00 - 6.00 credits | May be repeated for a total of 6 credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Exploration of focused topics in film. Course content varies by section. CA 1.

Revised Catalog Copy
ENGL 2640. Studies in Film
3.00 credits | May be repeated with a change in topic for a total of 6 credits.
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Exploration of focused topics in film. Course content varies by section. CA 1.

ENGL 2640W. Studies in Film
3.00 credits | May be repeated with a change in topic for a total of 6 credits.
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Exploration of focused topics in film. Course content varies by section. CA 1.

D. GERM 2400 The Environment in German Culture (#15590/1971) [Add EL-GEOC approved]
    Current Catalog Copy
    GERM 2400. The Environment in German Culture
    3.00 credits
    Prerequisites: Open to sophomores or higher.
    Grading Basis: Graded
    Ecological thinking in German culture from the Greeks (Plato) to the Greens (Amery). The
    second half of the semester consists of student projects on current environmental policies in the
    European Union. CA 1.

    Revised Catalog Copy
    GERM 2400E. The Environment in German Culture
    3.00 credits
    Prerequisites: Open to sophomores or higher.
    Grading Basis: Graded
    Ecological thinking in German culture from the Greeks (Plato) to the Greens (Amery). The
    second half of the semester consists of student projects on current environmental policies in the
    European Union. CA 1.

E. GSCI/GEOG 2310 National Parks Unearthed: Geology and Landscapes through Time
    (#16162/2104) [Revise title and description; add EL- GEOC approved]
    Current Catalog Copy
    GEOG 2310. National Parks Unearthed: Geology and Landscapes through Time
    Also offered as: GSCI 2310
    3.00 credits
    Prerequisites: None.

Grading Basis: Graded
Geologic processes that shape the Earth's landscapes and interior through the study of National Parks, Monuments, and Seashores. Plate tectonics, climate and biotic change, natural hazards and resources, and environmental conservation.

GSCI 2310. National Parks Unearthed: Geology and Landscapes through Time
Also offered as: GEOG 2310
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Geologic processes that shape the Earth's landscapes and interior through the study of National Parks, Monuments, and Seashores. Plate tectonics, climate and biotic change, natural hazards and resources, and environmental conservation.

Revised Catalog Copy
GEOG 2310E. Creating and Sustaining National Parks
Also offered as: GSCI 2310E
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Geologic processes that create the Earth's iconic landscapes through the study of National Parks, Monuments, and Seashores. Plate tectonics, climate and biotic change, natural hazards, Earth materials and resources, environmental conservation, and the interactions between human society and the natural world.

GSCI 2310E. Creating and Sustaining National Parks
Also offered as: GEOG 2310E
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Geologic processes that create the Earth's iconic landscapes through the study of National Parks, Monuments, and Seashores. Plate tectonics, climate and biotic change, natural hazards, Earth materials and resources, environmental conservation, and the interactions between human society and the natural world.

F. MAST 1300 Maritime Communities (#13845/1687)
    Current Catalog Copy
    MAST 1300. Maritime Communities
    3.00 credits
    Prerequisites: None
    Grading Basis: Graded
    Maritime communities and environment in an interdisciplinary and international context from economic, geographic, historical, and other social science perspectives. CA 2. CA 4-INT

Revised Catalog Copy
MAST 1300E. People and Society in the Maritime Environment
3.00 credits
Prerequisites: None
Grading Basis: Graded
People and society in the maritime environment in an interdisciplinary and international context from economic, geographic, historical, and other social science perspectives. CA 2. CA 4-INT.

G. SOCI 2701 Sustainable Societies (#15716/1998)
Current Catalog Copy
SOCI 2701. Sustainable Societies
3.00 credits
Prerequisites: Open to sophomores or higher. Recommended preparation: SOCI 1001, SOCI 2709.
Grading Basis: Graded
Sociological perspectives on the concepts of sustainability, focusing on issues of climate change mitigation and adaptation, including questions of social transitions based on concepts of social justice, biomimicry, permaculture and the future of life on earth.

Revised Catalog Copy
SOCI 2701E. Sustainable Societies
3.00 credits
Prerequisites: Open to sophomores or higher. Recommended preparation: SOCI 1001, SOCI 2709.
Grading Basis: Graded
Sociological perspectives on the concepts of sustainability, focusing on issues of climate change mitigation and adaptation, including questions of social transitions based on concepts of social justice, biomimicry, permaculture, and the future of life on earth.

H. SOCI 2705 Sociology of Food (#15717/1999)
Current Catalog Copy
SOCI 2705. Sociology of Food
3.00 credits
Prerequisites: Open to sophomores or higher. Not open for credit to students who have passed SOCI 3271 when offered either as Food or as Sustainability. Recommended preparation: SOCI 1001
Grading Basis: Graded
Social factors shaping the industrial food system, as well as a social analysis of viable alternatives.

Revised Catalog Copy
SOCI 2705E. Sociology of Food
3.00 credits
Prerequisites: Open to sophomores or higher. Not open for credit to students who have passed SOCI 3271 when offered either as Food or as Sustainability. Recommended preparation: SOCI 1001

Grading Basis: Graded
Social factors shaping the industrial food system, as well as a social analysis of viable alternatives.

I. SOCI 2709W Society and Climate Change (#15715/1997)
    Current Catalog Copy
    SOCI 2709W. Society and Climate Change
    3.00 credits
    Prerequisites: Open to sophomores or higher; ENGL 1010 or 1011 or 2011. Recommended Preparation: SOCI 1001. Not open for credit to students who have passed SOCI 3271 when offered as Society and Climate Change.
    Grading Basis: Graded
    Sociological perspectives on the social, economic, political, and environmental causes and consequences of anthropogenic global climate change.

    Revised Catalog Copy
    SOCI 2709WE. Society and Climate Change
    3.00 credits
    Prerequisites: Open to sophomores or higher; ENGL 1007 or 1010 or 1011 or 2011. Recommended Preparation: SOCI 1001. Not open for credit to students who have passed SOCI 3271 when offered as Society and Climate Change.
    Grading Basis: Graded
    Sociological perspectives on the social, economic, political, and environmental causes and consequences of anthropogenic global climate change.

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

    A. MARN 2060 Introduction to Coastal Meteorology (#2934) [Delete course]

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

    A. COMM 3430/W Science Communication (#16224/2112)
        Proposed Catalog Copy
        COMM 3430. Science Communication
        3.00 credits.
        Prerequisites: COMM 2300 or 2500
        Grading Basis: Graded
        The role of communication and media in shaping science and technology in society. Topics include theories and debates in the field, media coverage of science, activism and science campaigns, and using new and social media to communicate science issues.

        COMM 3430W. Science Communication
        3.00 credits.
        Prerequisites: COMM 2300 or 2500; ENGL 1007 or 1010 or 1011 or 2011.

The role of communication and media in shaping science and technology in society. Topics include theories and debates in the field, media coverage of science, activism and science campaigns, and using new and social media to communicate science issues.

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

A. COMM 4640/W Social Media: Research and Practice (#15841/2042) [Revise prereqs]
Current Catalog Copy
COMM 4640. Social Media: Research and Practice
3.00 credits
Prerequisites: COMM 1000 and 1300; COMM 3100 or 3200 or 3300.
Grading Basis: Graded
Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts.

COMM 4640W. Social Media: Research and Practice
3.00 credits
Prerequisites: COMM 1000 and 1300; COMM 3100 or 3200 or 3300. ENGL 1010 or 1011 or 2011.
Grading Basis: Graded
Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts.

Revised Catalog Copy
COMM 4640. Social Media: Research and Practice
3.00 credits
Prerequisites: COMM 2600; COMM 2200 or 2300 or 2500.
Grading Basis: Graded
Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts.

COMM 4640W. Social Media: Research and Practice
3.00 credits
Prerequisites: COMM 2600; COMM 2200 or 2300 or 2500; ENGL 1007 or ENGL 1010 or 1011 or 2011
Grading Basis: Graded
Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts.

B. COMM 4660/W Computer-Mediated Communication (#15845/2046) [Revise level and prereqs]

Current Catalog Copy
COMM 4660. Computer Mediated Communication
3.00 credits | May be repeated for credit.
Prerequisites: COMM 1000 and 1300; open to juniors or higher.
Grading Basis: Graded
How computer media increasingly influence communication processes and how computer media are changing society. Students will examine critically both exposure to and use of computer media with particular attention to how people use computer media and the effects of this use. With a change in content this course may be repeated for credit.

COMM 4660W. Computer Mediated Communication
3.00 credits | May be repeated for credit.
Prerequisites: COMM 1000 and 1300; ENGL 1010 or 1011 or 2011; open to juniors or higher.
Grading Basis: Graded
How computer media increasingly influence communication processes and how computer media are changing society. Students will examine critically both exposure to and use of computer media with particular attention to how people use computer media and the effects of this use. With a change in content this course may be repeated for credit.

Revised Catalog Copy

COMM 3610. Computer Mediated Communication
3.00 credits
Prerequisites: COMM 2200 (formerly 2300) or COMM 2600 (formerly 1300).
Grading Basis: Graded
Formerly offered as COMM 4660. How computer media increasingly influence communication processes and how computer media are changing society. Critical examination of exposure to and use of computer media.

COMM 3610W. Computer Mediated Communication
3.00 credits
Prerequisites: COMM 2200 or COMM 2600; ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Formerly offered as COMM 4660. How computer media increasingly influence communication processes and how computer media are changing society. Critical examination of exposure to and use of computer media.

C. COMM 4700/W Health Communication (#15853/2053) [Revise number and prereqs; Add W version]
Current Catalog Copy
COMM 4700. Health Communication
3.00 credits
Prerequisites: COMM 1000, 1300; Comm 3000 or PSYC 2100; open to juniors or higher.
Recommended preparation: COMM 3100, 3200 and 3300.
Grading Basis: Graded

Overview of health communication, including health behavior change interventions, emergency communication, risk assessment, media influences, provider-patient communication, socialization and identity, stereotyping, social support, diverse populations, and new communication technologies.

Revised Catalog Copy
COMM 3420. Health Communication
3.00 credits
Prerequisites: COMM 2300 or 2500. Recommended Preparation: COMM 2000Q
Grading Basis: Graded
Formerly offered as COMM 4700. Overview of health communication, including health behavior change interventions, emergency communication, risk assessment, media influences, provider-patient communication, socialization and identity, stereotyping, social support, diverse populations, and new communication technologies.

COMM 3420W. Health Communication
3.00 credits
Prerequisites: COMM 2300 or 2500; ENGL 1007 or 1010 or 1011 or 2011. Recommended Preparation: COMM 2000Q
Grading Basis: Graded
Formerly offered as COMM 4700. Overview of health communication, including health behavior change interventions, emergency communication, risk assessment, media influences, provider-patient communication, socialization and identity, stereotyping, social support, diverse populations, and new communication technologies.

D. ENGL 3715E Nature Writing Workshop Writing (#16243/2115) [Revise description]
Current Catalog Copy
ENGL 3715E. Nature Workshop Writing
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher; instructor consent required.
Recommended preparation: ENGL 1701.
Grading Basis: Graded
For student writers of proven ability who desire training in techniques of nature writing. Emphasis on nonfiction or poetry.

Revised Catalog Copy
ENGL 3715E. Nature Writing Workshop
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher; Instructor consent required.
Recommended preparation: ENGL 1701.
Grading Basis: Graded

For student writers of proven ability who desire training in techniques of nature writing. May include poetry, fiction, nonfiction, drama, or hybrid genres.

E. GEOG/URBN 3200/W Urban Geography (#14902/1861) [Add W version]
Current Catalog Copy
URBN 3200. Urban Geography
Also offered as: GEOG 3200
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Analysis of the growth, distribution, and functional patterns within and among Western cities. Application of urban geographical concepts to city planning problems.

GEOG 3200. Urban Geography
Also offered as: URBN 3200
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Analysis of the growth, distribution, and functional patterns within and among Western cities. Application of urban geographical concepts to city planning problems

Revised Catalog Copy
URBN 3200. Urban Geography
Also offered as: GEOG 3200
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Analysis of the growth, distribution, and functional patterns within and among Western cities. Application of urban geographical concepts to city planning problems.

URBN 3200W. Urban Geography
Also offered as: GEOG 3200W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Analysis of the growth, distribution, and functional patterns within and among Western cities. Application of urban geographical concepts to city planning problems.

GEOG 3200. Urban Geography
Also offered as: URBN 3200
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Analysis of the growth, distribution, and functional patterns within and among Western cities. Application of urban geographical concepts to city planning problems.

GEOG 3200W. Urban Geography
Also offered as: URBN 3200W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Analysis of the growth, distribution, and functional patterns within and among Western cities. Application of urban geographical concepts to city planning problems.

F. KINS 4510/W Advanced Topics in Health and Sport Performance (#11325/1341) [Revise title, description, and prereqs]
Current Catalog Copy
KINS 4510. Exercise Physiology II
(Formerly offered as EKIN 4510.)
3.00 credits.
Prerequisite: PNB 2264–2265; open only to students in Kinesiology programs. Armstrong, Lee
An applied approach to the physiological mechanisms and adaptations influencing sport and exercise: optimal nutrition, body composition, exercise training, ergogenic aids, aging, cardiovascular health, and environmental factors.

KINS 4510W. Exercise Physiology II
(Formerly offered as EKIN 4510W.)
Prerequisite: PNB 2264–2265; ENGL 1010 or 1011 or 2011; open only to students in Kinesiology programs.
An applied approach to the physiological mechanisms and adaptations influencing sport and exercise: optimal nutrition, body composition, exercise training, ergogenic aids, aging, cardiovascular health, and environmental factors.

Revised Catalog Copy
KINS 4510. Advanced Topics in Health and Sport Performance
3.00 credits.
Prerequisite: KINS 4500. Open only to students in Kinesiology programs; others by consent of instructor.
Fundamental concepts and physiology in Exercise Science with focus on special topics and conditions that challenge the human exercise response. These include stressful environments, use of ergogenic aids and special diets, exercise in special conditions, and advanced topics associated with fatigue, the immune system and stress/sleep deprivation: incorporating current research in these and other select areas.

KINS 4510W. Advanced Topics in Health and Sport Performance
3.00 credits
Prerequisite: KINS 4500. ENGL 1007 or 1010 or 1011 or 2011; open only to students in Kinesiology programs.

Fundamental concepts and physiology in Exercise Science with focus on special topics and conditions that challenge the human exercise response. These include stressful environments, use of ergogenic aids and special diets, exercise in special conditions, and advanced topics associated with fatigue, the immune system and stress/sleep deprivation: incorporating current research in these and other select areas.

G. MEM 4971W Senior Design Project 1 (#15953/2068) [Revise prereqs]
Current Catalog Copy
MEM 4971W. Senior Design Project I
2.00 credits
Prerequisites: ME 3221; MEM 2211; ENGL 1007 or 1010 or 1011 or 2011. Not open to students who have passed MEM 4915W.
Grading Basis: Graded
Part 1 of the capstone design course for the MEM Program. This semester will cover manufacturing and production cases in preparation for the senior design experience. Both written and oral reports are required. Students will also complete the first phase of their two-semester engineering design project focused on product/process creation or improvement, including problem definition, background, and a preliminary proposal. The Business and Engineering faculty will be jointly involved.

Revised Catalog Copy
MEM 4971W. Senior Design Project I
2.00 credits
Prerequisites: MEM 2211; ENGL 1007 or 1010 or 1011 or 2011. Not open to students who have passed MEM 4915W.
Grading Basis: Graded
Part 1 of the capstone design course for the MEM Program. This semester will cover manufacturing and production cases in preparation for the senior design experience. Both written and oral reports are required. Students will also complete the first phase of their two-semester engineering design project focused on product/process creation or improvement, including problem definition, background, and a preliminary proposal. The Business and Engineering faculty will be jointly involved.

H. NURS 3715W Nursing Leadership (#14757/1824) [Revise title and description]
Current Catalog Copy
NURS 3715W. Nursing Leadership
3.00 credits
Prerequisites: ENGL 1010 or 1011 or 2011; C or better in NURS 3234; open only to NURS majors.
Grading Basis: Graded
An in-depth analysis of the components that facilitate new nursing graduates to become leaders in healthcare, within interprofessional groups, and in the community. Emphasis is on written and oral communication, leadership, social disclosure and social justice to benefit the client and the discipline.

Revised Catalog Copy
NURS 3715W. Nursing Leadership in the 21st Century
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; A grade of C or better in NURS 3234; open only to NURS majors.
Grading Basis: Graded
An in-depth analysis of the components that facilitate new nursing graduates to become innovative leaders in healthcare, within interprofessional groups, and in the community. Emphasis is on written and oral communication, leadership, social disclosure, and social justice, to benefit the client and the discipline.

I.   URBN/HIST 3541/W The History of Urban America (#13444/1625) [Revise level]
Current Catalog Copy
URBN 3541. The History of Urban America
Also offered as: HIST 3541
3.00 credits
Prerequisites: None.
Grading Basis: Graded
The development of Urban America with emphasis on social, political, physical, and environmental change in the industrial city.

URBN 3541W. The History of Urban America
Also offered as: HIST 3541W
3.00 credits
Prerequisites: ENGL 1010 or 1011 or 2011.
Grading Basis: Graded

HIST 3541. The History of Urban America
Also offered as: URBN 3541
3.00 credits
Prerequisites: None.
Grading Basis: Graded
The development of Urban America with emphasis on social, political, physical, and environmental change in the industrial city.

HIST 3541W. The History of Urban America
Also offered as: URBN 3541W
3.00 credits
Prerequisites: ENGL 1010 or 1011 or 2011.
Grading Basis: Graded

Revised Catalog Copy
URBN 2541. The History of Urban America
Also offered as: HIST 2541
3.00 credits
Prerequisites: None.
Grading Basis: Graded
The development of Urban America with emphasis on social, political, physical, and

environmental change in the industrial city.

URBN 2541W. The History of Urban America
Also offered as: HIST 2541W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
The development of Urban America with emphasis on social, political, physical, and environmental change in the industrial city.

HIST 2541. The History of Urban America
Also offered as: URBN 2541
3.00 credits
Prerequisites: None.
Grading Basis: Graded
The development of Urban America with emphasis on social, political, physical, and environmental change in the industrial city.

HIST 2541W. The History of Urban America
Also offered as: URBN 2541W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
The development of Urban America with emphasis on social, political, physical, and environmental change in the industrial city.

VI. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the follow courses for offering in intensive session:

A. HIST 2210E History of the Ocean (CA1, EL)
B. HIST 3554 Immigrants and the Shaping of U.S. History (CA1, CA4)
C. URBN 1300 Exploring Your Community (CA2, CA4)

VII. The Senate Curricula and Courses Committee approved the following Special Topics courses for one offering:

A. MCB 1895 Special Topics: Pandemics: History and Perspective (#2147)
B. UNIV 1985 and 3985 Special Topics: Anti-Black Racism
C. UNIV 1995 and 3995 Special Topics: Tools for Emotional Wellbeing
D. URBN 1300 Exploring Your Community (CA2, CA4)

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 10/5/2020 and 10/19/2020 meetings

University of Connecticut Senate Scholastic Standards Committee (SSC)
Report to the University Senate November 2, 2020
(Vote December 7, 2020)

Proposal for By-Law Amendment to Specify Student Authentication for Online Courses

BACKGROUND

Drawing on federal requirements within the Higher Education Opportunity Act, NECHE Accreditation standards explicate requirements for student authentication during "distance education" (Section 496 (20 U.S.C. 1099b) ,B.II). Given the current *en masse* transition to distance education prompted by the COVID-19 pandemic of 2020, the Scholastic Standards Committee (SSC) was tasked with determining whether UConn is currently meeting NECHE accreditation standards, or whether additional steps need to be taken.

After discussion, the SSC agreed that UConn faculty knowledge and implementation of mechanisms for student verification and authentication in classes lacking an in-person component was inadequate to meet the NECHE Standards. As such, a working committee was formed to develop proposed By-Law changes and/or Policy changes to address this gap.

DISSEMINATION AND CONSIDERATIONS

The SSC studied and worked from existing UConn CETL eCampus Authentication Guidelines to develop the proposed By-Law on student authentication, consistent with NECHE accreditation standards (see below). This proposal will be presented at the Nov 2, 2020, Senate meeting. This timeline will allow feedback to be incorporated prior to presentation of a formal motion at the Dec 7, 2020 Senate meeting.

The proposed By-Law is intended to apply to UConn courses without a significant in-person component (e.g., online and/or distance learning).

The current proposal draws from the authentication plan utilized by the Center for Excellence in Teaching and Learning's (CETL) eCampus during the formal design process for online courses and has been adapted to apply more broadly to various forms of distance education at the University of Connecticut. The proposed By-Law accounts for several factors including: (1) the NECHE Policy on Student Verification (including suggested methods); (2) consistency with established UConn eCampus Authentication Guidelines; (3) consistency with practices at peer institutions; (4) the need to protect student privacy under FERPA; (5) the fact that different class structures and sizes will be best served by different practices; but also (6) the requirement that use of UConn platform(s) such as HuskyCT that are protected by University-assigned username and password login requirements should form a first-line verification requirement for all distance education.

Consistent with NECHE accreditation requirements, the proposed By-Law wording includes the required use of a unique University-issued login to an approved online platform (e.g., HuskyCT), plus another method. A list of other appropriate student authentication methods will be maintained online by CETL. The approval process for methods of verification and authentication will be overseen by the Office of the Provost.

UCONN
UNIVERSITY OF CONNECTICUT

FY21 Budget Update
UConn and UConn Health

Board of Trustees
9/30/2020

UConn
Storrs and Regional Campuses

UCONN
UNIVERSITY OF CONNECTICUT

Overview

Source of fiscal challenge is shifting from lost housing revenues to mounting student support and financial aid costs. Unfunded legacy costs remain.

- Before the pandemic, UConn generated operating surpluses before covering unfunded legacy costs.

  - High legacy costs ($31M in FY21) are an ongoing problem that impacts our research and clinical competitiveness

- Since the pandemic, UConn took aggressive steps to keep our students, faculty, and staff safe from the virus while continuing to deliver high quality education and research.

  - Research activities restarted under strict safety protocols; usage of classrooms and residential halls down to 40% of capacity

- Newest challenge is the increasing need for student safety and financial aid.

UCONN
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Impact of Unfunded Legacy and COVID Costs

Annual budget cuts of $22-28m continue to be required to address $30-38m in unfunded legacy costs. COVID impacts compound losses in FY20 and FY21, requiring aggressive mitigation efforts and labor and/or state assistance.

Deficit Mitigation (in millions)					
Changes in operating position	FY19	FY20 Budget	FY20 COVID*	FY21 Current	FY21 Early Close
Initial Operating Gain/(Loss)	**17.7**	**11.4**	**(22.2)**	**(69.6)**	**(103.5)**
Net SERS unfunded legacy costs	(34.0)	(31.0)	(38.2)	(30.9)	(30.9)
Initial Deficit	**(16.3)**	**(19.6)**	**(60.4)**	**(100.5)**	**(134.4)**
Budget cuts allocated to departments**	22.8	0.0	28.0	25.0	25.0
Deficit after initial rescission	**$ 6.5**	**$ (19.6)**	**$ (32.4)**	**$ (75.5)**	**$ (109.4)**
Covid mitigation			30.0	48.0	60.0
Final Net Gain / (Loss)	**$ 6.5**	**$ (19.6)**	**$ (2.4)**	**$ (27.5)**	**$ (49.4)**
FY20 change in initial operating position is equal to $33m in refunds as a result of COVID.					
** *Includes attrition, efficiency gains, and operational reductions.*					

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FY20 Update

In FY20 UConn was able to cover the $33.6M in refunds with federal CARES Act funding and departmental spending savings attributed to the spending freeze.

	FY19 Actuals	FY20 BOT Budget	FY20 Updated COVID Forecast	FY20 FINAL	Notes
Revenues:					
State Support	$ 356.7	$ 371.5	$ 370.8	$ 376.7	
Tuition	426.4	443.3	443.5	445.3	
Mandatory/Course Fees	137.7	146.5	150.8	154.5	
Grants & Contracts	88.4	86.1	120.0	118.4	CARES funding
Auxiliary Enterprise	218.9	218.3	171.3	177.6	Housing/Dining refunds
Other Revenue (incl Foundation reimb.)	85.3	60.3	78.9	70.9	Accounting change; offset in expenditures
Research Fund	122.2	118.0	121.5	118.9	
Total Revenues	$ 1,435.5	$ 1,444.0	$ 1,456.9	$ 1,462.3	
Expenditures:					
Salaries & Wages	501.2	521.7	529.0	531.6	
Fringe Benefits	285.9	318.7	305.0	305.9	
Other Expenses (incl energy/equip.)	281.7	280.3	274.7	273.2	Spending freeze, telecommuting, dining reductions
Student Financial Aid	188.2	194.7	211.8	211.7	Increased spend from CARES funding
Projects/Debt	49.6	31.1	22.0	22.5	Reduced funding available for projects
Research Fund	122.4	117.1	121.6	119.8	
Total Expenditures	$ 1,429.0	$ 1,463.6	$ 1,464.1	$ 1,464.7	
Net Gain/(Loss)	$ 6.5	$ (19.6)	$ (7.2)	$ (2.4)	

FY21 Projected Deficit

- Initial deficit scenarios ranged from $47m to $129m (Apr)

- Factors that improved fiscal situation
  1. Strong demand by degree-seeking students
  2. Strategies to recruit more out-of-state students and contract with universities overseas to keep our international students

- Factors that hurt fiscal situation
  1. Continuation of pandemic will affect spring semester
  2. Decision to reduce capacity to 40% was necessary for safety reasons

- Current deficit estimate is now **$76M** (Sep)
  - If we are forced to close campus early, deficit estimate rises to $109M.

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10ᵗʰ Day Enrollment Census

1. Initial projected enrollment declines due to COVID: in-state students (-5%), out-of-state (-7%), and international students (-40%).

2. Enrollment Management and Global Affairs developed strategies to mitigate enrollment losses of out-of-state and international students.

3. Actual enrollment: in-state students (+2%), out-of-state (+5%), and international students (-4%).

10th Day Enrollment Census	Fall 2019	Fall 2020	% Change Fall 2019 to Fall 2020
First-year First-time Students:			
Storrs Campus	3,603	3,825	6.2%
Regional Campuses	1,738	2,021	16.3%
All Campuses	*5,341*	*5,846*	9.5%
Undergraduates:			
Storrs Campus	18,847	18,917	0.4%
Regional Campuses	5,053	5,454	7.9%
All Campuses	23,900	24,371	2.0%
All Graduates:			
All Campuses	7,097	6,928	-2.4%
Professional:			
Law	536	562	4.9%
Pharm.D.	154	162	5.2%
Total Headcount	**31,687**	**32,023**	**1.1%**

First-year First-time Students - Regional Campuses	Fall 2019	Fall 2020	% Change Fall 2019 to Fall 2020
Avery Point	196	219	11.7%
Hartford	631	666	5.5%
Stamford	674	781	15.9%
Waterbury	237	355	49.8%
Undergraduates - Regional Campuses			
Avery Point	559	564	0.9%
Hartford	1,562	1,683	7.7%
Stamford	2,126	2,354	10.7%
Waterbury	806	853	5.8%

Note: An additional 648 students are in Schools of Medicine and Dental Medicine as of 9/14/2020.

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Change in FY21 COVID Fiscal Impact Estimates

Current estimate made based on 10th day Census. June estimate made under extreme uncertainty.

Impacted FY21 Revenues & Expenses ($M)	Current Estimate		
	June BOT (mid case)	Current	Notes
Tuition revenue	(24.4)	6.6	Growth in in-state and domestic out-of-state students offset losses in international students
Net housing, dining & fee revenue	(33.4)	(67.0)	Assumed 70% capacity in June; Dropped to 39% by Sept.
Financial aid expenses	-	(7.4)	Increase in need-based aid
Net other expenses	-	(0.7)	Additional expenses offset by savings
COVID impact	**(57.8)**	**(68.5)**	
Original Pre-COVID deficit	(7.0)	(7.0)	
Total Impact	**(64.8)**	**(75.5)**	

FY21 Budget Tracker – Current Case

Of a $76M projected deficit, $35M in mitigation has been realized and $13M will be realized throughout the year, leaving a $28M deficit yet to address.

Current Estimate	FY 21 Budget	Realized	Mitigation Plan Identified	Current balance
State Block Grant cut (incl fb)	(4,643,460)			
Net loss of housing/dining/other fees	(66,893,629)			
Net program revenues/expenses	(3,984,121)			
Deficit	**(75,521,210)**			
Mitigation plans				
Departmental expense savings	22,000,000	12,000,000	10,000,000	-
Capital reallocation	9,000,000	9,000,000		-
University wide program cuts	13,000,000	13,000,000	-	-
Furlough - management	4,000,000	522,633	3,477,367	-
Federal Funds (est)	-	-	-	-
Remaining Deficit Mitigation / State Request	**27,521,210**	**-**	**-**	**27,521,210**
	-	-	-	-
	75,521,210	34,522,633	13,477,367	**27,521,210**

If this were to include the State unfunded legacy costs at $30.9M, the request would total $59M.

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Deficit Mitigation w/Early Close Scenario

Deficit mitigation estimate is $109M if we are forced to close early, and rises by $2m for each week we close before Nov 1.

	Current Estimate	Early Close Scenario
State Block Grant lapse/cut (incl fringe)	(4,643,460)	(4,643,460)
Loss of housing/dining/other fees	(66,893,629)	(109,273,839)
Net program revenues/expenses	(3,984,121)	4,477,697
Deficit	**(75,521,210)**	**(109,439,602)**
Mitigation plans identified		
Departmental expense savings	22,000,000	22,000,000
Capital reallocation	9,000,000	13,000,000
University-wide program cuts	13,000,000	21,000,000
Furlough - management	4,000,000	4,000,000
	48,000,000	**60,000,000**
State Request/Remaining Deficit Mitigation*	**(27,521,210)**	**(49,439,602)**

If this were to include the State unfunded legacy costs at $30.9M, the request would total $59M in the current case and $89M with an early closure.

FY21 Detail

With current mitigation plan and 10th day updates, the current deficit is $28M.

	FY21 Budget Current Estimate	FY21 Budget Close 11/1	FY21 Budget Current Estimate	FY21 Budget Close 11/1
Revenues:			**WITH MITIGATION**	
State Support	$ 392.3	$ 392.3	$ 396.5	$ 396.5
Tuition	461.2	461.2	454.8	454.8
Mandatory/Course Fees	146.7	146.7	133.6	130.5
Grants & Contracts	90.6	90.6	100.5	100.5
Auxiliary Enterprise	159.0	116.6	114.4	74.4
Other Revenue (incl Foundation reimb.)	88.6	88.6	90.2	90.2
Research Fund	124.3	124.3	124.3	124.3
Total Revenues	**$ 1,462.8**	**$ 1,420.4**	**$ 1,414.4**	**$ 1,371.2**
Expenditures:				
Salaries & Wages	548.3	548.3	543.9	538.9
Fringe Benefits	326.2	326.2	320.8	317.9
Other Expenses (incl energy/equip.)	296.4	296.4	221.1	198.8
Student Financial Aid	211.9	211.9	216.6	216.6
Projects/Debt	30.5	30.5	25.2	25.2
Research Fund	123.3	123.3	123.3	123.3
Total Expenditures	**$ 1,536.6**	**$ 1,536.6**	**$ 1,441.9**	**$ 1,420.6**
Actual Net Gain/(Loss)	**$ (73.8)**	**$ (116.2)**	**$ (27.5)**	**$ (49.4)**

$50M got moved from net revenue (auxiliary/fees/other) to expense savings (other expenses).

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Allocating COVID Cuts

- We are preparing to implement $28M in additional cuts
    1. Send out budget call with flexible guiding rules on how to meet targets
    2. VP/AVPs & Deans respond with plans on how they would meet targets
    3. Leadership decides course of action

($ millions)	Cuts Implemented	Additional Cuts Planned for Implementation*	Total Cuts
Academics	2	17	**19**
Administration	9	10	**19**
Athletics	2	1	**3**
Total Cuts	**13**	**28**	**41**

When $13m cuts were executed, we asked all units to plan for additional cuts.

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Biennium Request

The first phase of the biennium request, submitted 9/1, included only limited technical adjustments.

State Appropriation Request	
FY 2021 Approved Appropriation	
Operating Expenses	$ 208,979,109
Workers' Compensation Claims	2,271,228
FY 2021 Total	**$ 211,250,337**
Collective Bargaining Increases - Annualization (5.5%)	1,294,747
Workers' Compensation Claims	390,541
New Facilities O&M	81,930
FY 2022 Total Requested Appropriation	**$ 213,017,555**
27th payroll	8,087,456
New Facilities O&M	1,638,595
FY 2023 Total Requested Appropriation	**$ 222,743,606**

Second phase of the biennium request, to submit on 10/2, includes request for **$28M as a one-year COVID bridge** and seeking relief from 10% reduction in state block grant.

Ongoing Risks

Major risks include continuation of pandemic, lack of government support, and large and increasing fringe costs.

Enrollment
- Normal risk of Spring melt

COVID
- Potential for another outbreak in Fall or Spring
- Economic hardship of students/families putting pressure on financial aid budget

State Support
- 10% decrease in annual appropriation would cost $39.7M ($21m plus fringe), lowering state support per CT student from $11,000 to $9,000

Fringe Costs
- Fringe benefit rates—over which UConn has no control—continue to rise, and UConn must cover these costs with non-state funds

UConn Health
Fiscal Year 2020
Update

FY 2020 Year-End

(Unaudited)

		Net Income/(Loss)		
	Forecast	**Actual YTD**	**Budget YTD**	**Variance**
($M)				
January		0.5	(6.2)	6.7
February		4.1	(7.1)	11.2
March		(9.2)	(8.0)	(1.2)
April		(20.3)	(8.8)	(11.5)
May		(37.0)	(9.7)	(27.2)
June	*(42.1)*	(29.5)	(10.6)	(18.9)

UConn Health
Fiscal Year 2021
Update

UCH Net Patient Revenue is Favorable for the Month of July

Net Patient Revenue (per month) - JDH, UMG and Dental Clinics
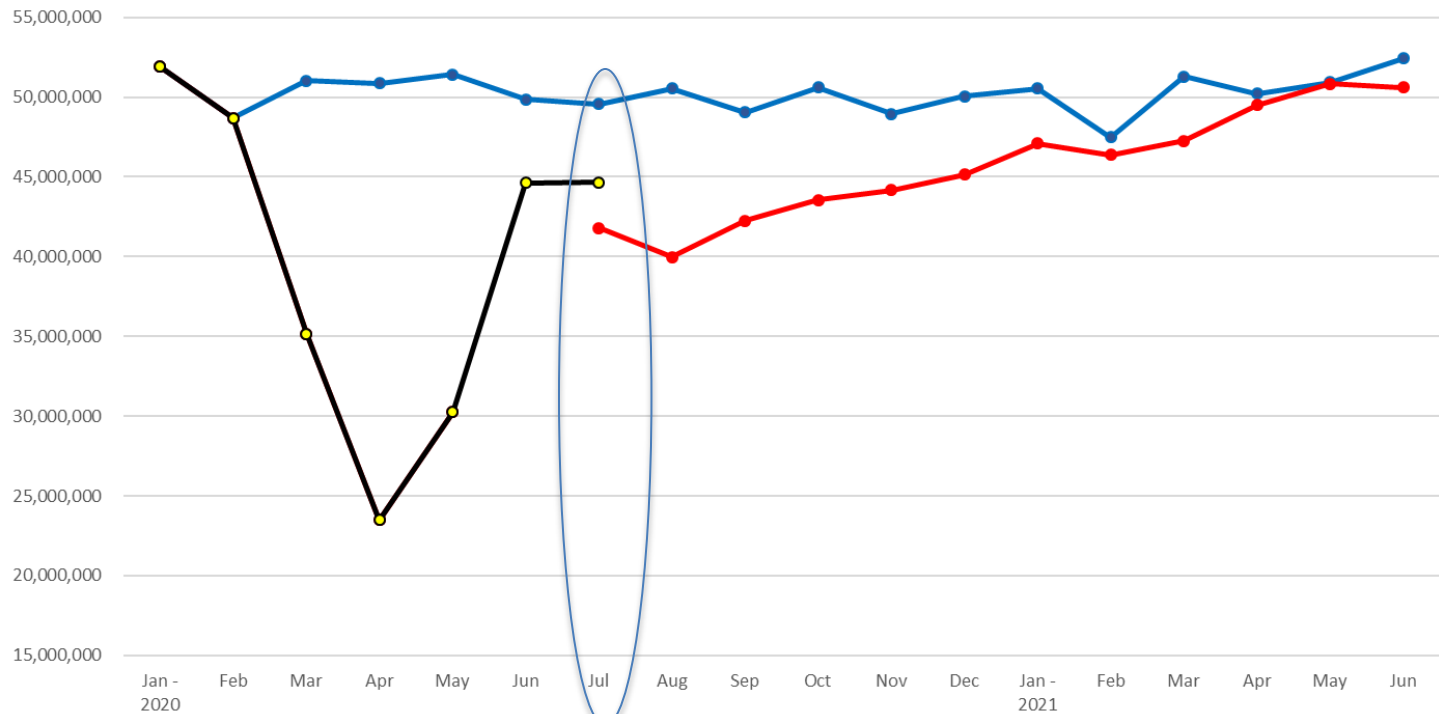
- The reduction of Net Patient revenue is the main driver of the FY 21 UCH deficit.

Legend: Pre COVID • FY 21 Budget • Actual

UCONN HEALTH

FY 2021 Budget Tracker

	FY 21 Budget original BOD
UCH Loss*	(114,936,995)
Mitigation plans	
Capital deferral	4,936,995
Unfunded Legacy Cost Support**	53,800,000
Financial Improvement Plan (FIP)	40,000,000
Furlough - management	2,000,000
Federal Funds	10,000,000
Unidentified Mitigation for COVID -19 Losses	4,200,000
	-
Total Mitigation Plans	114,936,995

UCONN HEALTH

FY 2021 UCH Financial Improvement Project

Financial Improvement Project 6.0 - Overview

Initiatives Overview

Annualized Cumulative Benefit - Targeted and Realized

	7/31/2020	8/31/2020	9/30/2020	10/31/2020	11/30/2020	12/31/2020	1/31/2021	2/28/2021	3/31/2021	4/30/2021	5/31/2021	6/30/2021
Targeted	$ 7,816,629	$ 10,742,390	$ 13,668,151	$ 16,593,912	$ 19,519,673	$ 22,445,434	$ 25,371,195	$ 28,296,956	$ 31,222,717	$ 34,148,478	$ 37,074,239	$ 40,000,000
Realized	$ 7,816,629	$ 14,909,688	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 14,909,688
Percent realized	100.0%	138.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	37.3%

Key Initiatives:	Annual Target	Implemented YTD Savings	% Implemented	Estimated Annual Savings	% Est Annual Savings
Clinical Operational Initiatives - JDH	20,381,000	10,108,223	49.6%	15,201,078	74.6%
Clinical Operational Initiatives - UMG	9,457,000	3,442,469	36.4%	4,423,021	46.8%
Academic Initiatives - SOM	5,131,000	565,453	11.0%	1,374,513	26.8%
Academic Initiatives - SODM	2,022,000	358,919	17.8%	1,417,094	70.1%
Research Initiatives	3,009,000	434,622	14.4%	2,557,421	85.0%
TOTAL TARGET	$ 40,000,000	$ 14,909,688	37.3%	$ 24,973,127	62.4%

FY 2021 Mitigation Identified

	Mitigation plans	Mitigation Plan Identified	Realized
Capital deferral	4,936,995	4,525,579	411,416
Furlough - management	2,000,000	1,833,333	166,667
Federal Funds	10,000,000	-	10,000,000

FY 2021 Open Mitigation Plans

	Mitigation plans
Unfunded Legacy Cost Support**	53,800,000
Unidentified Mitigation for COVID-19 Losses	4,200,000

Per discussions with OPM, for state planning purposes, we have been asked to assume $33.2M for unfunded legacy costs (consistent with Gov. proposed FY 21 budget adjustment during the 2020 legislative session); this represents a portion of the $53.8M we have requested from the legislature to address the financial burden posed by the state's unfunded legacy costs.

Current State Request

As presented to the Appropriations Committee on August 28, 2020

	FY 21 Year End Forecast
	(in Millions)
Unfunded Legacy Costs	(53.8)
COVID-19 Related Losses	(61.1)
Deficit	(114.9)
Mitigation plans:	
Capital deferral	4.9
Financial Improvement Plan (FIP)	40.0
Furlough - management	2.0
Federal Funds	10.0
	56.9
FY 21 Deficiency	**(58.0)**
Unfunded Legacy Cost Support*	*(53.8)*
Remaining COVID Losses	*(4.2)*
FY 20 Deficiency	**(18.9)**
COVID Losses	*(18.9)*
State Request	**(76.9)**

* The legislature approved $33.2 million in funding to UConn Health in FY20 to address a portion of the state's unfunded legacy costs charged to UConn Health. In FY21, the state's unfunded legacy costs are expected to reach $53.8 million. The Governor's proposed FY21 budget included $33.2 million toward that cost.

UCONN HEALTH

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UConn Health FY 21 Budget

UConn Health Fiscal Year 2021													
	Actual	Forecast											
Monthly Spread	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	TOTAL
	(12.4)	(15.3)	(11.7)	(11.7)	(9.0)	(10.0)	(2.3)	(4.2)	(8.6)	(6.9)	(8.3)	(14.8)	(114.9)
Mitigation Plans													
Capital deferral	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	4.9
Financial Improvement Plan (FIP)	7.8	7.1											14.9
Furlough - management	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.2	0.1	2.0
Federal Funds	10.0												10.0
Unfunded Legacy Cost Support	-												-
Block Grant advance	7.9	4.7	4.7	4.7	4.7	4.8				(10.5)	(10.5)	(10.5)	-
Associated In-kind Fringe	6.7	4.6	4.6	4.6	4.6	4.7				(9.9)	(9.9)	(10.0)	-
Adjusted Budget	20.6	1.7	(1.9)	(1.8)	0.9	(0.0)	(1.7)	(3.6)	(8.1)	(26.7)	(28.1)	(34.7)	(83.1)

- Adjusted Budget will change each month based on operational performance and accomplishment of outstanding mitigation initiatives.

UCONN HEALTH

PROPOSED BY-LAW LOCATION

We recommend that the proposed By-Law follow the current statement on Syllabus Requirements for UConn Courses (E/Scholastic Standing, section II.I.5, Syllabi).

PROPOSED WORDING

By-Laws E.II.I.6, Student Authentication.
Faculty teaching distance education course sections (e.g., those with no in-person component) shall establish that registered students are the same students who participate in, complete course activities and assessments, and receive credit for the course. Faculty teaching distance education course sections shall require that students securely access course content/assessments via a unique University-issued login to an approved online platform and employ a second authentication method approved by the University. Specification of these methods shall be described in the course syllabus, in a statement on authentication and verification.

Faculty Standards Committee
Recommendation to the University Senate
November 2, 2020

Justification:
The Senate Executive Committee asked the Faculty Standards Committee to consider whether SETs should be made optional in the Fall of 2020 like what was done in Spring 2020. The committee discussed multiple impacts of the pandemic on faculty, instruction, and students. We believe it is valuable to learn about students' experiences and, thus, recommend continuing to administer SETs. However, we do ask the Administration to consider the potential impact of the pandemic on faculty as they analyze and apply SET results from Fall 2020 and Spring 2021.

Recommendation:
For Fall 2020 and Spring 2021, the University Senate requests that SETs should continue to be administered. Additionally, we request that the Administration take into consideration the impact of the current pandemic on faculty as they review Fall 2020 and Spring 2021 SET results.

*Approved by the University Senate, 11/2/2020,
62 YAY, 6 NAY, 1 ABSENTION

USG Motion to University Senate, November 2, 2020
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 for AY 2020/2021 only:

A student 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 Fall 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 adding a course to, or removing a course from, the Pass-Fail option must do so 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 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.

Proposed Modification for AY 2020 only:

For Fall semester 2020, the usual limitations on students for electing to take courses on a Pass-Fail basis will be suspended. Individual schools and colleges will determine which courses may count toward major and minor requirements if taken Pass-Fail. General Education courses which are taken Pass-Fail will count toward the general education requirements. The 26-credit and scholastic probation restrictions are suspended. Pass-Fail courses from the Fall 2020 Semester will not count toward the three-course limit. Students may elect Pass-Fail grading at any time up until Dec 28, 2020.

In the event that students select Pass-Fail grading, the course is graded in the usual way by the instructor; and the instructor submits a letter grade. 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. Students must consult with their advisors and get their signature in confirmation of meeting attendance prior to electing to complete courses on a Pass-Fail basis.