

**University Senate Meeting
December 6, 2021
WebEx Virtual Meeting**

1. Call to Order

Moderator **Dineen** called the meeting to order at 4:00 p.m.

2. Approval of Minutes of November 1, 2021 University Senate meeting

The minutes were approved as distributed.

3. Report of the President

Presented by Interim President Andrew Agwunobi

President **Agwunobi**

- Shared information from the Town Hall, held on Dec. 1, 2021, which included:
 - There have been increases in the COVID cases, which have primarily been reported during and following the Thanksgiving break. They are being handled appropriately.
 - Union negotiations process at the University is ongoing.

4. Report of the Senate Executive Committee

Presented by SEC Chair Del Siegle

Attachment #1

5. Consent Agenda Items:

Report of the Senate Curricula and Courses Committee

Attachment #2

Report of the Senate Nominating Committee

Attachment #3

The consent agenda passed unanimously with a verbal vote.

Moderator Dineen called for new business. There was none.

6. Report from Senate Scholastic Standards

(presented by Senator Fitch)

Attachment #4

VOTE on a motion to amend the By-Laws, Rules and Regulations of the University Senate II.A.1 Admissions, Minimum Requirements

The motion carried unanimously with a verbal vote.

PRESENTATION AND VOTE on a Resolution Concerning Class Capacity (enrollment caps)

Senator **Fitch** presented the resolution. Discussion followed.

Senator **Majumdar** proposed an amendment to insert a comma after '(or Dean's Designee)' and add: **taking into account the number of students per section specified in the corresponding CAR form.** Seconded by Senator **Morrell**. Discussion followed.

The motion for the amendment failed with 22-yes, 38-no, 3-abstentions.

The vote on the original motion carried with 57-yes, 3-no, 1-abstentions.

7. Report from Project Wellness Task Force

Attachment #5

Presented by Elly Daugherty, Dean of Students, & Nina Heller, Dean of the School of Social Work
With additional contributions from:

Suzanne Onorato, Executive Director of Student Health and Wellness
Karen McComb, Director of Health Promotion and Community Impact
Kristina Stevens, Director of Mental Health

Dean of the School of Social Work, **Nina Heller**, shared the presentation. Dean of Students, **Elly Daugherty**, shared the implementation plan.

Senator **Eigsti** shared that there is a psychological services clinic available within her Department that could be an option for students. Fees are on a sliding scale. Further information is available at <https://psychservicesclinic.uconn.edu/>

8. New Business

No new business.

Senator **Bramble** made a motion to adjourn.

Senator **Long** seconded.
Motion passed unanimously.
The meeting was adjourned at 6:00 p.m.

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

SENATE EXECUTIVE COMMITTEE

Del Siegle, Chair
Robert Bird
Laura Burton
Gary English
Angela Rola
Manuela Wagner

Pam Bramble
Marisa Chrysochoou
Maria-Luz Fernandez
Irio Schiano
Ethan Werstler

Senate Executive Committee
Report the University Senate
Del Siegle, SEC Chair
December 6, 2021

- Since last Senate meeting, the SEC has met:
 - With chairs to set agenda
 - With the Senate reps to Board of Trustee Committees
 - With senior leadership
 - Privately in separate meetings with Provost Lejuez and President Agwunobi
 - The chair met with chairs of C&C, Faculty Standards, JEDI, and GEOC about forming subcommittee to address undergrad request for a mandated Anti Black Racism Course (ABR)

- In response discussion at the last Senate meeting, shared general overview of those meetings

- Senate Chairs Meeting
 - Set agenda for this meeting
 - Vote on bylaw change regarding minimum admission requirements
 - Resolution concerning enrollment caps
 - Report from Project Wellness Task Force
 - Shared issues each committee is addressing
 - Expressed concern about the tenor of the contract negotiations and no raises
 - Not the role of the Senate to be involved in negotiations
 - Leadership felt President Agwunobi and Chairman Tascano should to be informed of faculty and staff concerns
 - Senate leadership drafted and sent the President and Chairman a letter expressing those concerns
 - President Agwunobi responded to letter and indicated he would discuss the issues with the Chairman

- President Agwunobi Meeting
 - Private meeting with President Agwunobi discussed the faculty and staff concerns expressed in the letter
 - Positive conversation

- Provost Lejuez Meeting
 - Discussed the mandated annual TAFS meeting
 - Will occur each semester – first will occur December 14

- Senate Reps to BOT Meeting
 - Shared challenges Senate reps face in being full participants on BOT Committees

- SEC previously shared concerns with Chairman Dan Tascano and Vice-Chair Andrea Dennis-Levine
 - SEC will improve the onboarding process in addition to opening selection process (mentioned two meetings ago)
- Update on Senate meeting minutes
 - Attach to agenda, November minutes reflect new format
 - Thanked Christine North for capturing the spirit and content of Senate discussions
- Next full Senate meeting February 7 – SEC and Senate will continue meeting remotely
- Thanked Senator McCutchen for service as chairing Enrollment Committee...Welcomed Senator Little as the incoming chair
- Thanked Senator Fitch and Senator Colter for chairing Scholastic Standards in the absence of Senator Bedore, who was on sabbatical
- Thanked Senator Burton and Senator Bird serving SEC during Senator Bedore and Senator Nanclares' sabbaticals
- Wished everyone a great holiday break

University Senate Curricula and Courses Committee
Report to the Senate
December 6, 2021

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

- A. NURS 1500 Introduction to Correctional Healthcare (#8584) [Revise description; add CA2]

Current Catalog Copy

NURS 1500. Introduction to Correctional Health Care

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Health care delivery for persons involved in the United States correctional system at the individual, cultural, societal, and national level. Students will apply concepts and theories from the social and psychology sciences to develop critical thought about current health care access, delivery, and treatment in the correctional system.

Revised Catalog Copy

NURS 1500. Introduction to Correctional Health Care

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Health care delivery for persons involved in the United States correctional system at the individual, cultural, societal, and national level. Examination of social theories such as critical theory to analyze and understand the social determinants of health such as gender, race, culture, and status that influence behavior and health care access, delivery, and treatment in the correctional system. CA 2.

- B. PHYS 91500 (N/A) [Transfer credit will carry the CA3-Lab designation]

- C. SOCI 1701(W) Society in Global Perspective [CA2, CA4-INT, W] (#7864) [Add W to existing non-W]

Current Catalog Copy

SOCI 1701. Society in Global Perspective

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Economic, political, social and cultural processes in globalization. The world economy, the autonomy of nation-states, the role of the media, and the social and environmental problems of societies in a world context. CA 2. CA 4-INT.

Revised Catalog Copy

SOCI 1701. Society in Global Perspective

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Economic, political, social and cultural processes in globalization. The world economy, the autonomy of nation-states, the role of the media, and the social and environmental problems of societies in a world context. CA 2. CA 4-INT.

SOCI 1701W. Society in Global Perspective

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Economic, political, social, and cultural processes in globalization. The world economy, the autonomy of nation-states, the role of the media, and the social and environmental problems of societies in a world context. CA 2. CA 4-INT.

D. SOCI 2275/W Social Well-Being [W] (#7117) [Revise prerequisites on W version]

Current Catalog Copy

SOCI 2275. Social Well-Being

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Socially-embedded facets of well-being. Definitions and levels of well-being; relationship of well-being to social situations, social interactions, and social institutions.

SOCI 2275W. Social Well-Being

3.00 credits

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

Grading Basis: Graded

Socially-embedded facets of well-being. Definitions and levels of well-being; relationship of well-being to social situations, social interactions, and social institution

Revised Catalog Copy

SOCI 2275. Social Well-Being

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Socially-embedded facets of well-being. Definitions and levels of well-being; relationship of well-being to social situations, social interactions, and social institutions.

SOCI 2275W. Social Well-Being

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Socially-embedded facets of well-being. Definitions and levels of well-being; relationship of well-being to social situations, social interactions, and social institutions.

E. SOCI 2301/W Criminology [W] (#7500) [Revise description]

Current Catalog Copy

SOCI 2301. Criminology

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Theories and research on crime, criminal law, and the criminal justice system.

SOCI 2301W. Criminology

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Theories and research on crime, criminal law, and the criminal justice system.

Revised Catalog Copy

SOCI 2301. Criminology

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Theories and research on crime, victimization, social control, and the extent and patterns of criminal behavior.

SOCI 2301W. Criminology

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Theories and research on crime, victimization, social control, and the extent and patterns of criminal behavior.

F. SOCI 2501/W Sociology of Intolerance and Injustice [CA4, W] (#7640) [Revise prerequisites]

Current Catalog Copy

SOCI 2501. Sociology of Intolerance and Injustice

3.00 credits

Prerequisites: Open to sophomores or higher.

Grading Basis: Graded

Sociological concepts of intolerance and injustice and how they affect members of marginalized groups; case studies may consider social class, race/ethnicity, gender, sexuality, age, religion, and disability. CA 4.

SOCI 2501W. Sociology of Intolerance and Injustice

3.00 credits

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

Grading Basis: Graded

Sociological concepts of intolerance and injustice and how they affect members of marginalized groups; case studies may consider social class, race/ethnicity, gender, sexuality, age, religion, and disability. CA 4.

Revised Catalog Copy

SOCI 2501. Sociology of Intolerance and Injustice

3.00 credits

Prerequisites: None

Grading Basis: Graded

Sociological concepts of intolerance and injustice and how they affect members of marginalized groups; case studies may consider social class, race/ethnicity, gender, sexuality, age, religion, and disability. CA 4.

SOCI 2501W. Sociology of Intolerance and Injustice

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Sociological concepts of intolerance and injustice and how they affect members of marginalized groups; case studies may consider social class, race/ethnicity, gender, sexuality, age, religion, and disability. CA 4.

G. SOCI 2503/W Prejudice and Discrimination [CA4, W] (#7621) [Revise prerequisites]

Current Catalog Copy

SOCI 2503. Prejudice and Discrimination

3.00 credits

Prerequisites: Open to sophomores or higher.

Grading Basis: Graded

Sources and consequences of racial and ethnic prejudice and discrimination. CA 4.

SOCI 2503W. Prejudice and Discrimination

3.00 credits

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

Grading Basis: Graded

Sources and consequences of racial and ethnic prejudice and discrimination. CA 4.

Revised Catalog Copy

SOCI 2503. Prejudice and Discrimination

3.00 credits

Prerequisites: None

Grading Basis: Graded

Sources and consequences of racial and ethnic prejudice and discrimination. CA 4.

SOCI 2503W. Prejudice and Discrimination

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Sources and consequences of racial and ethnic prejudice and discrimination. CA 4.

H. SOCI 2701E Sustainable Societies [CA2, EL] (#7603) [Revise prerequisites]

Current 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. CA 2.

Revised Catalog Copy

SOCI 2701E. Sustainable Societies

3.00 credits

Prerequisites: None.

Recommended Preparation: None.

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. CA 2.

I. SOCI 2705E Sociology of Food [CA2, EL] (#7604) [Revise prerequisites]

Current 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. CA 2.

Revised Catalog Copy

SOCI 2705E. Sociology of Food

3.00 credits

Prerequisites: Not open for credit to students who have passed SOCI 3271 when offered either as Food or as Sustainability.

Recommended preparation: None.

Grading Basis: Graded Social factors shaping the industrial food system, as well as a social analysis of viable alternatives. CA 2.

J. SOCI 2709WE Society and Climate Change [CA2, W, EL] (#7565) [Revise prerequisites]

Current 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. CA 2.

Revised Catalog Copy

SOCI 2709WE. Society and Climate Change

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. 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. CA 2.

K. SOCI 2709E Society and Climate Change [CA2, EL] (#7744) [Add non-W version]

Proposed Catalog Copy

SOCI 2709E. Society and Climate Change

3.00 credits

Prerequisites: None. 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.

SOCI 2709WE. Society and Climate Change

3.00 credits

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

L. SOCI 2907/W City Life [W] (#7602) [Revise prerequisites]

Current Catalog Copy

SOCI 2907. City Life

3.00 credits

Prerequisites: Open to sophomores or higher.

Grading Basis: Graded

Ways of life in large cities and suburbs and the culture of modernism.

SOCI 2907W. City Life

3.00 credits

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

Grading Basis: Graded

Ways of life in large cities and suburbs and the culture of modernism.

Revised Catalog Copy

SOCI 2907. City Life

3.00 credits

Prerequisites: None

Grading Basis: Graded

Ways of life in large cities and suburbs and the culture of modernism.

SOCI 2907W. City Life

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded.

Ways of life in large cities and suburbs and the culture of modernism.

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

A. ENGL 3509W Studies in Individual Writers [W] (#7964) [Add W section to existing non-W]

Current Catalog Copy

ENGL 3509. Studies in Individual Writers

3.00 credits | May be repeated for credit.

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

Grading Basis: Graded

Concentrated study in one or two authors writing in English. May be repeated for credit with a change in topic.

Proposed Catalog Copy

ENGL 3509. Studies in Individual Writers

3.00 credits | May be repeated for credit.

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

Grading Basis: Graded

Concentrated study in one or two authors writing in English. May be repeated for credit with a change in topic.

ENGL 3509W. Studies in Individual Writers

3.00 credits | May be repeated for credit.

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

Grading Basis: Graded

Concentrated study in one or two authors writing in English. May be repeated for credit with a change in topic.

B. ENGL 4613W Advanced Study: LGBTQIA+ Literature [W] (#6020) [Revise title and description]

Current Catalog Copy

ENGL 4613W. Advanced Study: Lesbian, Gay, Bisexual and Transgender Literature

3.00 credits | May be repeated for credit.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher.

Grading Basis: Graded

Intensive study of particular topics in the literary expression of lesbian, gay, bisexual and transgender identity. May be repeated for credit with a change of topic.

Revised Catalog Copy

ENGL 4613W. Advanced Study: LGBTQ+ Literature

3.00 credits | May be repeated for credit.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher.

Grading Basis: Graded

Intensive study of particular topics in the literary expression of sexual and gender diversity across cultural contexts. Experiences of, for example, lesbian, gay, bisexual, transgender, intersex, queer, hijra, and two-spirit people.

- C. MARN 3003Q Environmental Reaction and Transport [Q] (#7019) [Revise number, title, prereqs, and description]

Current Catalog Copy

MARN 3003Q. Environmental Reaction and Transport

4.00 credits

Prerequisites: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q or 1151Q or 2141Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q.

Grading Basis: Graded

An introduction to the chemical/biological reactions and transport dynamics of environmental systems. Mass balances, elementary fluid mechanics and the coupled dynamics of lakes, rivers, oceans, groundwater and the atmosphere as biogeochemical systems.

Revised Catalog Copy

MARN 4202Q Models of the Ocean Carbon Cycle

4.00 credits

Prerequisites: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q or 1151Q or 2141Q; BIOL 1107 and 1108; CHEM 1126Q or CHEM 1128Q; and PHYS 1201Q or 1401Q; or permission of instructor.

Grading Basis: Graded

Introduction to the chemical/biological reactions and transport dynamics of ocean models with the focus on attribution of anthropogenic carbon in the global ocean. Quantitative topics include mass balances, the coupled dynamics of oceans and the atmosphere as biogeochemical systems, and parameterizations of important biogeochemical processes.

- D. SOCI 3211Q Quantitative Methods in Social Research [Q] (#7641) [Revise prerequisites]

Current Catalog Copy

SOCI 3211Q. Quantitative Methods in Social Research

4.00 credits

Prerequisites: SOCI 3201; STAT 1000 or 1100 or instructor consent; open to juniors or higher.

Grading Basis: Graded

Practical work in the design and execution of research, hypothesis testing, data analysis, and interpretations.

Revised Catalog Copy

SOCI 3211Q. Quantitative Methods in Social Research

4.00 credits

Prerequisites: SOCI 3201; STAT 1000 or 1100 or instructor consent; open to sophomores or higher.

Grading Basis: Graded

Practical work in the design and execution of research, hypothesis testing, data analysis, and interpretations.

E. SOCI 3251/W Social Theory [W] (#7340) [Revise description, title, and restrictions]

Current Catalog Copy

SOCI 3251. Social Theory

3.00 credits

Prerequisites: SOCI 1001, 1251, 1501, or 1701; open to juniors or higher.

Grading Basis: Graded

Sociological theory for advanced undergraduates.

SOCI 3251W. Social Theory

3.00 credits

Prerequisites: SOCI 1001 or 1251 or 1501; ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher.

Grading Basis: Graded

Sociological theory for advanced undergraduates.

Revised Catalog Copy

SOCI 3251. Sociological Theory

3.00 credits

Prerequisites: SOCI 1001, 1251, 1501, or 1701; open to sophomores or higher.

Grading Basis: Graded

Overview of classic and contemporary sociological theories, and how these theories help explain current society and shape contemporary sociological research.

SOCI 3251W. Sociological Theory

3.00 credits

Prerequisites: SOCI 1001, 1251, 1501, or 1701; ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher.

Grading Basis: Graded

Overview of classic and contemporary sociological theories, and how these theories help explain current society and shape contemporary sociological research.

F. SOCI 3271(W) Topics in the Sociology of Culture [W] (#7501) [Revise number, add W]

Current Catalog Copy

SOCI 3271. Topics in the Sociology of Culture

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

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

A variable topics course focusing on issues in the sociology of culture. Specific topics may include: production of culture and the culture industry, popular culture, the sociology of the arts, cultural representation of deviance and social problems, women and culture, film and the developing world, material culture, and cultural constructions of social inequality. May be repeated for credit with a change in topic.

Revised Catalog Copy

SOCI 2198. Variable Topics in the Sociology of Culture

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

Prerequisites: none

Grading Basis: Graded

A variable topics course focusing on issues in the sociology of culture. Specific topics may include production of culture and the culture industry, popular culture, the sociology of the arts, cultural representation of deviance and social problems, women and culture, film and the developing world, material culture, and cultural constructions of social inequality. May be repeated for credit with a change in topic.

SOCI 2198W. Variable Topics in the Sociology of Culture

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

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

A variable topics course focusing on issues in the sociology of culture. Specific topics may include production of culture and the culture industry, popular culture, the sociology of the arts, cultural representation of deviance and social problems, women and culture, film and the developing world, material culture, and cultural constructions of social inequality. May be repeated for credit with a change in topic.

G. SOCI 3307/W Drugs and Society [W] (#7341) [Revise number and prerequisites]

Current Catalog Copy

SOCI 3307. Drugs and Society

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Drug taking as a social problem, the "war on drugs," drug education, treatment and prevention approaches, the illegal drug market.

SOCI 3307W. Drugs and Society

3.00 credits

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

Grading Basis: Graded

Drug taking as a social problem, the "war on drugs," drug education, treatment and prevention approaches, the illegal drug market.

Revised Catalog Copy

SOCI 2320. Drugs and Society

3.00 credits

Prerequisites: None

Grading Basis: Graded

Drug taking as a social problem, the "war on drugs," drug education, treatment and prevention approaches, the illegal drug market.

SOCI 2320W. Drugs and Society

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Drug taking as a social problem, the "war on drugs," drug education, treatment and prevention approaches, the illegal drug market.

H. SOCI 3315/W Juvenile Delinquency [W] (#7282) [Revise number and description]

Current Catalog Copy

SOCI 3315. Juvenile Delinquency

3.00 credits

Prerequisites: Open only to juniors or higher

Grading Basis: Graded

An overview of sociological theory and research on juvenile delinquency.

SOCI 3315W. Juvenile Delinquency

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open only to juniors or higher

Grading Basis: Graded

An overview of sociological theory and research on juvenile delinquency.

Revised Catalog Copy

SOCI 2325. Juvenile Delinquency

3.00 credits

Prerequisites: None.

Grading Basis: Graded

An overview of sociological theory and research on juvenile delinquency and the juvenile justice system.

SOCI 2325W. Juvenile Delinquency

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

An overview of sociological theory and research on juvenile delinquency and the juvenile justice system.

I. SOCI 3351/W Society and the Individual [W] (#7564) [Revise number and prereqs]

Current Catalog Copy

SOCI 3351. Society and the Individual

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Modern social systems and the behavior, psychological organization, and development of individuals.

SOCI 3351W. Society and the Individual

3.00 credits

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

Grading Basis: Graded

Modern social systems and the behavior, psychological organization, and development of individuals.

Revised Catalog Copy

SOCI 2270. Society and the Individual

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Modern social systems and the behavior, psychological organization, and development of individuals.

SOCI 2270W. Society and the Individual

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Modern social systems and the behavior, psychological organization, and development of individuals.

- J. SOCI 3407/W Energy, Environment, and Society [W] (#7644) [Revise number, prereqs, and description]

Current Catalog Copy

SOCI 3407. Energy, Environment, and Society

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Sociological perspectives on energy production, distribution and consumption, environment, and social organization.

SOCI 3407W. Energy, Environment, and Society

3.00 credits

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

Grading Basis: Graded

Sociological perspectives on energy production, distribution and consumption, environmental, and social organization.

Revised Catalog Copy

SOCI 2707. Energy, Environment, and Society

3.00 credits

Prerequisites: None

Grading Basis: Graded

Sociological perspectives on energy production, distribution and consumption, technology transitions, and energy inequalities.

SOCI 2707W. Energy, Environment, and Society

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Sociological perspectives on energy production, distribution and consumption, technology transitions, and energy inequalities.

- K. SOCI 3429/W Sociological Perspectives on Poverty [W] (#7630) [Revise number, prereqs, and description]

Current Catalog Copy

SOCI 3429. Sociological Perspectives on Poverty

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Poverty in the U.S. and abroad, its roots, and strategies to deal with it.

SOCI 3429W. Sociological Perspectives on Poverty

3.00 credits

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

Grading Basis: Graded

Poverty in the U.S. and abroad, its roots, and strategies to deal with it.

Revised Catalog Copy

SOCI 2820. Sociological Perspectives on Poverty

3.00 credits

Prerequisites: Open only to sophomores or higher.

Grading Basis: Graded

The causes, conditions, and possible remedies for poverty. Topics may include historical, cultural, structural, social, political, racial, and spatial/geographical forces, lived experiences of the poor, and the impact of poverty on communities.

SOCI 2820W. Sociological Perspectives on Poverty

3.00 credits

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

Grading Basis: Graded

The causes, conditions, and possible remedies for poverty. Topics may include historical, cultural, structural, social, political, racial, and spatial/geographical forces, lived experiences of the poor, and the impact of poverty on communities.

L. SOCI 3451/W Sociology of Health [W] (#7342) [Revise number and prereqs]

Current Catalog Copy

SOCI 3451. Sociology of Health

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Social factors related to health, illness, and health-care systems.

SOCI 3451W. Sociology of Health

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open only to juniors or higher.

Grading Basis: Graded

Social factors related to health, illness, and health-care systems.

Revised Catalog Copy

SOCI 2660. Sociology of Health

3.00 credits

Prerequisites: None

Grading Basis: Graded

Social factors related to health, illness, and health-care systems.

SOCI 2660W. Sociology of Health

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Social factors related to health, illness, and health-care systems.

M. SOCI 3457/W Sociology of Mental Illness [W] (#7343) [Revise number, prereqs, and description]

Current Catalog Copy

SOCI 3457. Sociology of Mental Illness

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Madness in human societies; its history, incipience, epidemiology, etiology, institutionalization, and other issues.

SOCI 3457W. Sociology of Mental Illness

3.00 credits

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

Grading Basis: Graded

Madness in human societies; its history, incipience, epidemiology, etiology, institutionalization, and other issues.

Revised Catalog Copy

SOCI 2280. Sociology of Mental Illness

3.00 credits

Prerequisites: Open only to sophomores or higher.

Grading Basis: Graded

Theories and research in the sociology of mental health; emphasis on how sociologists analyze mental illness, the social and structural causes of mental illness, and the social and institutional responses to people experiencing mental illness.

SOCI 2280W. Sociology of Mental Illness

3.00 credits

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

Grading Basis: Graded

Theories and research in the sociology of mental health; emphasis on how sociologists analyze mental illness, the social and structural causes of mental illness, and the social and institutional responses to people experiencing mental illness.

N. SOCI 3471/W Sociology of Education [W] (#7283) [Revise number and restrictions]

Current Catalog Copy

SOCI 3471. Sociology of Education

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Education and society: primary schools through universities as agencies for social selection and socialization.

SOCI 3471W. Sociology of Education

3.00 credits

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

Grading Basis: Graded

Education and society: primary schools through universities as agencies for social selection and socialization.

Revised Catalog Copy

SOCI 2110. Sociology of Education

3.00 credits

Prerequisites: None

Grading Basis: Graded

Education and society: primary schools through universities as agencies for social selection and socialization.

SOCI 2110W. Sociology of Education

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011 Grading Basis: Graded

Education and society: primary schools through universities as agencies for social selection and socialization.

O. SOCI 3521/W Sociology of Religion [W] (#7542) [Revise number and prereqs]

Current Catalog Copy

SOCI 3521. Sociology of Religion

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Religion in social context: differences of church, denomination, sect, and cult; religious culture, organization, and ideology.

SOCI 3521W. Sociology of Religion

3.00 credits

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

Grading Basis: Graded

Religion in social context: differences of church, denomination, sect, and cult; religious culture, organization, and ideology.

Revised Catalog Copy

SOCI 2670. Sociology of Religion

3.00 credits

Prerequisites: None

Grading Basis: Graded

Religion in social context: differences of church, denomination, sect, and cult; religious culture, organization, and ideology.

SOCI 2670W. Sociology of Religion

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Religion in social context: differences of church, denomination, sect, and cult; religious culture, organization, and ideology.

P. SOCI 3601/W Sociology of Gender [CA4, W] (#7344) [Revise prereqs]

Current Catalog Copy

SOCI 3601. Sociology of Gender

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Explores processes contributing to social construction of gender; examines the theories used to explain the system of inequality in the United States with particular attention to the intersection of gender, race, ethnicity, sexuality, and class; and evaluates how men and women are differentially constituted in the family, in education, work, politics, and language. CA 4.

SOCI 3601W. Sociology of Gender

3.00 credits

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

Grading Basis: Graded

Explores processes contributing to social construction of gender; examines the theories used to explain the system of inequality in the United States with particular attention to the intersection of gender, race, ethnicity, sexuality, and class; and evaluates how men and women are differentially constituted in the family, in education, work, politics, and language. CA 4.

Revised Catalog Copy

SOCI 3601. Sociology of Gender

3.00 credits

Prerequisites: Open only to sophomores or higher.

Grading Basis: Graded

Processes contributing to social construction of gender; theories used to explain the system of inequality in the United States with particular attention to the intersection of gender, race, ethnicity, sexuality, and class; how men and women are differentially constituted in the family, in education, work, politics, and language. CA 4.

SOCI 3601W. Sociology of Gender

3.00 credits

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

Grading Basis: Graded

Processes contributing to social construction of gender; theories used to explain the system of inequality in the United States with particular attention to the intersection of gender, race, ethnicity, sexuality, and class; how men and women are differentially constituted in the family, in education, work, politics, and language. CA 4.

Q. SOCI 3801/W Political Sociology [W] (#7563) [Revise prereqs]

Current Catalog Copy

SOCI 3801. Political Sociology

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Social analysis of power, democracy and voting, society and the state, and political economy.

SOCI 3801W. Political Sociology

3.00 credits

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

Grading Basis: Graded

Social analysis of power, democracy and voting, society and the state, and political economy.

Revised Catalog Copy

SOCI 3801. Political Sociology

3.00 credits

Prerequisites: Open only to sophomores or higher.

Grading Basis: Graded

Social analysis of power, democracy and voting, society and the state, and political economy.

SOCI 3801W. Political Sociology

3.00 credits

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

Grading Basis: Graded

Social analysis of power, democracy and voting, society and the state, and political economy.

R. SOCI 3821/W Social Movements and Social Change [W] (#7600) [Revise number and prereqs]

Current Catalog Copy

SOCI 3821. Social Movements and Social Change

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Revolutionary, reform, reactionary, religious, communal, and escapist movements.

SOCI 3821W. Social Movements and Social Change

3.00 credits

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

Grading Basis: Graded

Revolutionary, reform, reactionary, religious, communal, and escapist movements.

Revised Catalog Copy

SOCI 2835. Social Movements and Social Change

3.00 credits

Prerequisites: None

Grading Basis: Graded

Revolutionary, reform, reactionary, religious, communal, and escapist movements.

SOCI 2835W. Social Movements and Social Change

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Revolutionary, reform, reactionary, religious, communal, and escapist movements.

- S. SOCI 3823(W) The Sociology of Law: Global and Comparative Perspectives [CA2, CA4-Int, W] (#7623) [Revise prereqs, add W]

Current Catalog Copy

SOCI 3823. The Sociology of Law: Global and Comparative Perspectives

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

The relationship between law and social change cross-nationally, including dispute processing in kinship societies, the impact of Western law on Third World countries, legal strategies that challenge inequality based on class, race, sex, religion, and sexuality, and the impact of international human rights treaties on inequality. CA 2. CA 4-INT.

Revised Catalog Copy

SOCI 3823. The Sociology of Law: Global and Comparative Perspectives

3.00 credits

Prerequisites: Open only to sophomores or higher.

Grading Basis: Graded

The relationship between law and social change cross-nationally, including dispute processing in kinship societies, the impact of Western law on Third World countries, legal strategies that challenge inequality based on class, race, sex, religion, and sexuality, and the impact of international human rights treaties on inequality. CA 2. CA 4-INT.

SOCI 3823W. The Sociology of Law: Global and Comparative Perspectives

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open only to sophomores or higher.

Grading Basis: Graded

The relationship between law and social change cross-nationally, including dispute processing in kinship societies, the impact of Western law on Third World countries, legal strategies that challenge inequality based on class, race, sex, religion, and sexuality, and the impact of international human rights treaties on inequality. CA 2. CA 4-INT.

- T. SOCI/AAAS 3221(W) Sociological Perspectives on Asian American Women [CA4,W] (#7844) [Revise number and prereqs, add W]

Current Catalog Copy

SOCI 3221. Sociological Perspectives on Asian American Women

Also offered as: AAAS 3221

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

An overview of social structures, inter-group relations, and women's rights, focusing on the experience of Asian American women. CA 4.

AAAS 3221. Sociological Perspectives on Asian American Women

Also offered as: SOCI 3221

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

An overview of social structures, inter-group relations, and women's rights, focusing on the experience of Asian American women. CA 4.

Revised Catalog Copy

SOCI 2210. Sociological Perspectives on Asian American Women

Also offered as: AAAS 2210

3.00 credits

Prerequisites: None

Grading Basis: Graded

An overview of social structures, inter-group relations, and women's rights, focusing on the experience of Asian American women. CA 4.

SOCI 2210W. Sociological Perspectives on Asian American Women

Also offered as: AAAS 2210W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

An overview of social structures, inter-group relations, and women's rights, focusing on the experience of Asian American women. CA 4.

AAAS 2210. Sociological Perspectives on Asian American Women

Also offered as: SOCI 2210

3.00 credits

Prerequisites: None

Grading Basis: Graded

An overview of social structures, inter-group relations, and women's rights, focusing on the experience of Asian American women. CA 4.

AAAS 2210W. Sociological Perspectives on Asian American Women

Also offered as: SOCI 2210W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

An overview of social structures, inter-group relations, and women's rights, focusing on the experience of Asian American women. CA 4.

III. The Senate Curricula and Courses Committee Chair approved the following Special Topics course for one offering:

- A. UNIV 1995 Special Topics: Honors Human Flourishing (#9144)

IV. The University Interdisciplinary Courses Committee and the Senate Curricula and Courses Committee Chair approved the following Variable Topics 'pop-up' course offering:

- A. UNIV 3088 Variable Topics: Confronting Anti-Asian Racism (#8144)

V. Proposal to Revise W Criteria

A. Justification:

The current W guidelines do not specify formatting guidelines for the 15-page minimum. As such, it would be permissible to have larger fonts or larger margins. A word count is more precise and universal. We therefore propose a change to clarify the 15 page minimum by adding the specifications of a word count (calculated as 300 words per page on average). This clarification of a page / word count moves away from an essay centric writing model and allows instructors to include multimodal elements that are not captured in a traditional word count.

B. Current Relevant GEOC Guidelines

Criteria:

Courses (and their equivalents) appropriate for a W designation should:

1. Require that students write a minimum of fifteen pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness;

C. Proposal to Senate

We propose to amend the guidelines as such (see underlined text):

Require that students write a minimum of either fifteen pages or a minimum of 4500 words, excluding references/works cited, that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness;

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 11/2/21 and 11/16/21 meetings

**Nominating Committee Report
to the University Senate**

December 6, 2021

1. We move the following faculty addition to the named standing committee:
Lindsay Cummings to the GEOC

2. For the information of the Senate, the Undergraduate Student Government has made the following appointments:

Senate University Budget Committee – Edward Zelikman

Senate University Planning Committee – Gaston Neville and Luke Villani

Respectfully Submitted,

Dan Burkey, Chair

Terri Dominguez

Robin Coulter

Betsy McCoach

Jennifer Dineen

Carol Polifroni

Senate Scholastic Standards Committee
Report to the University Senate
November 1, 2021

Motion to amend the By-Laws, Rules and Regulation of the University Senate II.A.1 Admissions, Minimum Requirements

A. Background:

In some exceptional cases (approximately 10 per year), students are unable to meet the minimum requirements for admission because, for example, they come from a country where records are difficult to obtain, they have an associate's degree, but not a high school diploma, or similar exceptional circumstances.

Currently, the Senate By-Law states that the Director of Admissions has *sole responsibility* for decisions related to these exceptions, as noted in Senate By-Law II.A.1, section d.

This issue of sole responsibility was brought to the attention of SSC by the the Director of Admissions. After review of the By-Law and further discussion with the Director of Admissions, SSC voted to revise Senate By-Law II.A.1 – with the changes noted below:

1. Inserted new language in section d, which states that the decision for exceptions lies with the Director of Admissions in consultation with leadership from the Division of Enrollment Planning and Management.
2. Moved language from former section d to section e – remove references to who is responsible for the decision making.
3. Moved former section e to section f.

B. Current Relevant By-Laws

1. *Minimum Requirements*

Except as specified below, the following are the minimum requirements for admission to the freshman and transfer class in all undergraduate schools and colleges with the exception of the Ratcliffe Hicks School of Agriculture:

- a. Each applicant shall have graduated from AND have completed 16 units (or the equivalent)_in an approved secondary school or program.

As a part of the 16 units in the typical U.S. four-year secondary school program, candidates for admission shall present 15 units of college preparatory work. This college preparatory work must include:

- Four units of English (composition and literature)
- Three units of mathematics (one unit of each of the following or their equivalents: algebra I, algebra II, geometry)

- Two units of laboratory science
- Two units of social science or history
- Two units (generally corresponding to two years) of a single foreign language or the equivalent
- Three units of electives (two units must be college preparatory)

Students attending secondary school programs outside of the United States that do not follow the typical US model of secondary education will have their curriculum evaluated within the context of the educational system in which they attend.

b. All applicants for admission to undergraduate degree programs are required to provide official transcripts of their high school grades and relevant test scores, including the College Board SAT or the ACT. English proficiency scores, such as the iBT (Internet Based TOEFL) or IELTS, must be presented by students for whom English is not a first language. All applicants for admissions are holistically reviewed, which includes an applicant's personal statement/essay, secondary school transcript, test scores, student involvement/activities, letters of recommendation and any other information the student presents as part of the application process. Admission is competitive and based on the applicant's likelihood of success.

c. Transfer applicants are required to provide official transcripts from all colleges or universities where they have attempted collegiate coursework.

d. Exceptions to the requirements of paragraph II.A.1.a. may be made by the Director of Admissions for individuals in the following categories: (a) applicants who have completed secondary school at least three years prior to the date of matriculation, (b) educationally disadvantaged students, including those from schools with inadequate course offerings, (c) applicants with highly specialized talents or backgrounds appropriate to a particular program of study, or (d) applicants with exceptionally high combined high school standing and test scores. The Director of Admissions may also waive test scores for students who demonstrate maturity and show promise of success.

e. Each applicant may be called upon to provide supplementary information, if it is deemed necessary.

C. Proposal to Senate: Motion

The Scholastic Standards Committee proposes to amend the By-Laws, Rules and Regulation of the University Senate II.A.1 Admissions, Minimum Requirements

1. Minimum Requirements

Except as specified below, the following are the minimum requirements for admission to the freshman and transfer class in all undergraduate schools and colleges with the exception of the Ratcliffe Hicks School of Agriculture:

- a. Each applicant shall have graduated from AND have completed 16 units (or the equivalent) in an approved secondary school or program.

As a part of the 16 units in the typical U.S. four-year secondary school program, candidates for admission shall present 15 units of college preparatory work. This college preparatory work must include:

- Four units of English (composition and literature)
- Three units of mathematics (one unit of each of the following or their equivalents: algebra I, algebra II, geometry)
- Two units of laboratory science
- Two units of social science or history
- Two units (generally corresponding to two years) of a single foreign language or the equivalent
- Three units of electives (two units must be college preparatory)

Students attending secondary school programs outside of the United States that do not follow the typical US model of secondary education will have their curriculum evaluated within the context of the educational system in which they attend.

b. All applicants for admission to undergraduate degree programs are required to provide official transcripts of their high school grades and relevant test scores, including the College Board SAT or the ACT. English proficiency scores, such as the iBT (Internet Based TOEFL) or IELTS, must be presented by students for whom English is not a first language. All applicants for admissions are holistically reviewed, which includes an applicant's personal statement/essay, secondary school transcript, test scores, student involvement/activities, letters of recommendation and any other information the student presents as part of the application process. Admission is competitive and based on the applicant's likelihood of success.

c. Transfer applicants are required to provide official transcripts from all colleges or universities where they have attempted collegiate coursework.

d. Exceptions to the requirements of paragraph II.A.1.b. may be made by the Director of Admissions in consultation with leadership from the Division of Enrollment Planning and Management for individuals who present as uniquely competitive applicants, and who could be successful at the University, without prior official documentation.

~~d.e.~~ Exceptions to the requirements of paragraph II.A.1.a. may be made ~~by the Director of Admissions~~ for individuals in the following categories: (a) applicants who have completed secondary school at least three years prior to the date of matriculation, (b) educationally disadvantaged students, including those from schools with inadequate course offerings, (c) applicants with highly specialized talents or backgrounds appropriate to a particular program of study, or (d) applicants with exceptionally high combined high school standing and test scores. ~~The Director of Admissions may also~~

~~waive~~ Test scores for students who demonstrate maturity and show promise of success ~~may be waived~~.

e. f. Each applicant may be called upon to provide supplementary information, if it is deemed necessary.

RESOLUTION
from Senate Scholastic Standards Committee
December 6, 2021

Whereas, Academic units determine class enrollment caps with attention to pedagogy, as well as to facilitate offering course requirements and timely graduation, address varying student interest in courses, recognize fluctuating instructor and teaching assistant availability (e.g., instructor vacancies, faculty sabbaticals, limited teaching assistant lines), accommodate delivery modalities (i.e., in person, online, distance learning, hybrid), and consider classroom availability restrictions (e.g., seat capacity and technology access).

Whereas, Evidence exists that class capacity has been revised by entities other than the academic unit.

Be It Resolved, That Senate reasserts that course registration designations for Class Capacity (aka “enrollment caps”) shall be determined by department heads in consultation with instructors, and where appropriate, the Dean of the College/School (or Dean’s Designee).

University Senate

Campus Return:

Implementing the Recommendations of the Mental Health Task Force

December 6, 2021

UConn

STUDENT HEALTH
AND WELLNESS

UConn

OFFICE OF STUDENT
CARE AND CONCERN

Recommendations of the Mental Health Task Force



Crisis
Support

- Rethinking Transports

Accessible
Services

- Mental Health Operations
- Health Equity & Access to Care
- Regional Campus Task Force

Caring Community

- Wellness Coalition
- JED Campus

Workgroup Level Recommendations

- Community Wellness
- Mental Health Continuum and Coordination of Services
- Diversity, Inclusion, Culture, Language, and Workforce
- Training and Research for Graduate Student Population

Community Wellness

- Integrate health and well being into the mission, values and operations of the university
- Create and implement a marketing campaign to raise awareness of needs and services
- Promote holistic personal development

Mental Health and Continuum of Care Workgroup

- Chart an optimal continuum of care and identify gaps
- Explore how to amplify existing strengths throughout the university
- Explore appropriate community partnerships
- Identify strong collaborations among units across the university

Diversity, Inclusion, Culture and Language Subcommittee

- Recruit and retain a diverse faculty and staff that reflects the student body
- Provide appropriate culturally sensitive mental health and wellness training fo faculty and staff
- Conduct regular climate surveys
- Synergize efforts for Storrs, regional, and international students
- Assess efficacy of our programs
- Leverage with affiliated partnerships (centers, affinity groups)

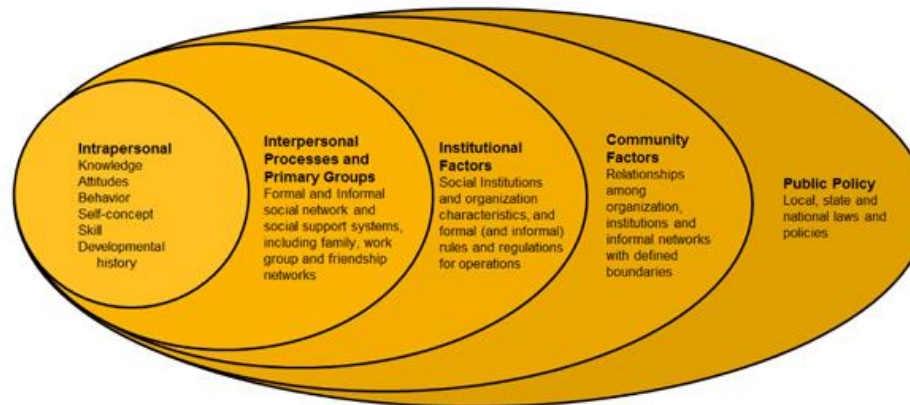
Training and Research Subcommittee

- Provide training programs for graduate advisors and advisees
- Develop graduate student survey to collect feedback on needs and experiences
- Develop community through non-research focused activities and traditions
- Develop transparent practices and timelines
- Develop digital platforms and apps to connect students with resources

Why a Wellness Coalition?

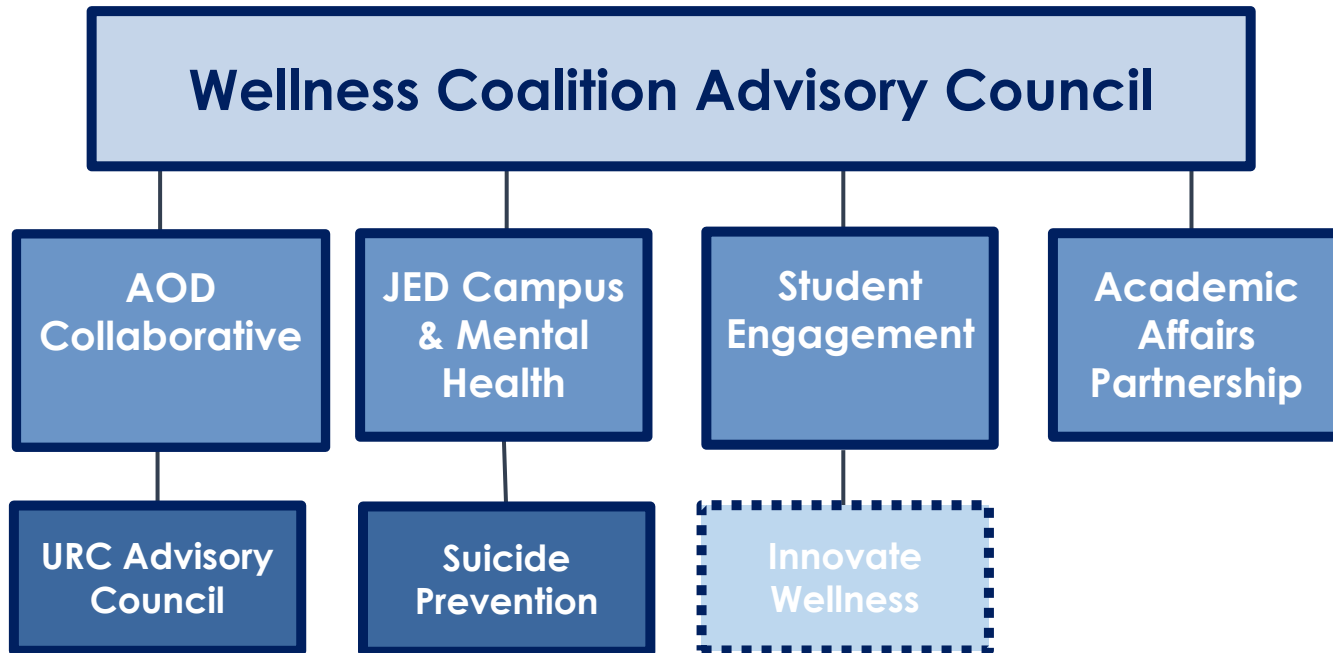


- Community involvement leads to community impact
- Coordinated activities allow us to broaden reach and maximize resources
- Systems-level approaches are more scalable than individual interventions



Source: American College Health Association
https://www.acha.org/HealthyCampus/HealthyCampus/Ecological_Model.aspx

Wellness Coalition Structure

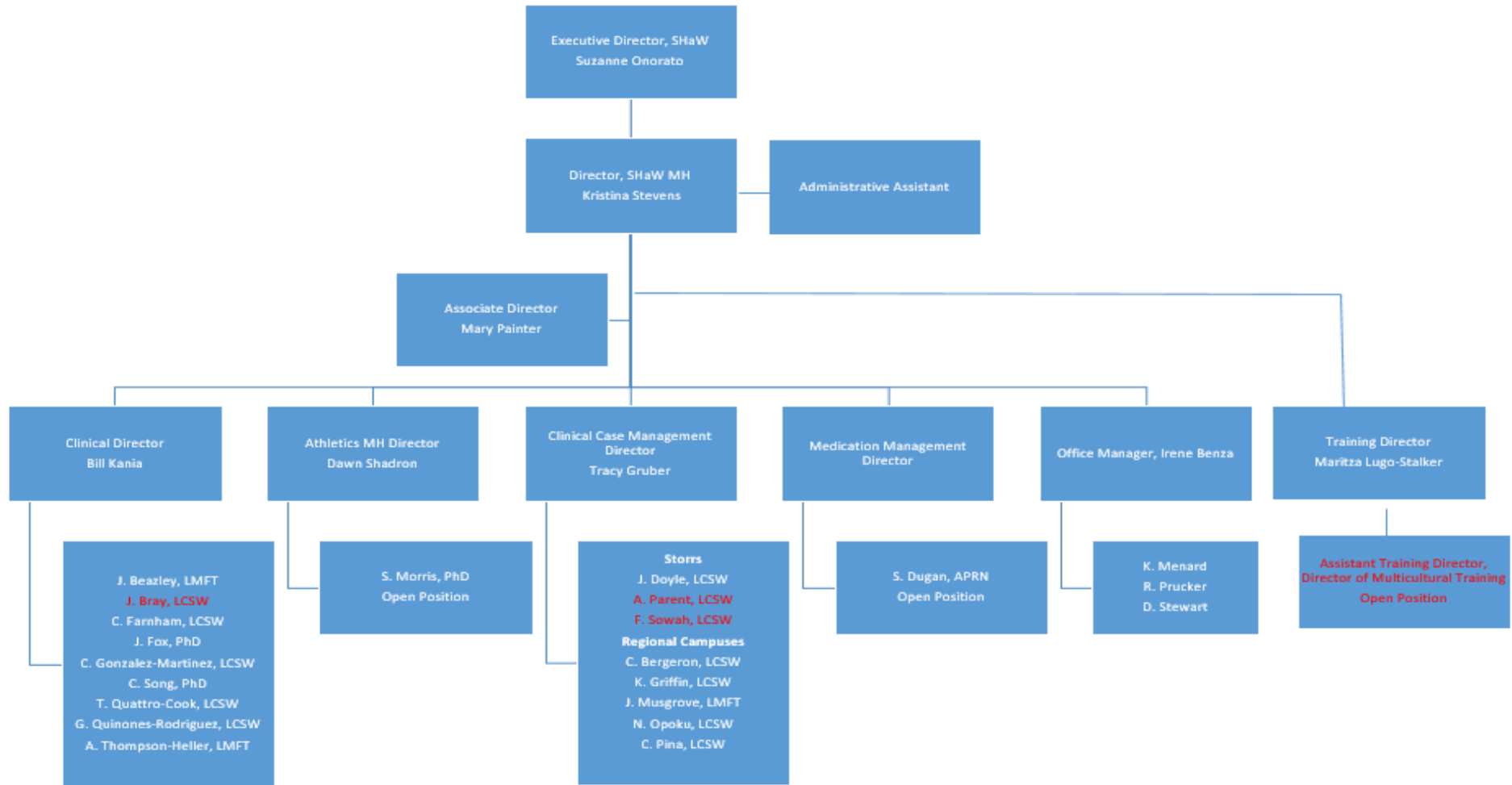


Mental Health Recommendations



Recommendations	Actions
Vision	<ul style="list-style-type: none"> Organizational structure promoting enhanced supervisory support and full implementation of service continuum Increased integration across SHaW
Service Model	<ul style="list-style-type: none"> Enhanced training and coaching to implement evidence based treatment models
Student Experience	<ul style="list-style-type: none"> Expanded hours Online scheduling Rapid Access Expand community partnerships Centralized scheduling Student surveys
Operational Efficiencies	<ul style="list-style-type: none"> Clinical caseload reports Developing key performance indicators
Equity and Inclusion	<ul style="list-style-type: none"> Training and Recruitment efforts focused on cross cultural knowledge and culturally informed care Examine data through a race/ethnicity lens
Communication, Outreach and Collaboration	<ul style="list-style-type: none"> SHaW student advisory group Develop and disseminate tools to support staff and faculty Partner with broad coalition of University stakeholders JED Campus

SHaW Mental Health Organizational Chart



Access to Mental Health Care



Examining data from Fall 2019 vs. Fall 2021:

- 72% increase in Screenings
- Introduced Rapid Access
- Average 2 days from call to screening = 35% decrease in wait time
- Average of 5 days from screening to next appointment = 51% decrease

Regional Campus Task Force Access to Care & Community Health



Co-Chairs:

- Annemarie Seifert, Avery Point Campus Director
- Suzanne Onorato, Executive Director, Student Health and Wellness

Task Force Charge:

1. Review regional student access to medical care and determine gaps contributing to health inequity and disparity in care.
2. Identify appropriate levels of care.
3. Develop a financial model.
4. Extend the wellness “hub” to the regional campuses.

Regional Campus Task Force Findings



Overall Observations:

1. UConn may be a leader in the field for creating a regional campus approach to comprehensive health care services.
2. Allows for greater continuity of care for students transferring from regional campuses to Storrs.
3. Evaluating the expansion of mental health and wellness services.
4. Evaluating increasing access to medical care and on-site campus clinics.
5. Opportunity to create formal networks with local health services.

Stay tuned for Final Recommendations...

Mental Health Transport Review Group



RECOMMENDATIONS:

- On-call residential and mental health teams should work directly with police to determine if a physical response is essential
- Every effort should be made to de-escalate, protect life safety, and respect that an unnecessary police presence can unintentionally escalate on-call response
- Police should always be utilized whenever there is an imminent risk of harm to self or others

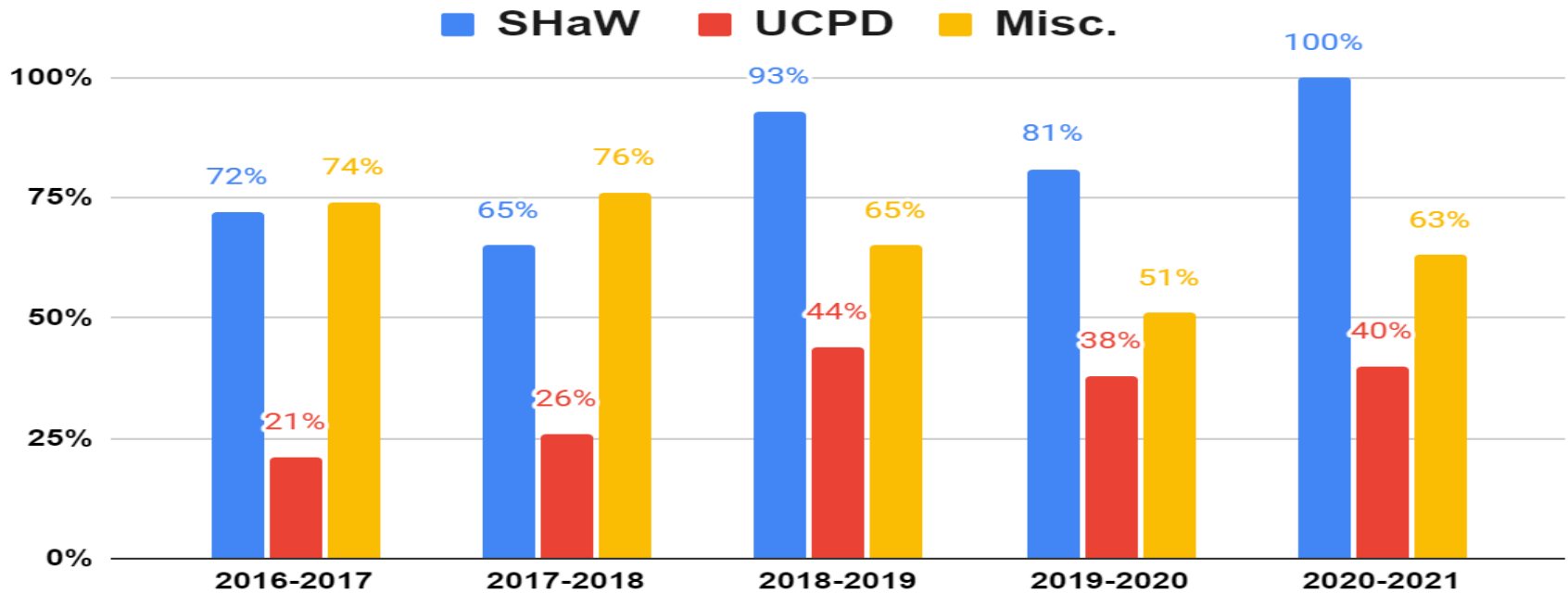


Be well. Feel well. Do well.

Transport Percentages



% of Transports that led to Inpatient Admissions



Mental Health Transports New Process



- SHAW-MH will be called for mental health incidents
- UCPD will be called for active or harmful/threatening behavior
- Residential Life will contact SHAW-MH front desk or on call counselor when needed
- Student in crisis is able to talk to on phone or webex counselor
- Counselor will make determination of transport or make appointment with student for next day
- The SHAW-MH counselor will contact for transport if needed

Update on the Recommendations of the Mental Health Task Force

QUESTIONS?



Subgroup Recommendations