1. **Call to Order and Approval of Minutes of September 13, 2021 University Senate meeting**
Moderator **Dineen** called the meeting to order at 4:00 p.m.

   Moderator **Dineen** called for the approval of the September 13, 2021 minutes.

   The Minutes of the September 31, 2021 meeting were adopted as written.

2. **Report of the President**
Presented by Interim President Andrew Agwunobi

   President **Agwunobi** thanked all for the amazing work that all are doing to keep us in a good position so far and noted the COVID-19 positivity among students is relatively low. Currently, there are 23 cases for Storrs residential students and 23 positive cases for off-campus Storrs students, within a population of ~24,000 students. The regional campuses have had 15 positive cases collectively. Vaccination rates for Storrs residential students is 98% fully or partially and over 90% of students for regional campuses are fully or partially vaccinated. Among the faculty and staff, 96% are fully or partially vaccinated.

   President **Agwunobi** gave an update on the Strategic Plan framework noting that the schools, colleges, institutes, and centers starting or refining their strategic plans. The process of reviewing plans and funding will likely take us through the beginning of the next fiscal year.

   The University is currently on track for a balanced budget for FY22. An anticipated $26 million deficit for FY23 will have to be addressed. Additionally, the University is developing a housing plan for students (renovations of current housing and new construction) that will require Board review and approval.

   Noting that Diversity, Equity and Inclusion is a critical part of the Strategic Plan as it moves forward, President **Agwunobi** shared that the University will be in solidarity with the students when they hold their rally later this week. .

   President **Agwunobi** shared that he is working through the very detailed report created by the President's workgroup on sustainable environment. There will need

to be significant progress on implementing the recommendations using a combination of financial realities and creative solutions.

Moderator **Dineen** invited questions from the floor.

Senator **Jockusch** asked about COVID and official student travel, with regards to two decisions that seemed to be contradictory. One is dealing with a group of about 100 students traveling to a location with a COVID rate of 45 per 100,000 daily rates with no mask mandate to play sports. The other is a much smaller group of students denied permission to travel to a location with a COVID rate of 46 per 100,000, approximately the same rate, to participate in COP26, the UN Climate Change Conference. President **Agwunobi** said he is not familiar with all of the details, but he can say with a clear conscience that he is 100% committed to the safety of all students and that is the most important thing to him. Moderator **Dineen** recognized Dean of Students Eleanor Daugherty, at the request of the President, to answer this question. Dean Daugherty stated that there is not necessarily any discouragement of travel out of the state for student activities and organizations and asked for an off-line conversation to clarify the situation mentioned by Senator Jockusch.

Senator **Dormidontova** asked whether the hiring of more faculty to replace retiring faculty will be a strategic priority, given that research and teaching can't be done without faculty. If there will be a hiring freeze will there be a strategy to keep up the necessary faculty for each department? President **Agwunobi** stated that the 'Silver Tsunami' definitely has everyone's attention with a need to be sure there is a priority on the core mission and he asked to have Provost **Lejuez** assist in addressing this question. Provost **Lejuez** stated that they try to avoid hiring freezes per se, such that if a unit has the budget to hire then the University would not want to prevent that. However, budget cuts will require scaling back in ways that will be difficult. He would like for the deans to make these decisions based on their units. There has been an increase of APIRs occurring nationally. They are an enormous part of the University contributing tremendously as partners in our mission.

Senator **McCutcheon** asked about the formation of a Strategic Plan while still in contract negotiation with the faculty and whether it would be better to set our 'contract house' in order first. He noted we are looking at our seventh pay freeze over the last 12 years. President **Agwunobi** stated that he doesn't feel that this needs to wait, as he feels that both should be approached together collaboratively and he is open to the thoughts of others. Senator **McCutcheon** stated that he feels the contract negotiations have been anything but collaborative up until now. When

talking about Strategic Planning there are grand visions and he feels there's a need to take care of the faculty and staff first. President **Agwunobi** is committed to having collaborative negotiations moving forward, even if there are differing positions on issues. He continued by stating that the creation of the Strategic Plan may feel like an effort that is so big, but the current phase will likely still be in progress when the negotiations are completed. Senator **McCutcheon** asked about the results of previous strategic plans and how they have worked out, as he doesn't remember hearing much about them. He referenced the 2011 McKinsey report and Next Generation CT, and asked how are we going to overcome those failures in the next plan. President **Agwunobi** stated that he is not familiar with the previous strategic planning efforts, but that it isn't uncommon for strategic plans to not be completely fulfilled. The hope is to have specific tactics that we are trying to implement, the metrics that we are going to use to measure, and funding lined up.

Senator **Long** asked about a large cohort of faculty and staff retiring in May/June of 2022 and wants to know what sort of short-term strategic planning is in place to maintain continuity of teaching, programming, and research, etc. President **Agwunobi** shared that the University will know at some point how significant the number of retirements will be. The problem will then be with hiring replacements in a short time and will need to be worked out with H.R. as a logistical issue. Once the number of retirements is identified and what areas will be impacted, then it will be an all-out effort to address it.

Senator **Elsaesser** asked about the University's consideration to recognize anti-racism and anti-oppression as one of the priorities being thought of during the Strategic Planning process. How is the University communicating this to each unit as they are working through their planning process? President **Agwunobi** stated that this is a timely question and an opportunity for discussion and should be included as a priority. This is something to look at, in addition to the three pillars, as a strategic vision element.

Senator **Majumdar** asked what types of collective bargaining increases are being calculated into the projected deficit. Interim Vice President for Finance and Chief Financial Officer Lloyd **Blanchard** stated that they tend to include some type of expected increase in the budget [general wage increases or CBI, as the exact amount of the increases, aren't known when budgeting. Senator **Majumdar** asked what the number is that is used for this inclusion and Mr. **Blanchard** said it was typically between 2%-3%, based on the budgetary status each year.

Senator **MacDougald** asked when the bulk of the schools/colleges plans are expected to be completed with their strategic planning submissions. President **Agwunobi** stated that those who already have existing plans would be able to report back in a month, Others that don't have a plan or their plan is ending could take anywhere from a month to 6 weeks to early next calendar year. By September of next year, there will be a draft University Strategic Plan ready with the possible completion of the plan by the end of the next calendar year.

3. **Report of the Senate Executive Committee**   Attachment #1
   Presented by SEC Chair Del Siegle

   Senator **Shoulson** asked that everyone take a look at the Future of Learning report that was circulated and provide feedback using the Qualtrics provided in the email.

   Moderator **Dineen** invited questions from the floor. No questions.

4. **Consent Agenda Items:**   Attachment #2
      Report of the Senate Curricula and Courses Committee

   Moderator **Dineen** called for a vote to approve the Consent Agenda Items.

   The Consent Agenda was unanimously approved by way of a voice vote.

5. **Report from Senate Scholastic Standards**   Attachment #3
   (presented by Senators Coulter and Fitch)
      PRESENTATION and VOTE: a motion to amend the By-Laws, Rules and
      Regulations of the University Senate, II.A.4. High School Student and Credit
      Bearing Course

   Senator **Fitch** presented the report from the Senate Scholastic Standards Committee. Moderator **Dineen** asked for any discussion on the motion, for which there was none.

   The motion passed: 65 yes; 2 no

6. **Motion to Recommend Update to University By-laws,**   Attachment #4
   Article IX.G/University Senate Committee and
   Article IX.A / University Senate Membership
   (presented by SEC Member and Professional Staff Issues Ad Hoc Chair Angela Rola)

Senator **Rola** offered background (provided in attachment) and made a motion to recommend that the Board of Trustees adds a second professional staff seat to the Senate Executive Committee.

Senator **Majumdar** stated that there will be 12 members of the SEC under this proposal: 8 faculty, 2 professional staff, one undergraduate student, and one graduate student. If the SEC chair is made a non-voting member, then there will be 11 voting members and there would never be a tie vote unless one member abstains or a member is absent.

Clarification was made that the recommendation regarding the chair becoming a non-voting member was not part of the motion.

Senator **Siegle** stated that the SEC had considered this scenario and it did not foresee a problem.

Senator **Long** asked for clarification on the origin of the motion.   Moderator **Dineen** confirmed that this motion was coming from the SEC and does not require a second.

Moderator **Dineen** asked if there was any further discussion on the motion, for which there was none.

The motion passed: 58-yes; 5 no; 2 abstentions

Senator **Rola** offered background (provided in attachment) and made a motion to recommend that the Board of Trustees increases professional staff representation in the University Senate from 9 seats to 17 seats.

Moderator **Dineen** asked if there is any discussion.

Senator **McCutcheon** asked for clarification as to how the work of the Senate impacts the staff and what the Committee is hoping to accomplish with this motion. Senator **Rola** stated that many of the professional staff members support the academic work of the University. It makes sense that professional staff is part of the conversation when decisions are being made, particularly when looking at the regional campuses. In addition to this, many professional staff members are also teaching.

Senator **Bresciano** provided examples of items that impact staff and are impacted by staff. The Senate benefits from having people within the discussion who know how the action will be implemented and the impact of the action.

Senator **Armstrong** spoke in support of the motion and shared that her work is heavily connected to Senate By-Laws as they support students in helping them to understand the rules and regulations that govern their academic life. Expanding the voices that are at the table will help ensure that the Senate is doing its due diligence related to compliance initiatives as well as providing support to faculty and students.

Moderator **Dineen** asked if there was any new business being brought to the Senate this evening. There was no new business.

Senator **Marchillo** stated that although he is the representative for all regional campuses, he only has Hartford Campus information. He has found it helpful to bring information back to the leadership team at his campus from the Senate meetings, but the other regional campuses are left out of that conversation. For this reason, he feels it would be very helpful to have a representative from each regional campus in the Senate.

Senator **Fitch** noted that professional staff members can currently serve as members of Senate committees, and have substantial input on issues through committee work, without being voting members of the Senate.

Senator **Long** supports the motion and noted we are University Senate, not a faculty senate. His experience is that professional staff are indispensable for their knowledge of systems and regulations, as well as their deep knowledge of students.

Senator **Dormidontova** stated that there appears to be a conflict of interest going on. All can probably agree about having more expertise from our professional non-teaching staff in the Senate can be a good thing, but there is a concern about increasing the voting of non-teaching professional staff on issues such as C&C or PTR. They suggested a way to delineate different voting levels or different types of voting. Moderator **Dineen** noted that this suggestion is outside this particular motion. Senator **Dormidontova** stated her opposition to the motion.

Senator **Rubega** spoke in favor of the motion noting that staff have a very important role in the way the University runs having an actual vote when the Senate makes decisions is highly appropriate.

Senator **Bresciano** noted that much of the Senate's background work happens in committees. Professional staff makes up a large proportion of committee memberships and they volunteer to be there. The voting and discussion on committee work happens on the floor of the Senate. Staff contributes to those discussions with information that may affect the outcome of votes.

Senator **McCutcheon** clarified his opposition to the motion was not because he didn't feel that staff should be part of the conversation, in fact he thinks that they should. He just doesn't think that the Senate is a body to warrant such a conversation because they don't do anything and there is a better way to engage with the community. He feels that there are multiple FTEs a years spent as an aggregate that we should be cognizant of that time that we would be committing staff to if we're going to be asking staff to serve the Senate.

Moderator **Dineen** concluded the discussion for the motion and created the poll for Senators to submit their vote.

The motion passed: 49 yes; 13 no; 3 abstentions

7. **Update from Center of Excellence in Teaching and Learning**   Attachment #5
   Presented by Peter **Diplock**, Associate Vice Provost, CETL

Associate Vice Provost **Diplock** invited questions from the floor.

Senator **Schultz** shared his support of the ECE program but wonders about the readiness of students for upper-level courses when they have taken an ECE course relative to courses at the university He asked if CETL has ever studied student readiness for coming from ECE courses or UConn courses. Associate Vice Provost **Diplock** stated that he believes there is some previous analysis on this but would need to look further into it to provide details. One of the strengths of the ECE program is the bonds created between the high school teachers throughout the State and the University faculty. The value of this cannot be underestimated.

Senator **Morrell** asked if he could speak to the recently announced merger between Blackboard and Anthology and if they anticipate any effects on our offerings and current course management system. Senator **Mundrane,** UConn's Chief Information Officer, shared that they are proceeding with everything as is and do not anticipate any differences.

Senator **Majumdar** stated that he read in a *New York Times* article that UConn has become a partner of the National Education Equity Lab. He asked if CETL was supervising this part of the University activity. Associate Vice Provost **Diplock** stated that it was a pilot program with the National Equity Education Lab and UConn decided to not pursue the initiative after observing the results of that pilot.

8. **New Business**

No new business

Senator **Long** motioned to adjourn and Senator **Morrell** seconded.

The Senate voted unanimously to adjourn at 5:45 p.m.

Respectfully Submitted,
Christine S. North
Secretary of the University Senate, 2021-2022

SENATE EXECUTIVE COMMITTEE

Del Siegle, Chair
Robert Bird   Pam Bramble
Laura Burton   Marisa Chrysochoou
Gary English   Maria-Luz Fernandez
Angela Rola   Irio Schiano
Manuela Wagner   Ethan Werstler

Senate Executive Committee
Report the University Senate
October 4, 2021

- SEC has met twice since last Senate meeting
  - With chairs to set agenda
  - With senior leadership
  - Privately in separate meetings with Provost Lejuez and President Agwunobi

- Welcome parliamentarian Damani Douglas

- Delta2GE
  - Postponed to ensure clear & concise presentation to the Senate following review by Senate committees
  - Timeline:
    - Senate C&C, from whom motions will come, finalize & approve documents
    - Senate UBC prepares report on fiscal impact
    - SEC receives final documents and determine date and agenda for presentation to Senate (expectation of receipt 10/22)
    - Will provide Senate with dates once confirmed (likely involve special meetings)
  - Deepest gratitude to Delta2GE task force members and co-chairs Tom Long & Manuela Wagner

- General Education Course Development Grant Competition
  - Details on geoc.uconn.edu
  - Deadline in December
  - Submissions especially sought for courses that focus on:
    - Critical exploration of racism and colonialism
    - Environmental literacy
    - Courses that seek to build bridges between related topics and disciplines

- OVPR Community Hours with VP Radenka Maric
  - 10/7, 1:45-2:45PM
  - 11/30, 12:00-1:00PM

- Senate reps to committees
  - Appointed by SEC or nominated by Nom Comm / voted on by Senate
  - Variety of positions across University including many on BoT
  - Will publish a call for interest at beginning of semester
  - Maintain list of those interested and potential nominees

- Jeffrey Shoulson – Future of Learning final report

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

A. ENGL 2107 The British Empire, Slavery, and Resistance (#4315) [Approved for CA1 by GEOC]
Proposed Catalog Copy
ENGL 2107. British Empire, Slavery, and Resistance
3.00 credits
Prerequisite: ENGL 1007 or 1010 or 1011 or 2011
Grading Basis: Graded
Literature and culture of the British empire from 1600-1830. Focus on conquest, colonization, the institution of slavery, and resistance to empire. CA 1.

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

A. GEOG 2505 Applications of Geographic Information Systems (#7380) [Revise credits]
Current Catalog Copy
GEOG 2505. Applications of Geographic Information Systems
4.00 credits
Prerequisites: GEOG 2500.
Grading Basis: Graded
Applications of geographic information systems. Particular attention to land use planning and resource management.

Revised Catalog Copy
GEOG 2505. Applications of Geographic Information Systems
3.00 credits
Prerequisites: GEOG 2500.
Grading Basis: Graded
Applications of geographic information systems. Particular attention to land use planning and resource management.

B. MARN 1002 Introduction to Oceanography (#15079/1892) [Revise description, add EL]
Current Catalog Copy
MARN 1002. Introduction to Oceanography
3.00 credits

Prerequisites: A background in secondary school physics, chemistry or biology is recommended. Not open to students who have passed MARN 1003, 2002 or 3001.
Grading Basis: Graded
Processes governing the geology, circulation, chemistry and biological productivity of the world's oceans. Emphasis is placed on the interactions and interrelationships between physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment. First and second semester Storrs and Avery Point. Students who complete both MARN 1002 and 1004 will receive credit for a CA 3 laboratory course. CA 3.

Revised Catalog Copy
MARN 1002E. Introduction to Oceanography
3.00 credits
Recommended Preparation: A background in secondary school physics, chemistry or biology. Not open to students who have passed MARN 1003, 2002 or 3001.
Grading Basis: Graded
Processes governing the geology, circulation, chemistry, and biological productivity of the world's oceans. Emphasis on the interactions and interrelationships between humans and the physical, chemical, biological, and geological processes that contribute to both the stability and the variability of the marine environment. Students who complete both MARN 1002 and 1004 will receive credit for a CA 3 laboratory course. CA 3.

C. MARN 1003 Introduction to Oceanography with Laboratory (#15078/1891) [Revise description, add EL]
Current Catalog Copy
MARN 1003. Introduction to Oceanography with Laboratory
4.00 credits
Prerequisites: Not open to students who have passed MARN 1002, 2002 or 3001.
Recommended preparation: A background in secondary school physics, chemistry or biology.
Grading Basis: Graded
Processes governing the geology, circulation, chemistry and biological productivity of the world's oceans. Emphasis is on the interactions and interrelationships of physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment. Laboratory experiments, hands-on exercises, and field observations including required cruise on research vessel. First semester (Avery Point). First and second semester (Storrs). CA 3-LAB.

Revised Catalog Copy
MARN 1003E. Introduction to Oceanography with Laboratory
4.00 credits
Recommended preparation: A background in secondary school physics, chemistry, or biology.
Not open to students who have passed MARN 1002, 2002 or 3001.

Grading Basis: Graded

Processes governing the geology, circulation, chemistry, and biological productivity of the world's oceans. Emphasis on the interactions and interrelationships of humans and the physical, chemical, biological, and geological processes that contribute to both the stability and the variability of the marine environment. Laboratory experiments, hands-on exercises, and field observations. CA 3-LAB.

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

A. URBN 3400E Urban Parks and Sustainable Cities (#6656) [Approved for CA2 and EL]
Proposed Catalog Copy
URBN 3400E. Urban Parks and Sustainability
3.00 Credits
Prerequisites: None
Grading Basis: Graded
Historical and contemporary analysis of park issues related to the social, ecological, and economic sustainability of cities, such as the racial politics of park advocacy, the changing social practices of park use, the privatization of public space, urban resilience and green infrastructure, and the relationship between parks, gentrification, and urban sustainability. CA 2.

B. WGSS 3269W Gender, Sexuality and Social Movements (#6576) [Approved for W]
Proposed Catalog Copy
WGSS 3269W Gender, Sexuality, and Social Movements
3 credits
Prerequisite: ENGL 1007 or 1010 or 1011 or 2011
Recommended preparation: Any 1000 or 2000 level WGSS course
Grading Basis: Graded
Examination of social movements as related to intersections of gender, race, sexuality, disability, class, nationality, ethnicity. May include related topics such as capitalism, democracy, globalization, economic justice, the environment, health, sexual freedom.

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

A. AFRA/HIST 3752 History of Pre-colonial Africa (#1991) [Revise level, add CA1, CA4-Int]
Current Catalog Copy
AFRA 3752. History of Pre-Colonial Africa
Also offered as: HIST 3752
3.00 credits

Prerequisites: None.
Grading Basis: Graded
The history of pre-colonial Africa with particular attention to the rise and fall of African Kingdoms, interaction between different ethnic groups, African trade with other continents, and the impact of foreigners on African societies.

HIST 3752. History of Pre-Colonial Africa
Also offered as: AFRA 3752
3.00 credits
Prerequisites: None.
Grading Basis: Graded
The history of pre-colonial Africa with particular attention to the rise and fall of African Kingdoms, interaction between different ethnic groups, African trade with other continents, and the impact of foreigners on African societies.

Revised Catalog Copy
AFRA 2752. Africa in Global History
Also offered as: HIST 2752
3.00 credits
Prerequisites: None
Grading Basis: Graded
Broad historical survey of civilizations in Africa, including origins of human life in Africa, economic livelihoods, socio-economic and political structures, state formation, trade, commerce, urbanization, and indigenous systems of belief and world religions. CA 1. CA 4-INT.

HIST 2752. Africa in Global History
Also offered as: AFRA 2752
3.00 credits
Prerequisites: None
Grading Basis: Graded
Broad historical survey of civilizations in Africa, including origins of human life in Africa, economic livelihoods, socio-economic and political structures, state formation, trade, commerce, urbanization, and indigenous systems of belief and world religions. CA 1. CA 4-INT.

Respectfully Submitted by the 21-22 Senate Curricula and Courses Committee: Suzanne Wilson (Chair), Alana Adams, Mary Ann Amalaradjou, Tom Bontly, Mark Brand, Peter Diplock (ex-officio), Kate Fuller, Marc Hatfield, Dalton Hawie (Student Rep), Matt McKenzie, George Michna, David Ouimette, Sharyn Rusch, Eric Schultz, Steve Stifano, Manuela Wagner (Ex-Officio), Julia Yakovich, Cindy Zhang (Sabbatical Fall '21), Terra Zuidema (Registrar Alternate)

From the 9/21/21 meeting.

Senate Scholastic Standards Committee
Report to the University Senate
October 4, 2021

Motion to Change in Withdraw Date for UConn Early College Experience (ECE) Program.

A. Background
Consistent with the By-Law change approved by the University Senate on 9.13.2021 related to the Withdraw Deadline, the SSC proposes the following change to the UConn ECE Program Withdraw By-Law (for consistency across student bodies).

ECE courses cannot be put on Pass-Fail.

The Office of Early College Programs is in agreement with this proposed By-Law change.

B. Current Relevant By-Laws
II.A.4, High School Students and Credit Bearing Course,

Students may withdraw from a course or from the ECE program up to five weeks before final grades are required; also the University or the secondary school may require withdrawal from specific courses or from the entire ECE program, per policies designated in the UConn ECE Policies and Procedures Guide.

C. Proposal to Senate: Motion
The Scholastic Standards Committee proposes to amend the By-Laws, Rules and Regulation of the University Senate II.A.4 Admissions, High School Students and Credit Bearing Courses

Students may withdraw from a course or from the ECE program through the eleventh week of the semester. For courses taught outside the standard fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar. up to five weeks before final grades are required; also the The University or the secondary school may require withdrawal from specific courses or from the entire ECE program, per policies designated in the UConn ECE Policies and Procedures Guide.

Recommendation:
That the Board of Trustees adds a second professional staff seat to the Senate Executive Committee.

Background:
The Senate Executive Committee (SEC) consists of eight faculty members, one professional staff member, and one undergraduate and one graduate student member. The matters considered by the SEC regularly benefit from the input of the university staff member. Having a second staff representative on the SEC will further and more widely inform the conversations and better ensure staff perspective and input if one of the staff members is unable to attend any given meeting.

The professional staff seat on the SEC was originally added in the mid-1970s at a time when there were only (approximately) 500 professional staff employees. There is now over 2000 Senate-eligible professional staff.

Recognizing that this proposal will create an even number of seats on the SEC, we recommend that the Chair of the SEC be a non-voting position on the SEC unless called upon to break a tie vote.

Current Relevant By-Laws:
By-Laws of the University of Connecticut
Article IX.G / Committees

Committees

1. The Senate Executive Committee
    The Senate Executive Committee (SEC) shall consist of eight faculty members, one professional staff member, and one undergraduate and one graduate student member. The faculty and professional staff members shall be elected by the Senate from among the elected members of the Senate who are not primarily administrators. Department heads and directors are not regarded as primarily administrators. The undergraduate and graduate members shall be selected from among and by all student members of the Senate. The Undergraduate Student Government and Graduate Student Senate Presidents or their student Senate member designee will serve as the interim student representatives to the Senate Executive Committee during the summer months until the permanent members are selected.

    Elections shall follow the annual election of such members and shall normally take place in April. For faculty and professional staff members, a term of service on the Executive Committee shall begin on July 1 and shall be for three years. The term of membership in the Senate of a faculty or professional staff representative elected to the Executive Committee shall be automatically extended, if necessary, to be coterminal. For the student member, the term of service shall be one year, renewable to a maximum of three consecutive years. After the annual election, the Senate shall elect one of the nine faculty and professional staff members to serve as Chair of the

SEC for a one-year term, which may be renewed. A vacancy on the SEC shall be filled by election for the duration of the vacancy.

Proposal to Senate: Motion
To recommend amending the University By-Laws, Section IX.G as follows (deleted items in ~~strikethrough~~; new language underlined).

Committees

1. The Senate Executive Committee
   The Senate Executive Committee (SEC) shall consist of eight faculty members, ~~one~~ two professional staff member<u>s</u>, and one undergraduate and one graduate student member. The faculty and professional staff members shall be elected by the Senate from among the elected members of the Senate who are not primarily administrators. Department heads and directors are not regarded as primarily administrators. The undergraduate and graduate members shall be selected from among and by all student members of the Senate. The Undergraduate Student Government and Graduate Student Senate Presidents or their student Senate member designee will serve as the interim student representatives to the Senate Executive Committee during the summer months until the permanent members are selected.

   Elections shall follow the annual election of such members and shall normally take place in April. For faculty and professional staff members, a term of service on the Executive Committee shall begin on July 1 and shall be for three years. The term of membership in the Senate of a faculty or professional staff representative elected to the Executive Committee shall be automatically extended, if necessary, to be coterminal. For the student member, the term of service shall be one year, renewable to a maximum of three consecutive years. After the annual election, the Senate shall elect one of the ~~nine~~ ten faculty and professional staff members to serve as Chair of the SEC for a one-year term, which may be renewed. A vacancy on the SEC shall be filled by election for the duration of the vacancy.

Recommendation:
That the Board of Trustees increases professional staff representation on the University Senate from 9 seats to 17 seats.

Background:
Professional staff representation in the University Senate was first introduced in 1973. At that time, five constituencies were established and one representative was elected from each to serve in the Senate. The constituencies included Student Personnel, Library Services, Infirmary, Education Assistants, and Research Assistants. Several years later four seats were added as professional staff-at-large representatives. This allowed professional staff members from outside of the designated constituencies the opportunity to serve on the Senate. The nine seats created in the mid-70s to represent 500 professional staff employees now represent a contingent of over 2000.

Professional At-Large	5
Student Affairs, Registration, & Enrollment	2
Library Staff (Storrs only)	1
Professional Staff Regional Campuses	1

An Ad Hoc Committee was formed in 2019 by the Senate Executive Committee to consider professional staff issues including representation structure in the Senate. For the latter, the Committee examined how the University has changed over the past 45+ years in terms of non-teaching personnel in academic and non-academic units across our four campuses. The Committee concluded that the University Senate, in its current structure, lacks adequate representation from professional staff and would benefit from a realignment of the current professional staff constituencies as well as the addition of representative seats from University stakeholders who are regularly involved in Senate business. The matters considered by the University Senate largely impact and are impacted by staff. The adoption of the proposed professional staff constituency structure will ensure that these important voices are included in Senate deliberations and take part in shared governance.

The first suggested change is to separate the constituencies for Enrollment Planning & Management from Student Affairs. These Divisions represent different missions, services, and knowledge. In the current model, both representatives may come from one Division, leaving the other without representation and the Senate without the input from a valuable resource. The Committee recommends two seats for the Division of Enrollment Planning & Management and two seats for the Division of Student Affairs. The Division of Enrollment Planning & Management contains Undergraduate Admissions, Registrar, Student Financial Aid Services, Orientation Services, and Visitors Center. The Division of Student Affairs is home to Center for Students with Disabilities, Center for Fraternity and Sorority Development, Community Standards, Dean of Students, Dining Services, Off-Campus and Commuter Student Services, Office of Student Care and Concern, One Card Office, Residential Life, Student Activities, Student Affairs Information Technology, Student Health and Wellness, Student Union, and UConn Recreation.

Second, we recommend the regional campus representation be expanded from one to four senators. This would allow for more inclusive representation from our regional campuses. Each of our regional campuses is unique in location and operations; decisions made by the University Senate may impact regional campuses in different ways from each other and the main campus in Storrs.   Professional staff located on our regional campuses should have a guaranteed avenue to provide representation and participate in Senate discussions and deliberations.

Third, we recommend increasing representation from the professional staff who provide direct academic support to our students, our faculty, and the University as a whole. We propose the creation of two new constituencies, Schools and Colleges professional staff and Academic Development professional staff, with seats open to Storrs-based professional staff. It cannot be overstated how important the contribution of these proposed constituencies is to the work of the University Senate. They are most often on the front line in planning, explaining, and implementing actions taken by the Senate. The Schools and Colleges constituency includes non-faculty professional and managerial staff working within Schools and Colleges. Academic Development includes Center for Excellence in Teaching and Learning, Center for Career Development, Enrichment Programs, Institute for Student Success, Veteran Military Programs and Services, and Student-Athlete Success Program.

We believe the aforementioned changes will allow for more extensive representation from staff and will increase the expertise and resources available to the Senate as we deliberate and decide upon matters important to the University.

Current Relevant By-Laws:
By-Laws of the University of Connecticut
Article IX.A

A. Membership
>   The University Senate shall consist of ex officio and elected members. The ex officio members shall be the President, the Provost, all Vice Presidents, except the Executive Vice President for Health Affairs, and all Vice Provosts. These ex officio members shall not vote.
>
>   The Senate shall contain ninety-one elected, voting members, as follows:
>
>   1. Three deans of the schools and colleges, which are Senate electoral constituencies (see Section B below).
>
>   2. Seventy-two members of the faculty elected according to one or the other of the two faculty electoral processes described in Section B.2. below.
>
>   3. Nine professional staff members elected by and from the constituencies described in Section B.3. below.
>
>   4. Five undergraduate students (see Section B.4 below).
>
>   5. Two graduate students (see Section B.5. below).

B.3
The professional staff members shall be elected according to procedures approved by the Provost and Executive Vice President for Academic Affairs from four constituencies as described below. Staff members are ineligible to stand for election or to vote in the first regular election following their initial appointment to the staff.

      a. Division of Student Affairs and Enrollment Planning and Management (excluding regional campuses), who shall elect two senators.

      b. University libraries (excluding regional campuses), who shall elect one senator.

      c. Regional campuses, who shall elect one senator.

      d. All professional staff shall elect five at-large senators.

Proposal to Senate: Motion
To recommend amending the University By-Laws, Section IX.A and IX.B.3 as follows (deleted items in ~~strikethrough~~; new language underlined).

A. Membership
      The University Senate shall consist of ex officio and elected members. The ex officio members shall be the President, the Provost, all Vice Presidents, except the Executive Vice President for Health Affairs, and all Vice Provosts. These ex officio members shall not vote.

      The Senate shall contain ~~ninety-one~~ ninety-nine elected, voting members, as follows:

      1. Three deans of the schools and colleges, which are Senate electoral constituencies (see Section B below).

      2. Seventy-two members of the faculty elected according to one or the other of the two faculty electoral processes described in Section B.2. below.

      3. ~~Nine~~ Seventeen professional staff members elected by and from the constituencies described in Section B.3. below.

      4. Five undergraduate students (see Section B.4 below).

      5. Two graduate students (see Section B.5. below).

B.3
The professional staff members shall be elected according to procedures approved by the Provost and Executive Vice President for Academic Affairs from the ~~four~~ seven constituencies as described below. Staff members are ineligible to stand for election or to vote in the first regular election following their initial appointment to the staff.

      a.   Academic Development (excluding regional campuses), who shall elect two senators.

b.   Enrollment Planning and Management (excluding regional campuses) who shall elect two senators.

c.   University Libraries (excluding regional campuses), who shall elect one senator.

d.   Regional campuses, who shall elect ~~one~~ four senators; one per campus for Avery Point, Hartford (to include Hartford, Social Work and School of Law), Stamford, Waterbury.

g.   Schools/Colleges (excluding regional campuses), who shall elect one senator.

h. Division of Student Affairs ~~and Enrollment Planning and Management~~ (excluding regional campuses), who shall elect two senators.

i. All professional staff shall elect five at-large senators.

Supporting faculty and student success

Peter Diplock, Associate Vice Provost
Center for Excellence in Teaching and Learning (CETL)

University of Connecticut Senate Presentation 10-02-21

Resources to Support Faculty Success 'in the classroom'

- **Confidential one-on-one Consultations** (SET's, teaching portfolios, instructional and classroom management strategies, etc.)

- **Teaching Observations** (not for SET+)

- **Workshops, Teaching Talks, Faculty Learning Communities, Interactive Webinars, Reading Groups**
  - >9,000 registrants (faculty, staff, TA's) for CETL events last year (**fins.uconn.edu**)
  - Technology for remote instruction
  - Equity minded and inclusive teaching
  - Evidence based practices that improve teaching and learning outcomes

- **Instructional design/course design support** for online and blended courses

Popular Stuff

- HuskyCT basics
- Organizing course material in HuskyCT
- Kaltura: Creating and sharing videos in your class
- Adapting to teaching with a mask on
- Facilitating class discussions
- Equity and Inclusive Teaching in Distance Learning: A Practical Overview
- Principles of Universal Design to Support Learners with Disabilities
- Bringing antiracist pedagogy to every classroom
- Racism in the margins: Antiracist approaches to writing instruction
- Writing an effective diversity statement
- Writing an effective teaching philosophy statement
- The teaching persona
- First impressions-first day of class

Evaluation of Teaching

- [Student Evaluations of Teaching](#) (SET's)
  - We work with individual faculty to extract meaningful insights from SET's
  - We also provide a 'CETL SET reader program' that provides faculty with an opportunity to get 'themed' insights
  - We work with individual faculty to improve quality and quantity of student response

- [SET +](#) (recognition that SET's should not be used as the sole criterion of teaching effectiveness)
  - Engagement with academic departments to develop strategies and measures
  - One size does not fit all (department culture and context matters)
  - Typically involves collaboration between CETL staff and department committee charged with SET+
  - Examples include peer-based observation, learning materials review, teaching portfolios, [formative assessment of teaching combined with reflection and action plan](#)
  - CETL staff do not do classroom observations for SET+ purposes

eCampus: Support for Course Development

- Multiple levels of support across all modalities including $7,500 course development stipend for select online courses (high demand/high enrollment summer-winter, graduate programs)

- Team of experienced, creative, and supportive Instructional Designers

- Team of experienced, creative, and supportive Educational Technologists and Media Producers

UConn Online

UConn Online *Learning Transformed*

Career advancing online degrees and certificates that work for you

GRADUATE CERTIFICATE PROGRAMS

MASTER'S DEGREE PROGRAMS

TAKE AN ONLINE COURSE

Create Your Future with UConn's Online Graduate Programs
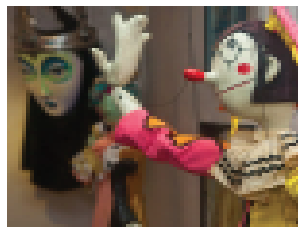
ARTS   BUSINESS   EDUCATION   ENGINEERING   HEALTH   PUBLIC POLICY   SCIENCE
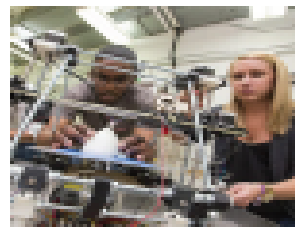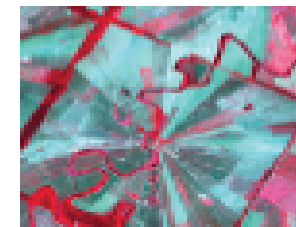
Online and Hybrid Master's Degrees
Accounting
Business Administration
Educational Technology
Energy and Environmental Management
Engineering
Gifted and Talented Education
Human Resource Management
Nursing MS – Neonatal Nursing
Nursing MS – Adult Gerontology Acute Care Nurse Practitioner
Nursing MS – Adult Gerontology Primary Care Nurse Practitioner
Nursing MS – Family Nurse Practitioner
Nursing MS – Nurse Educator
Nursing MS – Nurse Leader
Personalized – Nutrition
Research Methods, Measurement, & Evaluation
Survey Research

Online Graduate Certificates
Certificate in Accounting Fundamentals
Certificate in Addiction Science
Advanced Business Certificate in Accounting Analytics
Arts Leadership and Cultural Management
Clinical Genetics and Genomics
Dementia Care
Digital Media and Design
Disability Studies in Public Health

Educating Bilingual Learners
Engineering
Exercise Prescription
Geographic Information Systems
Gifted Education & Talent Development
Global Risk Management
Healthcare Innovation
Health Professions Education
Holistic Nursing
Leadership & Diversity in Sport Management
Life Story Practice & Research
Nonprofit Management
Pain Management
Postsecondary Disability Services
Program Evaluation
Puppet Arts
Remote Sensing & Geospatial Data Analytics
School Law
Special Education Transition to Adulthood
Survey Research
Sustainable Environmental Planning & Management

Hybrid Graduate Certificates
Advanced Business Certificate in Human Resource Management

Online Post-Baccalaureate Certificate Programs
Occupational Safety & Health

UConn Early College Experience

is the oldest and one of the largest concurrent enrollment programs in the United States. Founded in 1955, UConn ECE is nationally recognized as a model of academic excellence and rigor.

Quick Facts 2020-2021

High School Partners

1,487 Certified UConn ECE Instructors

12,571 Participating Students

75,888 Credits Attempted
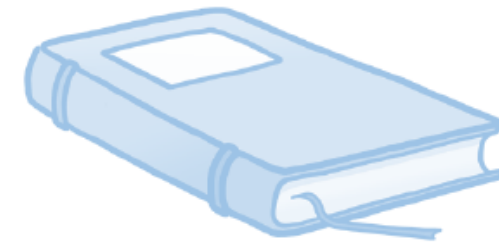
208 High School Partners
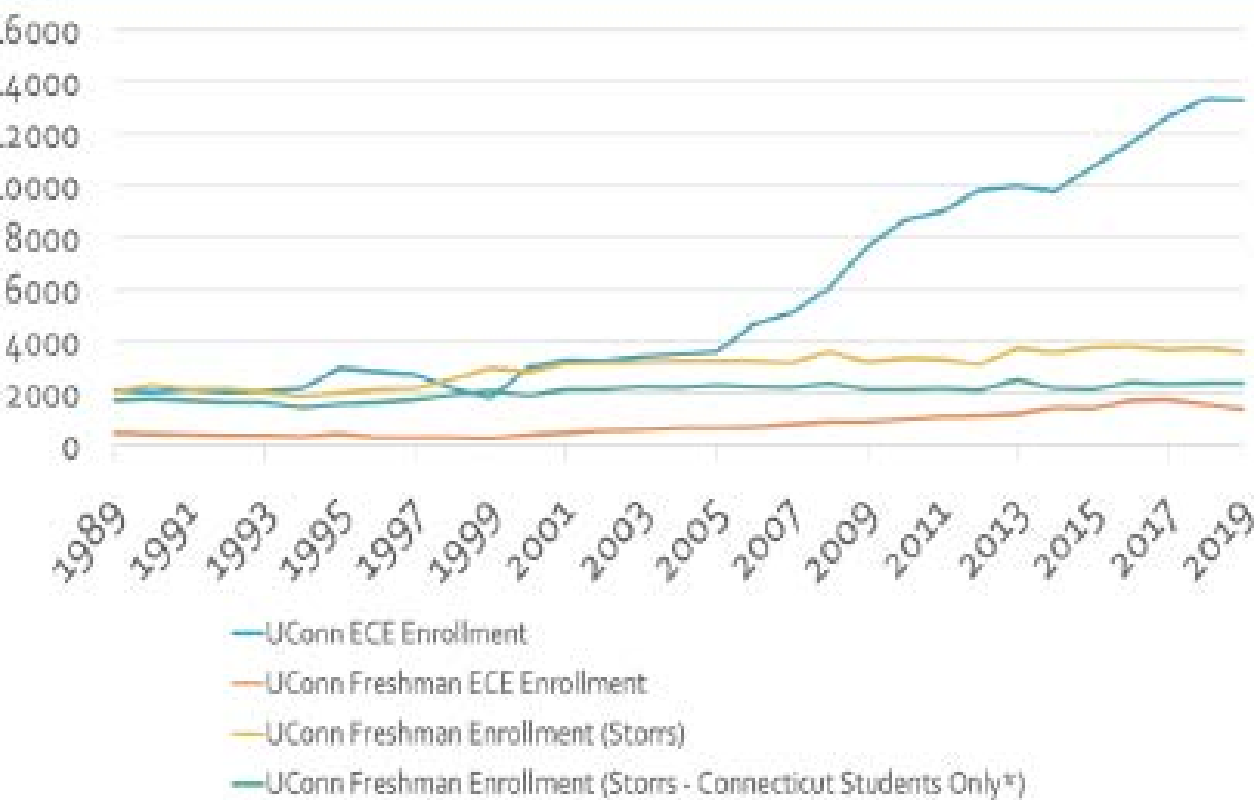
University Partners

5 Schools & Colleges

35 Departments

77 Courses

Full Access Homer Babbidge Library

33.5% of the freshman class at Storrs is an ECE Alumni

ECE Alumni 33.5%

Non-ECE Alumni 66.5%

UConn ECE Enrollment
UConn Freshman ECE Enrollment
UConn Freshman Enrollment (Storrs)
UConn Freshman Enrollment (Storrs - Connecticut Students Only*)

1.21
11.59
8.27
20.12
58.31
0.49

American Indian/Alaska Native   Asian
Black/African American   Hispanic/Latino
Native Hawaiian/Oth Pac Island   White

90.4% Students Pass with a C or higher

Female/Male Student Enrollment **64/36**
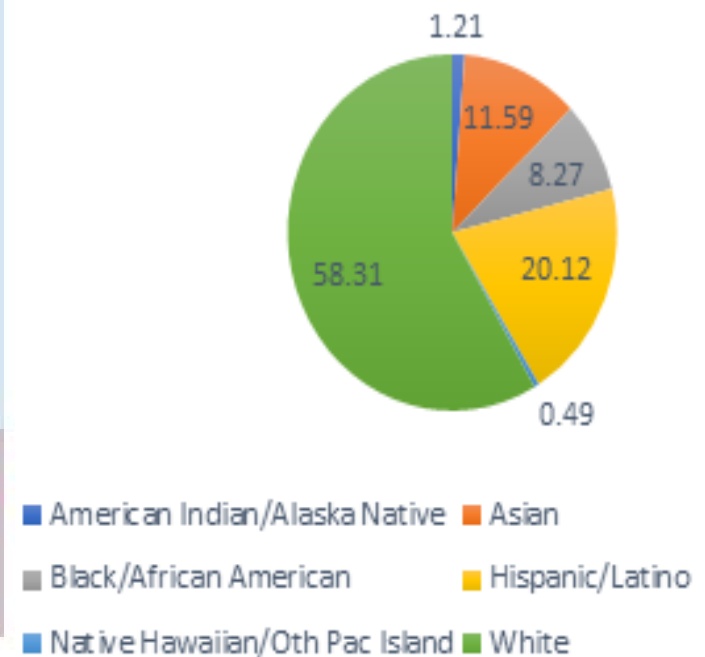
87% Transfer Credit Rate

Not only do our credits transfer; they increase the likelihood of getting accepted at top-tier universities!
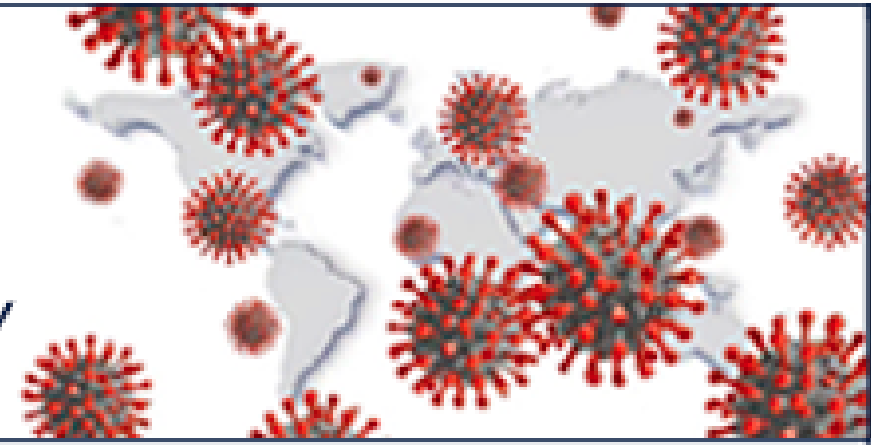
Spring 2020	4081 students (99% completion rate)
	1093 faculty and staff (45% completion rate)
Summer 2020	636 students (98% completion rate)

U.S. Anti-Black Racism Pop Up Course

Fall 2020

1405 students (97% completion)

511 faculty/staff (21% completion)

Spring 2021

1092 students (98% completion)

145 faculty/staff (31% completion)

Fall 2021

827 students enrolled

Climate Crisis: Take Action Pop Up Course

Spring 2021
Fall 2021

1253 students (92% completion)

72 faculty and staff (24% completion)

1123 students enrolled fall 2021

CLIMATE CRISIS: TAKE ACTION

Upcoming Pop Up Courses Spring 2022

Anti-Asian Racism (first seven weeks)

Anti-Semitism (second seven weeks)

Summer & Winter Programs

Winter 2021 down 18% from Winter 2020

Summer 2021 down 18% from Summer 2020

University Writing Center
Racism in the Margins

University Q Center

University Advising: NEXUS

Questions?

Peter Diplock, Associate Vice Provost
Center for Excellence in Teaching and Learning (CETL)

University of Connecticut Senate Presentation 10-02-21