

**University Senate Meeting**  
**February 7, 2022**  
**WebEx Virtual Meeting**

**1. Call to Order**

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

**2. Approval of Minutes of December 6, 2021 University Senate meeting**

Senator **McCutcheon** requested that the minutes be amended to include previous discussion with Interim President Agwunobi regarding contract negotiations. The December 6, 2021 minutes will be amended and posted to the Senate website.

**3. Report of the President**

Presented by Interim President Radenka Maric

President **Maric**

- Discussed the e-mail that was sent to the UConn Community on Sunday evening addressing sexual violence at the University. UConn has a zero-tolerance policy to violence or sexual assault and there will a meeting with students in the next few weeks to discuss this matter followed by an announcement of how the University will address these issues.
  
- Presented her three priorities as President:
  1. Student Success: Both while at UConn and after graduation; working to achieve successful job placements with competitive salaries. Measuring UConn alumni success across every sector of the economy – private or public, for-profit, non-profit. Mentoring and cultivating new entrepreneurs.
  2. Fundraising: Year-over-year growth in donor base and volume of giving.
  3. Academic Success: Overall university ranking as well as by school and department benchmarked against peer and competitor institutions; building faculty strength, recruiting and retaining great faculty; measuring Key Performance Indicators for the UConn brand.
  
- Recognized Student Champions – A team of Stamford-based UConn business graduate students won the highly competitive 2021 Bloomberg Global Trading Challenge, beating out almost 500 teams from around the world.

Their trading portfolio surpassed a Bloomberg benchmark by \$467,961. The UConn team beat second-place winner Prince Sultan University in Saudi Arabia by more than \$100,000.

- Provided a Budget Overview, stating that the Governor will be announcing his budget on February 9<sup>th</sup>
  - Operating Budget: FY22 \$5.5M deficit was projected in the fall; decision to delay student move-in by 2 weeks resulted in ~\$8.8M loss; small savings recognized to date, leading to a current forecast of an \$11M deficit; more savings are needed.
  - Budget Hearings: Begin in February; rescissions and requests for additional support will be evaluated in light of the forecasted deficits.
  - Kevin Ollie Settlement: No impact on FY22 operating deficit since the liability was budgeted; funds would have been used to reduce the deficit if we had prevailed.

Moderator **Dineen** asked if there were any questions for the President.

Senator **Long** asked the President if she is in support of a prompt, effective, and fair negotiation with UConn AAUP and the renegotiation of the contract. President **Maric** stated that she is in support of the faculty and asked for Associate Vice President Christopher **Delello** to provide more details as appropriate. AVP **Delello** stated that he believes there is a good faith effort to negotiate as we move forward into the next phase.

Senator **Majumdar** asked for clarifications regarding the decision to terminate former Coach Ollie and President **Maric** stated that she would need to defer to David Benedict, Director of Athletics, given that she has only been in this position for 7 days. As Director Benedict was not in the meeting, the question was tabled, and an answer will be provided at a future time.

Senator **Schultz** stated that at the December 7, 2020 Senate meeting, the Office of the Vice President for Research presented a plan to enforce existing policy on deadlines for proposals. The Senate then called for “the formation of a faculty/staff OVRP working group, formed and charged by the President, to identify impediments to the expeditious review of proposals in advance of deadlines and propose solutions and enable all parties to work together to support University’s pre-award operations. A report including the proposed solution will be presented to the University Senate at the March 2021 meeting.” There was a Presidential Task Force on Sponsored Projects formed, the

report was completed and presented by chair Antonio Vela at the March 1, 2021 meeting of the Senate. Senator Schultz had two questions: 1) What has been the policy of enforcing the proposal submission deadline policy; and 2) the Task Force recommended 17 actions, which of those actions have been implemented, which are being considered and which are not being considered and why? President **Maric** deferred this question to Michelle **Williams**, Associate Vice President for Research Development. Moderator **Dineen** recognized Michelle **Williams**, who stated that as of May 5, 2021 there have been responses to faculty proposals provided within the 3-day turnaround time which has resolve the bottleneck of proposals. There were 4 challenges identified and 17 recommendations and all the recommendations were valuable, however the first challenge was identified around staffing to support proposals and deadlines. There has been a hiring plan that has been put in place and has resulted in high-level hires, along with improving the training process. Then they worked to implement a dashboard to go along with the flowchart, in order to allow faculty to track the progress of their proposal. This has been useful for the faculty and the office. There has been work done on better communication, including two town halls. The systems are currently being reviewed to identify if any changes or updates need to be put in place. The cost-share for budgets within the schools and colleges is still a challenge that has not had as much movement.

Senator **McCutcheon** stated that academic units have had a feeling that the athletics department is untouchable, as exemplified by the Director of Athletics being the fourth highest paid employee in the State. He asked for a perspective as to how the President can work between both athletics and academics in order to provide equal distribution of guidelines between both. President **Maric** stated that the Athletics Director is putting forth a strategic plan and the Provost is working with them.

Senator **Jockusch** asked for elaboration for a broader example of success for student beyond salary. President **Maric** stated that her measures of success that were discussed are being dictated by the metrics that the Governor has put forth to all universities and colleges.

#### **4. Report of the Senate Executive Committee**

Presented by SEC Chair Del Siegle

Attachment #1

Vote on a Resolution to Recommend Increase to Board of Trustees Membership

The motion for the vote carried with 64-yes, 0-no, 3-abstentions.

## 5. Consent Agenda Items:

Report of the Senate Curricula and Courses Committee

Attachment #2

The consent agenda passed unanimously with a verbal vote.

Moderator **Dineen** called for any new business and acknowledged that Senator **McCutcheon** has been added to the agenda.

## 6. Motion to Recommend Update to University By-Laws, Article IX.G / University Senate Committees and Article IX.A and IX.B / University Senate Membership and Elections

Attachment #3

Presented by SEC Member Ethan Werstler

Vote on increasing representation on the Senate of both graduate and undergraduate students. The vote on the motion carried with 42-yes, 11-no, 4-abstentions.

Senator **Werstler** made a motion to recommend amending the University By-Laws, Section IX.G as follows:

### 1. The Senate Executive Committee

The Senate Executive Committee (SEC) shall consist of eight faculty members, two professional staff members, and one two undergraduate and one two graduate student members.

The vote on the motion carried with 51-yes, 8-no, 1-abstentions.

## 7. Report from Senate Scholastic Standards Committee

Attachment #4

(presented by Senator Bedore)

PRESENTATION AND VOTE on amendment to the Policy on Academic Adjustments for General Education Competencies

Senator **Bedore** presented the motion and asked for any discussion. Senator **Jockusch** asked about whether the new process would take out any faculty role and Senator **Bedore** clarified that the dean or designee would be part of the process. Senator **Jockusch** stated as a follow-up that a majority of advisement has moved over to professional staff rather than faculty. Senator **Coulter** shared that the Committee didn't have a lot of action and these items went to the dean or designee. Senator **Shoulson** stated that when the committee addressed this the intention was that it would be done with the appropriate department. Senator **Jockusch** asked if there is any record or reporting on the process in writing. Senator **Madaus** stated

that this is reported to GEOC every year. Senator **Ulloa** asked how many students per semester request this accommodation and if this process is streamlined would it increase the requests. Senator **Madaus** stated that he doesn't view that this will cause an increase, as it comes through the Center for Students with Disabilities.

The vote on the motion carried with 48-yes, 4-no, 7-abstentions.

PRESENTATION on a motion to amend the By-Laws, Rules, and Regulations of the University Senate, 2.E.II, Responsibility for the Academic Assessment of Students

Senator **Bedore** presented the motion. Senator **Schultz** stated that he feels that the messaging should be clarified. Assessment and assignment are essentially the same and the slash be removed, and the timeline for this be indicated. Senator **Majumdar** asked whether instructors permitted to state that make-up will not be allowed as part of the policy. Senator **Douglas** suggested changing the wording to state 'if, when and how'.

#### **8. Report on NECHE Midpoint Accreditation Cycle Feedback**

Attachment #5

Presented by Dr. Sarah Croucher

Dr. Sarah **Croucher** presented the report. Senator **Schultz** stated that there has been discussion about assessment with little resources to support this activity from the administration. Senator **Shoulson** agreed that this is an effort that requires centralized support. There is support coming out of CETL and the Provost's Office is looking to offer additional resources. Senator **Dormidontova** asked about the financial stability component, as the organization has pulled back from this focus and move over to strategic planning. Senator **McCutcheon** asked if administrative stability is used as a component and Dr. **Croucher** stated that the University has been asked to have an operational strategic plan. Senator **Lejuez** stated that stability of senior leadership is important, but this may be less of an issue than other components such as academic stability. Senator **Morrell** stated quantitative assessment tends to be the assumption, as qualitative assessments are very time consuming. Dr. **Croucher** stated that NECHE is very flexible with how the assessments are identified as there is no prescriptive framework regarding how this is done.

## 9. New Business

Senator **McCutcheon** made the following motion as new business:

The University Senate invites the University of Connecticut Board of Trustees to send a representative to a meeting of the Senate before the end of FY 2022 to discuss issues of mutual interest.

The motion was seconded by Senator **Long**.

The vote on the motion carried with 48-yes, 10-no, 2-abstentions. This motion will be forwarded to the Senate Executive Committee to share with University administration.

## 10. ADJOURNMENT

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

Senator **Burkey** seconded.

Motion passed unanimously.

The meeting was adjourned at 5:58 p.m.

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

## SENATE EXECUTIVE COMMITTEE

Del Siegle, Chair  
Pam Bedore  
Marisa Chrysochoou  
Maria-Luz Fernandez  
Angela Rola  
Manuela Wagner

Pam Bramble  
Gary English  
Gustavo Nanclares  
Irio Schiano  
Ethan Werstler



# President's Report

## University Senate Meeting

February 7, 2022

**UConn**

# Three Priorities as President

- 1. Student Success:** Both while at UConn and after graduation; working to achieve successful job placements with competitive salaries. Measuring UConn alumni success across every sector of the economy – private or public, for-profit, non-profit. Mentoring and cultivating new entrepreneurs.
- 2. Fundraising:** Year-over-year growth in donor base and volume of giving.
- 3. Academic Success:** Overall university ranking as well as by school and department benchmarked against peer and competitor institutions; building faculty strength, recruiting and retaining great faculty; measuring Key Performance Indicators for the UConn brand.



# Student Champions

- A team of Stamford-based UConn business graduate students won the highly competitive 2021 Bloomberg Global Trading Challenge, beating out almost 500 teams from around the world.
- Their trading portfolio surpassed a Bloomberg benchmark by \$467,961. The UConn team beat second-place winner Prince Sultan University in Saudi Arabia by more than \$100,000.



# Budget Overview

- **Operating Budget:** FY22 \$5.5M deficit was projected in the fall; decision to delay student move-in by 2 weeks resulted in ~\$8.8M loss; small savings recognized to date, leading to a current forecast of an \$11M deficit; more savings are needed.
- **Budget Hearings:** Begin in February; rescissions and requests for additional support will be evaluated in light of the forecasted deficits.
- **Kevin Ollie Settlement:** No impact on FY22 operating deficit since the liability was budgeted; funds would have been used to reduce the deficit if we had prevailed.

University Senate Executive Committee  
February 7, 2022

Resolved:

The University Senate unanimously requests that the University of Connecticut Board of Trustees (BOT) work with the State Legislature to increase BOT membership to include two additional seats with voting privileges, with one occupied by a member of the University faculty and one, by a member of the University professional staff.

**University Senate Curricula and Courses Committee**  
**Report to the Senate**  
**February 7, 2022**

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

- A. COMM 2010Q Applied Communication Research Methods (#5137) [GEOC Approved]

*Proposed Catalog Copy*

COMM 2010Q. Applied Communication Research Methods

3.00 credits

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

Grading Basis: Graded

Principles and practices of research and data analysis in communication industries.

- B. ENGL 2614 Writing with Algorithms [CA3] (#4375)

*Proposed Catalog Copy*

ENGL 2614. Writing with Algorithms

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

An introduction to the field of computer-generated literature. Students learn basic programming in order to create their own computer-generated works. No prior programming experience expected. CA 3.

- C. ENGR/HRTS 2300 Engineering for Human Rights (#9464 & #9484) [GEOC Approved]

*Proposed Catalog Copy*

ENGR 2300. Engineering for Human Rights

Also Offered as HRTS 2300

3.00 Credits

Prerequisites: None

Grading Basis; Graded

Foundational concepts of human rights and engineering ethics from a global perspective.

Discussions of the role of engineering in society from human rights and different ethical perspectives.

Principles of “Engineering for human rights” on distributive justice, participation, consideration of duty bearers, accountability, and indivisibility of rights. Case study analysis of engineering projects for human rights impacts. CA 2.

HRTS 2300. Engineering for Human Rights

Also Offered as ENGR 2300

3.00 Credits

Prerequisites: None

Grading Basis: Graded

Foundational concepts of human rights and engineering ethics from a global perspective.

Discussions of the role of engineering in society from human rights and different ethical perspectives.

Principles of “Engineering for human rights” on distributive justice, participation, consideration of duty bearers, accountability, and indivisibility of rights. Case study analysis of engineering projects for human rights impacts. CA 2.

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

*Note from the proposer regarding ASLN 2600, 2700, and 2800: A previously requested change of prerequisite to ASLN 1104 was not effective until 2023, so the existing language will remain. This request negates a previous request.*

- A. ASLN 2600 Process of Interpreting: American Sign Language and English (#9224) [Revise prereqs]

*Current Catalog Copy*

ASLN 2600. Process of Interpreting: American Sign Language and English

3.00 credits

Prerequisites: ASLN 1102 or higher or consent of the instructor.

Grading Basis: Graded

Theory and practice of ASL/English interpreting. Models of interpretation including text analysis and the goal of linguistic equivalency. Discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting, dual-task training, and cloze skills.

*Revised Catalog Copy*

ASLN 2600. Process of Interpreting: American Sign Language and English

3.00 credits

Prerequisites: ASLN 1102 or consent of the instructor.

Grading Basis: Graded

Theory and practice of ASL/English interpreting. Models of interpretation including text analysis and the goal of linguistic equivalency. Discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting, dual-task training, and cloze skills.

- B. ASLN 2700 Interpreting in Educational and Other Settings (#9266) [Revise title, prereqs, and description]

*Current Catalog Copy*

ASLN 2700. Interpreting in Educational and Other Settings

3.00 credits

Prerequisites: ASLN 1102

Grading Basis: Graded

The study of interpreting American Sign Language and English within a variety of settings with a primary focus on educational interpreting.

*Revised Catalog Copy*

ASLN 2700. Interpreting in Various Settings

3.00 credits

Prerequisites: ASLN 1102 or consent of the instructor.

Grading Basis: Graded

The study of interpreting American Sign Language and English within a variety of settings.

- C. ASLN 2800 Consecutive Interpreting (#9285) [Revise prereqs]

*Current Catalog Copy*

ASLN 2800. Consecutive Interpreting

3.00 credits

Prerequisites: ASLN 1102

Grading Basis: Graded

Development of consecutive interpreting skills with an emphasis on text and situational analyses, current issues, and a focus on community, medical and video relay interpreting.

*Revised Catalog Copy*

ASLN 2800. Consecutive Interpreting

3.00 credits

Prerequisites: ASLN 1102 or consent of instructor.

Grading Basis: Graded

Development of consecutive interpreting skills with an emphasis on text and situational analyses, current issues, and a focus on community, medical and video relay interpreting.

D. SOCI/AFRA/HRTS 3825 African Americans and Social Protest (#7540) [Revise number and prereqs]

*\*NOTE: This CAR was already brought to END status by accident.*

*Current Catalog Copy*

SOCI 3825. African Americans and Social Protest

Also offered as: AFRA 3825, HRTS 3825

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

AFRA 3825. African Americans and Social Protest

Also offered as: SOCI 3825, HRTS 3825

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

HRST 3825. African Americans and Social Protest

Also offered as: AFRA 3825, SOCI 3825

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

*Revised Catalog Copy*

SOCI 2530. African Americans and Social Protest

Also offered as: AFRA 2530, HRTS 2530

3.00 credits

Prerequisites: none

Grading Basis: Graded

Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

AFRA 2530. African Americans and Social Protest

Also offered as: SOCI 2530, HRTS 2530

3.00 credits

Prerequisites: none

Grading Basis: Graded

Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

HRTS 2530. African Americans and Social Protest

Also offered as: AFRA 2530, SOCI 2530

3.00 credits

Prerequisites: none

Grading Basis: Graded

Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

E. SOCI/HRTS 3833 Topics in Sociology and Human Rights (#7541) [Revise number and prereqs]

*\*NOTE: This CAR was already brought to END status by accident.*

*Current Catalog Copy*

SOCI 3833. Topics in Sociology and Human Rights

Also offered as: HRTS 3833

3.00 credits | May be repeated for a total of 6 credits.

Prerequisites: Prerequisites and recommended preparation vary by section; open to juniors or higher.

Grading Basis: Graded

With a change in content, may be repeated for credit. Variable topics covering theoretical and empirical examination of social, political, economic, legal, and/or cultural issues of human rights from a sociological perspective.

HRTS 3833. Topics in Sociology and Human Rights

Also offered as: SOCI 3833

3.00 credits | May be repeated for a total of 6 credits.

Prerequisites: Prerequisites and recommended preparation vary by section; open to juniors or higher.

Grading Basis: Graded

With a change in content, may be repeated for credit. Variable topics covering theoretical and empirical examination of social, political, economic, legal, and/or cultural issues of human rights from a sociological perspective.

*Revised Catalog Copy*

SOCI 2898. Topics in Sociology and Human Rights

Also offered as: HRTS 2898

3.00 credits | May be repeated for a total of 6 credits.

Prerequisites: None

Grading Basis: Graded

With a change in content, may be repeated for credit. Variable topics covering theoretical and empirical examination of social, political, economic, legal, and/or cultural issues of human rights from a sociological perspective.

HRTS 2898. Topics in Sociology and Human Rights

Also offered as: SOCI 2898

3.00 credits | May be repeated for a total of 6 credits.

Prerequisites: None

Grading Basis: Graded

With a change in content, may be repeated for credit. Variable topics covering theoretical and empirical examination of social, political, economic, legal, and/or cultural issues of human rights from a sociological perspective.

### 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. BUSN 4897W Honors Leadership Seminar (#9724)

*Proposed Catalog Copy*

BUSN 4897W. Honors Leadership Seminar

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; Open to senior School of Business honors students by permission of the honors advisor of the student's major.

Grading Basis: Graded

An exploration of leadership from a multi-disciplinary perspective to help students better understand and harness their own leadership style and explore, in depth, the core elements of effective leadership, the traits and behaviors of exemplary leaders and leadership in practical application. This course may be used to fulfill an Honor's student's Honors Thesis Requirement.

B. ENGR 4002W Multidisciplinary Engineering Design 2 [W] (#8985)

*Proposed Catalog Copy*

ENGR 4002W. Multidisciplinary Engineering Design II.

3.00 credits

Prerequisites: ENGR 4001. ENGL 1007 or 1010 or 1011 or 2011. Open to Senior Multidisciplinary Engineering majors, or other Engineering majors with permission from their academic advisor and department. Recommended Preparation: Students should be in the final semester of their engineering degree program when taking this course.

Grading Basis: Graded

Continues the capstone design experience from Multidisciplinary Engineering Design I (ENGR 4001). Students continue work on open-ended design projects and consider the public health, safety, and welfare, as well as global, cultural, social, environmental, and economic impacts of their work. Students will propose solutions, consider relevant constraints and engineering standards, and present their findings in both oral and written formats to a range of audiences. Students pursuing a specialization within MDE may choose to incorporate relevant elements of their specialization into their project.

C. NURS 3070 Culturally Informed Communication with Spanish-Speaking Healthcare Consumers [CA4] (#10365)



*Proposed Catalog Copy*

NURS 3070. Culturally Informed Communication with Spanish-Speaking Healthcare Consumers

3.00 credits

Prerequisites: None

Grading Basis: Graded

Navigating cultural differences and exploring varying beliefs, values, and perceptions related to health care issues of Hispanic Healthcare consumers, families, and communities. Discussion includes topics such as disease prevalence, disparities, social determinants, and systemic barriers that impact health outcomes. Introductory phrases in Spanish related to healthcare situations will be presented. Taught in English; Spanish not required; does not fulfill foreign language requirement.

D. STAT 4916W Writing in Data Science (#9404)

*Proposed Catalog Copy*

STAT 4916W. Writing in Data Science

1.00 credit.

Prerequisites: Prerequisites: STAT 3255; **STAT** 3025Q; or **STAT** 3375Q or instructor consent; ENGL 1007 or 1010 or 1011 or 2011. Corequisites: STAT 4915 must be taken concurrently with STAT 4916W or instructor consent.

Grading Basis. Graded

The course is a companion course to STAT 4915, which must be taken concurrently. Students will write a well-revised and comprehensive paper on their STAT 4915 course project, including literature review, description of technical details, reproducible statistical and data scientific analyses, and discussion of results.

**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. SOCI/AASI/HRTS 3222(W) Asian Indian Women: Activism and Social Change [W] (#7520)  
[Revise number and prereqs, Add W]

*Current Catalog Copy*

SOCI 3222. Asian Indian Women: Activism and Social Change in India and the United States

Also offered as: AAAS 3222, HRTS 3573

3.00 credits

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

Grading Basis: Graded

How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

AAAS 3222. Asian Indian Women: Activism and Social Change in India and the United States

Also offered as: SOCI 3222, HRTS 3573

3.00 credits

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

Grading Basis: Graded

How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

HRTS 3573. Asian Indian Women: Activism and Social Change in India and the United States  
Also offered as: AAAS 3222, SOCI 3222  
3.00 credits  
Prerequisites: SOCI 1001, 1251 or 1501; open to juniors or higher.  
Grading Basis: Graded  
How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

*Revised Catalog Copy*

SOCI 2220. Asian Indian Women: Activism and Social Change in India and the United States  
Also offered as: AAAS 2220, HRTS 2220  
3.00 credits  
Prerequisites: none.  
Grading Basis: Graded  
How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

SOCI 2220W. Asian Indian Women: Activism and Social Change in India and the United States  
3.00 credits  
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011  
Grading Basis: Graded  
How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

AAAS 2220. Asian Indian Women: Activism and Social Change in India and the United States  
Also offered as: SOCI 2220, HRTS 2220  
3.00 credits  
Prerequisites: none.  
Grading Basis: Graded  
How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

HRTS 2220. Asian Indian Women: Activism and Social Change in India and the United States  
Also offered as: AAAS 2220, SOCI 2220  
3.00 credits  
Prerequisites: none.  
Grading Basis: Graded  
How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

B. SOCI/AFRA 3501/W Ethnicity and Race [W] (#7566) [Revise number and prereqs]

*Current Catalog Copy*

SOCI 3501. Ethnicity and Race  
Also offered as: AFRA 3501  
3.00 credits  
Prerequisites: Open only to juniors or higher.  
Grading Basis: Graded

Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

SOCI 3501W. Ethnicity and Race

3.00 credits

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

Grading Basis: Graded

Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

AFRA 3501. Ethnicity and Race

Also offered as: SOCI 3501

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

*Revised Catalog Copy*

SOCI 2510. Ethnicity and Race

Also offered as: AFRA 2510

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

SOCI 2510W. Ethnicity and Race

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

AFRA 2510. Ethnicity and Race

Also offered as: SOCI 2510

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

- C. SOCI/HRTS 3421/W Class, Power & Inequality [W] (#7561) [Revise number and prereqs]  
*Current Catalog Copy*

SOCI 3421. Class, Power, and Inequality

Also offered as HRTS 3421

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Inequality and its consequences in contemporary societies.

SOCI 3421W. Class, Power, and Inequality

3.00 credits

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

Grading Basis: Graded

Inequality and its consequences in contemporary societies.

HRTS 3421. Class, Power, and Inequality

Also offered as SOCI 3421

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Inequality and its consequences in contemporary societies.

*Revised Catalog Copy*

SOCI 2830. Class, Power, and Inequality

Also offered as HRTS 2830

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Inequality and its consequences in contemporary societies.

SOCI 2830W. Class, Power, and Inequality

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Inequality and its consequences in contemporary societies.

HRTS 2830. Class, Power, and Inequality

Also offered as SOCI 2830

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Inequality and its consequences in contemporary societies.

- D. SOCI/HRTS 3831(W) Human Rights in the United States [W] (#7560) [Revise number and prereqs, Add W]

*Current Catalog Copy*

SOCI 3831. Human Rights in the United States

Also offered as: HRTS 3831

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Sociological analyses of human rights issues in the United States, including economic, racial, and gender justice; prisoners' rights and capital punishment; the role of the United States in international human rights agreements and treaties; and struggles on behalf of human rights.

HRTS 3831. Human Rights in the United States

Also offered as: SOCI 3831

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Sociological analyses of human rights issues in the United States, including economic, racial, and gender justice; prisoners' rights and capital punishment; the role of the United States in international human rights agreements and treaties; and struggles on behalf of human rights.

*Revised Catalog Copy*

SOCI 2800. Human Rights in the United States

Also offered as: HRTS 2800

3.00 credits

Prerequisites: None

Grading Basis: Graded Sociological analyses of human rights issues in the United States, including economic, racial, and gender justice; prisoners' rights and capital punishment; the role of the United States in international human rights agreements and treaties; and struggles on behalf of human rights.

SOCI 2800W. Human Rights in the United States

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Sociological analyses of human rights issues in the United States, including economic, racial, and gender justice; prisoners' rights and capital punishment; the role of the United States in international human rights agreements and treaties; and struggles on behalf of human rights.

HRTS 2800. Human Rights in the United States

Also offered as: SOCI 2800

3.00 credits

Prerequisites: None

Grading Basis: Graded Sociological analyses of human rights issues in the United States, including economic, racial, and gender justice; prisoners' rights and capital punishment; the role of the United States in international human rights agreements and treaties; and struggles on behalf of human rights.

E. SOCI/HRTS 3837/W Sociology of Global Human Rights [W] (#7562) [Revise number]

*Current Catalog Copy*

SOCI 3837. Sociology of Global Human Rights

Also offered as: HRTS 3837

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Comparative approach to the study of human rights in the United States and elsewhere around the world from a sociological perspective.

SOCI 3837W. Sociology of Global Human Rights

Also offered as: HRTS 3837W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Comparative approach to the study of human rights in the United States and elsewhere around the world from a sociological perspective.

HRTS 3837. Sociology of Global Human Rights

Also offered as: SOCI 3837

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Comparative approach to the study of human rights in the United States and elsewhere around the world from a sociological perspective.

HRTS 3837W. Sociology of Global Human Rights

Also offered as: SOCI 3837W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Comparative approach to the study of human rights in the United States and elsewhere around the world from a sociological perspective.

*Revised Catalog Copy*

SOCI 2845. Sociology of Global Human Rights

Also offered as: HRTS 2845

3.00 credits

Prerequisites: None.

Grading Basis: Graded Comparative approach to the study of human rights in the United States and elsewhere around the world from a sociological perspective.

SOCI 2845W. Sociology of Global Human Rights

Also offered as: HRTS 2845W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Comparative approach to the study of human rights in the United States and elsewhere around the world from a sociological perspective.

HRTS 2845. Sociology of Global Human Rights

Also offered as: SOCI 2845

3.00 credits

Prerequisites: None.

Grading Basis: Graded Comparative approach to the study of human rights in the United States and elsewhere around the world from a sociological perspective.

HRTS 2845W. Sociology of Global Human Rights

Also offered as: SOCI 2845W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Grading Basis: Graded Comparative approach to the study of human rights in the United States and elsewhere around the world from a sociological perspective.

F. SOCI/URBN 3901/W Urban Sociology [W] (#7620) [Revise number]

*Current Catalog Copy*

SOCI 3901. Urban Sociology

Also offered as: URBN 3901

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Social and physical organization of cities and suburbs. Formerly offered as URBN 3275.

SOCI 3901W. Urban Sociology

Also offered as: URBN 3901W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Social and physical organization of cities and suburbs. Formerly offered as URBN 3275.

URBN 3901. Urban Sociology

Also offered as: SOCI 3901

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Social and physical organization of cities and suburbs. Formerly offered as URBN 3275.

URBN 3901W. Urban Sociology

Also offered as: SOCI 3901W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Social and physical organization of cities and suburbs. Formerly offered as URBN 3275.

*Revised Catalog Copy*

SOCI 2901. Urban Sociology

Also offered as: URBN 2901

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Social and physical organization of cities and suburbs.

SOCI 2901W. Urban Sociology  
Also offered as: URBN 2901W  
3.00 credits  
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.  
Grading Basis: Graded  
Social and physical organization of cities and suburbs.

URBN 2901. Urban Sociology  
Also offered as: SOCI 2901  
3.00 credits  
Prerequisites: None.  
Grading Basis: Graded  
Social and physical organization of cities and suburbs.

URBN 2901W. Urban Sociology  
Also offered as: SOCI 2901W  
3.00 credits  
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.  
Grading Basis: Graded  
Social and physical organization of cities and suburbs.

G. SOCI/WGSS 3453/W Women and Health [W] (#7580) [Revise prereqs]

*Current Catalog Copy*  
SOCI 3453. Women and Health  
Also offered as: WGSS 3453  
3.00 credits  
Prerequisites: Open only to juniors or higher.  
Grading Basis: Graded  
Social factors shaping women's health, health care, and their roles as health-care providers.

SOCI 3453W. Women and Health  
3.00 credits  
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher.  
Grading Basis: Graded  
Social factors shaping women's health, health care, and their roles as health-care providers.

WGSS 3453. Women and Health  
Also offered as: SOCI 3453  
3.00 credits  
Prerequisites: Open only to juniors or higher.  
Grading Basis: Graded  
Social factors shaping women's health, health care, and their roles as health-care providers.

*Revised Catalog Copy*  
SOCI 3453. Women and Health  
Also offered as: WGSS 3453  
3.00 credits



Prerequisites: Open only to sophomores or higher.

Grading Basis: Graded

Social factors shaping women's health, health care, and their roles as health-care providers.

SOCI 3453W. Women and Health

3.00 credits

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

Grading Basis: Graded

Social factors shaping women's health, health care, and their roles as health-care providers.

WGSS 3453. Women and Health

Also offered as: SOCI 3453

3.00 credits

Prerequisites: Open only to sophomores or higher.

Grading Basis: Graded

Social factors shaping women's health, health care, and their roles as health-care providers.

H. SOCI/WGSS 3621/W Sociology of Sexualities [CA4, W] (#7642) [Revise number]

*Current Catalog Copy*

SOCI 3621. Sociology of Sexualities

Also offered as: WGSS 3621

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Explores the social organization, construction, and politics of sexualities, particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class. CA 4.

SOCI 3621W. Sociology of Sexualities

Also offered as: WGSS 3621W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Explores the social organization, construction, and politics of sexualities, particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class. CA 4.

WGSS 3621. Sociology of Sexualities

Also offered as: SOCI 3621

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Explores the social organization, construction, and politics of sexualities, particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class. CA 4.

WGSS 3621W. Sociology of Sexualities

Also offered as: SOCI 3621W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Explores the social organization, construction, and politics of sexualities, particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class. CA 4.

*Revised Catalog Copy*

SOCI 2680. Sociology of Sexualities

Also offered as: WGSS 2680

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Explores the social organization, construction, and politics of sexualities, particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class. CA 4.

SOCI 2680W. Sociology of Sexualities

Also offered as: WGSS 2680W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Explores the Social organization, construction, and politics of sexualities, particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class. CA 4.

WGSS 2680. Sociology of Sexualities

Also offered as: SOCI 2680

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Social organization, construction, and politics of sexualities, particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class. CA 4.

WGSS 2680W. Sociology of Sexualities

Also offered as: SOCI 2680W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Social organization, construction, and politics of sexualities, particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class. CA 4.

**V. The following course was approved by the Chair of Senate C&C for the information of the committee:**

- A. UNIV 3088 Variable Topics: Why the Jews? Jewish Responses to Antisemitism (#10405)

## VI. Proposal to Revise Second Language Guidelines

### A. Justification:

There have been several cases in recent years of students entering into higher levels of language study than their abilities/experience can support. The presence of these cases suggests that additional guidance is needed with respect to the level of language study in which students should enroll to meet the university's exit requirements.

### B. Current Relevant GEOC Guidelines

#### SL Criteria:

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

### C. Proposal to Senate: Motion

We propose to amend the guidelines by adding:

*(Proposal with Mark-up)*

If a student has not taken any language class during the last two<sup>2</sup> years of high school, it is recommended that they start at the first elementary level, unless the student is a heritage speaker of the language. **After consulting with their advisor,** sStudents should request **help and information** guidance from class instructors and language program directors to establish the proper language placement.

*(Clean Proposal)*

If a student has not taken any language class during the last two years of high school, it is recommended that they start at the first elementary level, unless the student is a heritage speaker of the language. After consulting with their advisor, students should request guidance from class instructors and language program directors to establish the proper language placement.

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 11/30/21, 12/14/21, and 1/24/22 meetings

**Senate Executive Committee  
To the University Senate  
February 7<sup>th</sup>, 2022.**

Recommendation:

That the Board of Trustees adds one additional undergraduate and one additional graduate student seat to the Senate Executive Committee.

Background:

The Senate Executive Committee (SEC) consists of eight faculty seats, two professional staff seats, and one undergraduate and one graduate student seat. As the executive committee of the University Senate, the SEC duties include a wide range of responsibilities that encompasses all aspects of UConn business, including those that impact faculty, staff, and students. These are important issues that would be better served by having second undergraduate and graduate student representatives on the SEC to provide more comprehensive and widespread feedback on student perspectives.

The eight faculty on the SEC represent ~2,300 faculty members on campus, and the two staff members represent 2,000+ staff members on campus. Currently, the 1 undergraduate student is expected to represent the perspectives of all ~19,000 undergraduate students on Storrs and regional campuses, while the graduate student is expected to represent ~7,000 graduate students spread out across multiple campuses. This proposal also parallels a recently passed proposal for an additional professional staff seat on the SEC.

Current Relevant By-Laws:

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

1. The Senate Executive Committee

The Senate Executive Committee (SEC) shall consist of eight faculty members, two professional staff members, 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 designees 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 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.

Proposal to Senate:

Motion To recommend amending the University By-Laws, Section IX.G as follows (Deleted items in strikethrough; new language underlined).

1. The Senate Executive Committee

The Senate Executive Committee (SEC) shall consist of eight faculty members, two professional staff members, and ~~one~~ two undergraduate and ~~one~~ two graduate student members~~s~~. 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 designees 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 members~~s~~, 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 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.

**Senate Executive Committee:  
To the University Senate  
February 7<sup>th</sup>, 2022.**

Recommendation:

That the Board of Trustees increases the number of undergraduate students on the University Senate from 5 seats to 9 seats, and the number of graduate students from two seats to three seats.

Background:

The additional seats are meant to reflect the increasing role and importance that the regional campuses play. Students at regional campuses have historically been under-represented in student-leadership opportunities on campus, due to having a smaller student population at the regional campuses to draw support from. Practically, this means that it can be difficult for regional campus student issues to be prioritized when they are represented by Storrs based students. Additionally, it can be difficult for Storrs based students to accurately present regional campuses issues and negotiate on their behalf when they are not based at those regional campuses, and thus have no first-hand experience. By carving out seats for students to specifically represent regional campuses, the objective is to ensure that regional campus students have the means to make themselves heard, and represent themselves. This proposal would also parallel a similar proposal passed by the University Senate to increase the number of professional staff senators from one to four senators to represent regional campuses.

Current Relevant By-Laws:

By-Laws of the University of Connecticut  
Article IX

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-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. 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. Elections

4. Undergraduate student members shall be appointed by the President of the Undergraduate Student Government according to procedures established by the Undergraduate Student Government.
5. Graduate student members shall be appointed by the President of the Graduate Student Senate according to procedures established by the Graduate Student Senate.

Proposal to Senate: Motion To recommend amending the University By-Laws, Section IX 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-nine~~ one-hundred four 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. Seventeen professional staff members elected by and from the constituencies described in Section B.3. below.
4. ~~Five~~ Nine undergraduate students (see Section B.4 below).
5. ~~Two~~ Three graduate students (see Section B.5. below).

B. Elections

4. Undergraduate student members shall be appointed by the President of the Undergraduate Student Government according to procedures established by the Undergraduate Student Government. Each regional campus shall be represented by one student senator appointed according to procedures established by the Undergraduate Student Government.
5. Graduate student members shall be appointed by the President of the Graduate Student Senate according to procedures established by the Graduate Student Senate. Regional campuses shall be represented by one student senator appointed according to procedures established by the Graduate Student Senate.

**UNIVERSITY OF CONNECTICUT  
POLICY ON ACADEMIC  
ADJUSTMENTS FOR  
GENERAL EDUCATION COMPETENCIES:  
QUANTITATIVE REASONING And/or SECOND LANGUAGE  
December 11, 2006  
Revisions proposed by Scholastic Standards December 2021  
and by Curricula and Courses January 2022**

## Background

The University Senate enacted General Education requirements to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. A critical element of General Education is demonstrated competency in four fundamental areas –information literacy, quantitative skills, second language proficiency, and writing. The development of these competencies involves two thresholds: establishing entry-level expectations and meeting graduation expectations. In cases involving a significant disability, the graduation expectations for the quantitative skills and/or second language competency may be a barrier to degree completion. The University has established a policy for considering academic adjustments to the University General Education Requirements and individual school/college requirements in an effort to respond to the extraordinary circumstances of students while maintaining academic integrity.

Currently, students with disabilities who are pursuing an academic adjustment need to meet with their representative from the Center for Students with Disabilities (CSD) and the designated Dean/academic advisor from their school or college to discuss their eligibility. If the student is determined to be eligible to petition, the student must then complete a petition packet that includes a personal statement, all past transcripts, and optionally, a letter of support from a professional who can attest to past second language or quantitative course attempts. The petition packet is then reviewed by a university committee that includes a chair, the student's designated Dean/academic advisor, and representatives from the General Education Oversight Committee, the CSD, the Math Department, and the Department of Literature, Cultures, and Language. If the petition is approved, the student works with the designated Dean/academic advisor to select courses that fulfill the university requirement. If the petition is not approved, the student can submit additional materials to the CSD and petition again.

The following policy seeks to modify the current process by which students with disabilities need to seek approval via a committee review, beyond the review of the Center for Students with Disabilities (CSD). Instead, students will work directly with the CSD, and then their academic advising center. The review by the current Academic Adjustment Committee will be eliminated.



This change will bring the policy into better alignment with current interpretation of the Americans with Disabilities Act and with practice at our peer and peer-aspirant institutions.

In all cases, justification of an academic adjustment requires evidence of the disability's impact upon the student's ability to learn the course material.

**Policy** (strikethrough deleted language, underlined/red new language)

The vast majority of students who experience difficulty in fulfilling the Quantitative Reasoning and/or Second Language Competency will experience success by employing any number of academic support and/or advising strategies. Academic adjustments are only considered for students with disabilities whose documentation and/or educational history provide compelling evidence of an inability to complete graduation expectations so that an academic adjustment is warranted. Each academic adjustment will be based on an individualized, case-by-case assessment and should not compromise the academic integrity of the requirements for a specific major or degree. Academic adjustments may include an exception to an academic rule, such as allowing a student to complete a required course(s) on a pass/fail basis or substituting an alternative course(s) for a required course(s).

The following rules will apply:

- If quantitative or second language competency is deemed an essential element of a program or course of study, then a substitution is not permitted. The question of "essential element" will be decided by the Dean or designee of each school or college.
- Academic adjustments will not reduce the number of courses/credits required to complete General Education requirements. Waivers of General Education requirements are never granted.
- If the student changes his or her school or college of enrollment, academic adjustments will be reviewed by the appropriate Dean's office in the new school or college of enrollment.
- Academic adjustments will be subject to the eight-year rule.

Students who plan to continue their studies beyond the baccalaureate degree should be advised that approved adjustments may not meet the requirements for admission to a graduate/professional school (e.g., law, medicine, etc.).

~~The Academic Adjustments Committee will convene to review requests and make final decisions. The committee will include the following individuals:~~

- ~~1. Designee from the Vice Provost for Academic Affairs (Committee Chair)~~
- ~~2. Designee from the Center for Students with Disabilities~~
- ~~3. Designees from the Dean's office in the petitioning student's school or college, the Bachelor of General Studies Program, or the Academic Center for Exploratory Students (ACES) as appropriate~~

4. ~~Designee from the Department of Mathematics (in the case of a quantitative request)~~
5. ~~Designee from the Department of Literature, Cultures and Languages (in the case of a second language request)~~
6. ~~Designee from the General Education Oversight Committee~~

~~Students may appeal the decision of the Committee to the Vice Provost for Academic Affairs within 30 days of the date of the decision. This appeal is a review of the record furnished by the Committee for the purpose of determining whether all applicable procedures have been followed. It does not include an opportunity to submit additional evidence or documentation. If, at a later date, students wish to furnish additional evidence or documentation to support their adjustment requests, they may resubmit a petition for committee review.~~

Students requesting a course substitution based on disability should contact the Center for Students with Disabilities (CSD) and register through MyAccess. The CSD will review the student's request and supporting documentation about the nature of and functional limitations imposed by the disability. If the student qualifies as a student with a disability, the CSD will then engage with them to determine if a substitution is warranted, using a deliberative, interactive process to establish appropriate academic adjustments on an individualized, case-by-case, course-by-course basis. The CSD will also engage with the Dean or designee from their school or college to determine if the requirements under consideration are deemed to be an essential part of the student's program or course of study. As noted above, if this is the case, a substitution is not permitted. If a substitution is deemed appropriate, the CSD Disability Service Professional (DSP) will notify the student and the Dean or designee from their school or college to discuss appropriate course alternatives. The Dean or designee will be responsible for determining which course(s) will fulfill the degree requirement. The CSD will also notify the Registrar and the Provost of the adjustment at the end of each semester.

At the end of each academic year, the CSD will submit a report on its activities to GEOC. The report will contain the number of cases reviewed in each category, and the outcome of each review.

### **Policy History:**

Effective: December 11, 2006

Revisions proposed by the Senate Scholastic Standards Committee November 2017 ~~December 2021~~ and by the Senate Curricula and Courses Committee October 2017 ~~January 2022~~.

Approved by University Senate December 2017

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**Scholastic Standards Committee**  
**To the University Senate**  
February 7, 2022 – presentation  
March 7, 2022 - vote

Update of Syllabus Requirement to Include Make-Up Assignment/Assessment Policy

Rationale:

In an effort to help instructors manage requests by students for make-up opportunities, instructors should include clearly established course policies and expectations in course syllabi. This will provide students a clear set of course expectations particularly as they relate to missed assignments/assessments/projects. Syllabi which include policies and expectations related to possible make-up opportunities will allow the student to make informed decisions about course engagement, participation and what to do when needing to miss class due to illness or extenuating reasons. Extenuating reasons for missing a class component may not be easy to document and opportunities to address missed course components will help both instructors and students. Clearly established course policies which outline what a student may do to make up missed work will help to avoid the back and forth between student and instructor when make up work is requested.

The SSC believes this policy will be helpful to:

1. Students, who are fully aware of the policy for each class;
2. Instructors, who will refer to their pre-determined policy rather than having to make ad hoc decisions throughout the semester; and
3. The Dean of Students office, whose members will have full information about each class's policy as they support students with questions or concerns.

A list of sample make-up policies will be developed and kept up-to-date on the CETL/Provost's website.

**Current By-Law**

2.E.II

Responsibility for the Academic Assessment of Students

The authority to determine a student's grade in a course lies with the instructor of record. In order to minimize student misunderstandings, course requirements must be stated in the syllabus for the course. Instructors shall provide, in writing on the first day of class, syllabi and schedules if not included in syllabi, to students in their courses, including internships and independent studies. Instructors shall specify what will be taught, when and how it will be

taught, when and how learning will be assessed, and how grades will be assigned, and (for distance education courses) how student identity will be authenticated.

### **Proposed By-Law**

#### 2.E.II

#### Responsibility for the Academic Assessment of Students

The authority to determine a student's grade in a course lies with the instructor of record. In order to minimize student misunderstandings, course requirements must be stated in the syllabus for the course. Instructors shall provide, in writing on the first day of class, syllabi and schedules if not included in syllabi, to students in their courses, including internships and independent studies. Instructors shall specify:

- what will be taught,
- when and how it will be taught,
- when and how learning will be assessed,
- when and how make-up assessments/assignments will be allowed (instructors are not permitted to require documentation from a medical provider), and
- how grades will be assigned, and
- (for distance education courses) how student identity will be authenticated.

# UConn

## NECHE Midpoint Review

Laura Burton, Professor of Sport Management

Sarah Croucher, Director, Academic Policy & Faculty Affairs

Marisa Chrysochoou, Professor of Civil and Environmental Engineering

Jeffrey Shoulson, Senior Vice Provost, Academic Affairs

Frank Tuitt, Vice President and Chief Diversity Officer

Manuela Wagner, Professor of Literature, Cultures, and Languages

February 7, 2022

# NECHE Accreditation

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## Standards for Accreditation

[Click here](#) to download the revised Standards for Accreditation, effective January 1, 2021.

### Effective January 1, 2021

#### Preamble

Standard 1: Mission and Purposes

Standard 2: Planning and Evaluation

Standard 3: Organization and Governance

Standard 4: The Academic Program

Standard 5: Students

Standard 6: Teaching, Learning, and Scholarship

Standard 7: Institutional Resources

Standard 8: Educational Effectiveness

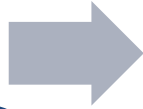
Standard 9: Integrity, Transparency, and Public Disclosure

### PREAMBLE

# NECHE Accreditation Timeline

2016

- Last full self-study and reaccreditation



2021

- Midpoint review
- Currently presenting NECHE feedback from this review



2026

- Next full self-study submitted + site visit
- Work will begin in 2025

# Past Areas of Emphasis (from 2017 reaccreditation letter)

Assessment of Student Learning

Diversifying Faculty & Staff

Long-Term Financial Planning



# Current Areas of Emphasis (from midpoint review, to address in 2026 self-study)

Assessment of Student Learning

Diversifying Faculty & Staff

Strategic Planning

# Assessment of Student Learning

- Used indirect measures for data in 2021 report:
  - Retention and graduation rates
  - Undergraduate SERU data (88.7% of students find their program requirements to be well defined)
- Pushed forward assessment of general education requirements to the implementation of the updated curriculum
- Emphasized plans from Assessment Committee related to developing a culture of assessment in the coming five years that will integrate:
  - Program-level assessment
  - LTE
  - Inclusive learning and equity in assessment

# Assessment of Student Learning

## Program Level

- University Assessment Committee developed five-year plan during AY21
  - ***Current: pilot year – six departments working on undergraduate program learning outcomes***
  - *AY23 & AY24: all undergraduate programs develop learning outcomes (excluding those with external accreditation)*
  - *AY25 & AY26: all graduate programs develop learning outcomes (excluding those with external accreditation)*
  - *Ongoing: annual reports focusing on assessment data related to at least one learning outcome each year → reflect on improving outcomes, especially related to achievement gaps between different student demographics*

## General Education

- TBD with implementation of new curriculum

# Faculty Diversity

## Uneven progress on overall faculty diversity since 2016:

- Faculty & staff of color, total: 20.8% → 21.5%
- Underrepresented faculty: 25.5% → 31.1%
- Asian & Asian American faculty: percentage has remained stagnant
- Black and African American faculty: percentage has decreased
- Unreported demographic data: significant increase

## Current data does not reflect changes in process:

- Significantly increased diversity in AY21 hires
- Identifying barriers to progress
- Faculty hiring guide

# Strategic Planning

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## STRATEGIC PLANNING 2021



### Our Path Forward

UConn is on the rise. Over the last two decades, together we have revolutionized the State's flagship public university. With the physical transformation of our campuses and the continual growth in enrollment and academic excellence, we have solidified our place as a national top 25 public university. From unprecedented growth in

#### Previous Plans

- [Creating Our Future \(2014\)](#)
- [Our World Our People Our Future \(2009\)](#)

<https://provost.uconn.edu/strategic-planning-2021/>

# <https://accreditation.uconn.edu/>

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Q A-Z

## Accreditation

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### Accreditation ...

is the review of the quality of educational institutions and programs. In the United States, accreditation is a major way that students, families, government officials, and the media know that an institution or program provides a good quality education.

At the higher education level, colleges, universities and academic programs are accredited by one of 19 recognized institutional accrediting organizations. Programs are accredited by one of approximately 60 recognized programmatic accrediting organizations.

The Council for Higher Education (CHEA) is the umbrella organization for all accrediting organizations within the United States. Organizations are official accrediting bodies when they have been recognized by the CHEA or the U.S. Department of Education, or both.

**If you need a letter to document our institutional accreditation status, please reach out to [provost@uconn.edu](mailto:provost@uconn.edu) for support.**

