

University Senate Meeting
April 4, 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 March 7, 2022, University Senate meeting

The minutes were approved as distributed.

3. Report of the President

Presented by Provost Lejuez

Provost Lejuez

- A brief legislative update that all the various committee filing deadlines have either passed or are going to pass this week. All legislation will go to the House and Senate and will continue to be negotiated through the end of the session scheduled for May 4th.
- The University has implemented a new policy for mask recommendations, which encourages use in classrooms and other instructional spaces but they are no longer required.
- The Presidential Advisory Search Committee will meet for the first time this week.
- Update on the regional campus director searches: 1) Stamford campus is in the final stages and 2) the Waterbury search committee has been formed.
- The Board of Trustees meet last week and, among other actions, voted to make the Department of Public Policy into the School of Public Policy.

Senator **Long** asked about the modification of the COVID mitigations practices on campus. Provost **Lejuez** stated that the University had become a bit of an outlier as most of the Northeast public institutions have removed masks from the classroom, as have the Connecticut State colleges and universities. Being an outlier started to have an impact on the ability to stand behind that approach.

Senator **MacDougald** asked about the implementation notice. The updated policy was announced on a Friday and effective on the following Monday. Provost **Lejuez** stated that to have as much up-to-date information as possible it got down to the wire. He acknowledged that this did create some challenges.

4. Report of the Senate Executive Committee

Attachment #1

Presented by SEC Chair Del Siegle

Senator **McCutcheon** asked about the pushing off the decision on the General Education requirement changes until next year and wondered if this would be problematic to push this off given that there will be a new slate of senators. Senator **Siegle** stated that this has been a four-year process already and should not be a problem.

Senator **Douglas** asked for clarification on how the Nominating Committee put committee rosters together. Specifically, the process for soliciting chairs and committee members and how was that communicated to senators. Senator **Burkey** stated that the Nominating Committee is typically looking for chairs who previously have had some experience within the committee and/or leadership attributes. Senator **Siegle** shared that committee members don't have to be senators, but chairs must be senators.

5. Consent Agenda Items:

Report of the Senate Curricula and Courses Committee

Attachment #2

By voice vote, the consent agenda passed unanimously.

6. Report from Senate Nominating Committee

Attachment #3

Presented by Senator Burkey

PRESENTATION of 2022/2023 Senate Standing Committee Rosters

7. Report from Senate Scholastic Standards Committee

Attachment #4

Presented by Senator Bedore

VOTE on a motion to amend the By-Laws, Rules, and Regulations of the University Senate, II.E.3.b, Grades Not Used to Calculate the GPA (Pass-Fail Option).

Senator **Bedore** reviewed the motion and the items that were brought up during the presentation of this information during the March meeting, along with the minor edits noted during the presentation.

By voice vote, the motion passed unanimously.

8. Update from the Office of the Vice President for Research, Innovation, and Entrepreneurship

Attachment #5

Presented by Michelle Williams, Executive Director of Operations and Associate VP for Research

Moderator **Dineen** asked for any questions for Associate Vice President **Williams**.

Senator **McCutcheon** asked whether the OVPR exists to serve the faculty or to manage them, specifically with regards to the five-day rule. AVP **Williams** stated that OVPR serves the University broadly with regards to the research mission in a collaborative relationship with faculty and the staff who support them. Surveying was done with the PIs regarding the five-day policy to identify what the faculty needs to submit their proposals on time and still allow sufficient time for OVPR to review. She noted that additional staff has been hired and there have been upgrades to technology.

Senator **Dormidontova** asked about future investments such as subscriptions within the Library and asked why IDCs are not supporting the library. AVP **Williams** stated that this would be something OVPR would be open to discussing with the Library and the Budget Office.

Senator **Schultz** prefaced his question by stating that there was a task force that surveyed faculty and it was in support of the five-day rule. However, one of the recommendations from the task force was that a body should be created to provide a pipeline of feedback between PIs and OVPR and he asked if this has been discussed. AVP **Williams** stated that there has been discussion about this possibility, and they have tried to implement items such as holding community hours to be able to hear from faculty or research administrators. The attendance was low, and they are looking for better mechanisms to hear from faculty. The OVPR regularly engages with e advisory committees, but perhaps there should be more of these types of committees and/or more engagement at the School/College levels to provide support.

Senator **McCoach** stated that her experience has been quite positive since the new rule has been implemented. She stated that over 20% goes back to centers and institutes and asked for the criteria for some centers/institutes that receive funds back when others don't. AVP **Williams** stated that this varies based on how those centers became part of OVPR, such that they receive funding from OVPR either in part or fully. Other centers and institutes receive funds back from their school/college and only receive a smaller portion of returned funds. Lastly, some are part of the institutional mission and they are supported by numerous schools, colleges, or the administration.

Moderator **Dineen** asked for new business. Senator **McCutcheon** mentioned that he has an item for new business.

Senator **Harmon** asked about the Institutional Review Board, noting that in the last year and a half the turnaround time has significantly slowed down. He believes this is due to a shortage of staff and an increase in volume and asked if this is an item being considered for increased investment. AVP **Williams** stated that this has been due to staffing shortages and they have brought in some external consultants to help bridge the gap, along with creating additional positions.

Senator **McCutcheon** asked if the OVPR would consider a restructuring of the five-day rule to only include budgets and the IPR Form and not other documents, noting that other documents create trouble for pre-award staff members at centers and institutes. He also asked if the OVPR would consider eliminating the five-day rule for concept papers, white papers, and pre-proposals, which are non-binding documents and should be given the full amount of time for submission. AVP **Williams** stated that they will continue to evaluate all of their processes and procedures. As of now, there are no plans to change the current policy. Senator **McCutcheon** asked if the one-time pass could be annually rather than lifetime, as it was sold to the faculty as an annual pass. AVP **Williams** stated that the pass was never presented by the OVPR as an annual pass. She noted that this was clearly stated at the Town Halls, in the FAQs, in the meetings with the Senate, and meetings of the working group.

Moderator **Dineen** thanked Associate Vice President **Williams**.

9. New Business

Attachment #6

Senator **McCutcheon** shared an overview of a letter he initiated with his colleagues in the School of Engineering to recommend the removal of the five-day rule. He motioned for the Senate to approve the following resolution:

The University Senate resolves that the "5-day rule" in its current form is harming faculty and failing to achieve the goal of increasing the number and quality of proposals submitted by the University. The University Senate supports changing the policy to better support faculty proposal submission.

Senator **Anwar** seconded the motion.
Discussion followed.

The motion failed: 7-yes, 37-no, and 10-abstentions

10. Adjournment

Senator **Long** made a motion to adjourn.
Senator **MacDougald** seconded.
Motion passed unanimously.
The meeting was adjourned at 5:36 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 Nanclare

Irio Schiano

Ethan Werstler

Senate Executive Committee
Report to the University Senate
April 4, 2022

- SEC has met twice since last Senate
- Common Curriculum implementation plan major topic of discussion
 - Best interest of proposal to postpone vote to early fall semester
 - Present Senate with a thoughtful and concise implementation plan
 - Expect to see by-law presentation at May meeting – vote in fall
 - May see draft implementation plan as well
 - NOT A SETBACK!
 - It has been a deliberate and comprehensive process to get us to this point
 - Makes sense to use the same strategy when developing implementation plan
- Introduction of the next GEOC/Common Curriculum Chair
 - Nom Comm met with two nominees
 - Strong nominees
 - Both shared enthusiasm for curriculum and dedication to the gen ed program
 - Pleased to introduce Pam Bedore
- In response to the budget participation resolution passed by the Senate last month
 - CFO Lloyd Blanchard has asked President Maric to restart Fiscal Working Group
 - Finalizing membership – Senate UBC reps are included
- Thank you to Nominating Committee
 - Chaired by Dan Burkey and members
 - Robin Coulter
 - Jenn Dineen
 - Terri Dominguez
 - Betsy McCoach
 - Carol Polifroni
 - Successful in difficult task of bringing Senate Committees into by-law compliance
 - 2022/2023 rosters presented in this meeting – voted on in May
 - Note difficulty in confirming chairships
 - 2 chair nominations still pending
 - Urge those elected to this body to consider leadership roles in Senate
 - Acknowledge service commitments and everyone faces competing priorities
But Shared governance requires a commitment of time
 - Importance of shared governance
We have a seat at the table when the decisions are made
We have a central role in setting academic policy and ensuring academic quality
Shared Governance is partnership, equity, accountability, ownership.
 - Repeat request: Urge those elected to this body to consider leadership roles in Senate
 - Contact Del, Dan or Cheryl
- Next meeting – is last of the academic year – May 2nd

University Senate Curricula and Courses Committee
Report to the Senate
April 4, 2022

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

- A. MATH 2720 History of Mathematics (#12245) [New non-W version of existing W]

Proposed Catalog Copy

MATH 2720. History of Mathematics

3.00 credits

Prerequisites: Either (i) MATH 2110 or 2130, and either MATH 2210 or 2410; or (ii) MATH 2420 or 2144

Grading Basis: Graded

A historical study of the growth of the various fields of mathematics. This course may not be counted in any of the major groups described in the Mathematics Departmental listing.

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

- A. CLCS 2010 Media Literacy and Data Ethics (#6015) [Adding CA1-e, already CA4-Int; description was edited in committee]

Current Catalog Copy

CLCS 2010. Media Literacy and Data Ethics

3.00 credits

Prerequisites: None

Grading Basis: Graded

An introduction to information literacy on the basis of media studies, research methods in the humanities, and media and data ethics. The course will address three or more interconnected areas that are pivotal to gathering, analyzing, and disseminating information in today's research and data landscapes, including, but not exclusive to, the study of media as a cultural product, structures of data, and aspects of ethics. CA 4-INT.

Proposed Catalog Copy

CLCS 2010. Media Literacy and Data Ethics

3.00 credits

Prerequisites: None

Grading Basis: Graded

An introduction to information literacy on the basis of media studies, research methods in the humanities, and media and data ethics. The course will examine the study of media as a cultural product, structures of data, and aspects of ethics pivotal to gathering, analyzing, and disseminating information in today's research and data landscapes. CA 1. CA 4-INT.

- B. ENGL 1101 Classical and Medieval Western Literature (#11666) [CA1-b] [Revise prereqs; description was edited in committee]

Current Catalog Copy

ENGL 1101. Classical and Medieval Western Literature

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

This and ENGL 1103 offer a study of European literature from ancient times to the present.

ENGL 1101 considers ancient and medieval literature through Dante. CA 1.

Revised Catalog Copy

ENGL 1101. Classical and Medieval Western Literature

3.00 credits

Prerequisites: none

Grading Basis: Graded

European ancient and medieval literature through Dante.

C. ENGL 1503 Introduction to Shakespeare (#11465) [CA1-b] [Revise prereqs]

Current Catalog Copy

ENGL 1503. Introduction to Shakespeare

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Introductory survey of representative Shakespeare plays and poetry. CA 1.

Revised Catalog Copy

ENGL 1503. Introduction to Shakespeare

3.00 credits

Prerequisites: none

Grading Basis: Graded

Introductory survey of representative Shakespeare plays and poetry. CA 1.

D. ENGL 1616 Major Works of English and American Literature (#11566) [CA1-b] [Revise prereqs; description was edited in committee]

Current Catalog Copy

ENGL 1616. Major Works of English and American Literature

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Includes important works from the major genres and historical periods since Beowulf. CA 1.

Revised Catalog Copy

ENGL 1616. Major Works of English and American Literature

3.00 credits

Prerequisites: none

Grading Basis: Graded

Important works from the major genres and historical periods since Beowulf. CA 1.

E. PHIL/CAMS 2221/W Ancient Greek Philosophy (#11206) [Revise prereqs]

Current Catalog Copy

PHIL 2221. Ancient Greek Philosophy

Also offered as: CAMS 3257

3.00 credits

Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107.

Grading Basis: Graded

Greek philosophy from its origin in the Pre-Socratics through its influence on early Christianity.

Readings from the works of Plato and Aristotle. May include related ancient philosophical traditions.

PHIL 2221W. Ancient Greek Philosophy

Also offered as: CAMS 3257W

3.00 credits

Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107; ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Greek philosophy from its origin in the Pre-Socratics through its influence on early Christianity.

Readings from the works of Plato and Aristotle. May include related ancient philosophical traditions.

CAMS 3257. Ancient Greek Philosophy

Also offered as: PHIL 2221

3.00 credits

Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107.

Grading Basis: Graded

Greek philosophy from its origin in the Pre-Socratics through its influence on early Christianity.

Readings from the works of Plato and Aristotle. May include related ancient philosophical traditions.

CAMS 3257W. Ancient Greek Philosophy

Also offered as: PHIL 2221W

3.00 credits

Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107; ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Greek philosophy from its origin in the Pre-Socratics through its influence on early Christianity. Readings from the works of Plato and Aristotle. May include related ancient philosophical traditions.

Revised Catalog Copy

PHIL 2221. Ancient Greek Philosophy

Also offered as: CAMS 3257

3.00 credits

Prerequisites: One three-credit course in Philosophy at the 1100 level.

Grading Basis: Graded

Greek philosophy from its origin in the Pre-Socratics through its influence on early Christianity. Readings from the works of Plato and Aristotle. May include related ancient philosophical traditions.

PHIL 2221W. Ancient Greek Philosophy

Also offered as: CAMS 3257W

3.00 credits

Prerequisites: One three-credit course in Philosophy at the 1100 level; ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Greek philosophy from its origin in the Pre-Socratics through its influence on early Christianity. Readings from the works of Plato and Aristotle. May include related ancient philosophical traditions.

CAMS 3257. Ancient Greek Philosophy

Also offered as: PHIL 2221

3.00 credits

Prerequisites: One three-credit course in Philosophy at the 1100 level.

Grading Basis: Graded

Greek philosophy from its origin in the Pre-Socratics through its influence on early Christianity. Readings from the works of Plato and Aristotle. May include related ancient philosophical traditions.

CAMS 3257W. Ancient Greek Philosophy

Also offered as: PHIL 2221W

3.00 credits

Prerequisites: One three-credit course in Philosophy at the 1100 level; ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Greek philosophy from its origin in the Pre-Socratics through its influence on early Christianity. Readings from the works of Plato and Aristotle. May include related ancient philosophical traditions.

F. KINS 2227 Exercise Prescription (#10305) [Add CA3]

Current Catalog Copy

KINS 2227. Exercise Prescription

3.00 credits

Prerequisites: Recommended preparation: KINS 1100

Grading Basis: graded

Addresses the Frequency, Intensity, Time, and Type or FITT principle of exercise prescription for apparently healthy adults; healthy populations with special considerations such as children, older adults, and women who are pregnant; and special populations with chronic disease and health conditions such as overweight and obesity, and cardiovascular, pulmonary, metabolic, and musculoskeletal disease.

Revised Catalog Copy

KINS 2227. Exercise Prescription

3.00 credits

Prerequisites: Recommended preparation: KINS 1100

Grading Basis: graded

Addresses the Frequency, Intensity, Time, and Type or FITT principle of exercise prescription for apparently healthy adults; healthy populations with special considerations such as children, older adults, and women who are pregnant; and special populations with chronic disease and health conditions such as overweight and obesity, and cardiovascular, pulmonary, metabolic, and musculoskeletal disease. CA 3.

G. PHIL 2208 Epistemology (#12046) [Revise prereqs]

Current Catalog Copy

PHIL 2208. Epistemology

3.00 credits

Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107.

Grading Basis: Graded

Theories of knowledge and justification. Topics may include skepticism, induction, confirmation, perception, memory, testimony, a priori knowledge.

Revised Catalog Copy

PHIL 2208. Epistemology

3.00 credits

Prerequisites: One three-credit course in Philosophy at the 1100 level.

Grading Basis: Graded

Theories of knowledge and justification. Topics may include skepticism, induction, confirmation, perception, memory, testimony, a priori knowledge.

H. PHIL 2210 Metaphysics (#12047) [Revise prereqs]

Current Catalog Copy

PHIL 2210. Metaphysics

3.00 credits

Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107.

Grading Basis: Graded

Fundamental questions about the nature of things. Topics may include universals and particulars, parts and wholes, space and time, possibility and necessity, persistence and change, causation, persons, free will.

Revised Catalog Copy

PHIL 2210. Metaphysics

3.00 credits

Prerequisites: One three-credit course in Philosophy at the 1100 level.

Grading Basis: Graded

Fundamental questions about the nature of things. Topics may include universals and particulars, parts and wholes, space and time, possibility and necessity, persistence and change, causation, persons, free will.

I. PHIL 2212 Philosophy of Science (#12048) [Revise prereqs]

Current Catalog Copy

PHIL 2212. Philosophy of Science

3.00 credits

Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107.

Grading Basis: Graded

Issues concerning the nature and foundations of scientific knowledge, including, for example, issues about scientific objectivity and progress.

Revised Catalog Copy

PHIL 2212. Philosophy of Science

3.00 credits

Prerequisites: One three-credit course in Philosophy at the 1100 level.

Grading Basis: Graded

Issues concerning the nature and foundations of scientific knowledge, including, for example, issues about scientific objectivity and progress.

J. PHIL 2215 Ethics (#12045) [Revise prereqs]

Current Catalog Copy

PHIL 2215. Ethics

3.00 credits

Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107.

Grading Basis: Graded

Judgments of good and evil, right and justice, the moral 'ought' and freedom; what do such judgments mean, is there any evidence for them, and can they be true?

Revised Catalog Copy

PHIL 2215. Ethics

3.00 credits

Prerequisites: One three-credit course in Philosophy at the 1100 level.

Grading Basis: Graded

Judgments of good and evil, right and justice, the moral 'ought' and freedom; what do such judgments mean, is there any evidence for them, and can they be true?

K. PHIL 2222/W Early Modern European Philosophy (#11207) [Revise prereqs]

Current Catalog Copy

PHIL 2222. Early Modern European Philosophy

3.00 credits

Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107.

Grading Basis: Graded

Central philosophical issues as discussed by philosophers such as Descartes, Locke, Berkeley, Hume and Kant.

PHIL 2222W. Early Modern European Philosophy

3.00 credits

Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107; ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Central philosophical issues as discussed by philosophers such as Descartes, Locke, Berkeley, Hume and Kant.

Revised Catalog Copy

PHIL 2222. Early Modern European Philosophy

3.00 credits

Prerequisites: One three-credit course in Philosophy at the 1100 level.

Grading Basis: Graded

Central philosophical issues as discussed by philosophers such as Descartes, Locke, Berkeley, Hume and Kant.

PHIL 2222W. Early Modern European Philosophy

3.00 credits

Prerequisites: One three-credit course in Philosophy at the 1100 level; ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Central philosophical issues as discussed by philosophers such as Descartes, Locke, Berkeley, Hume and Kant.

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

- A. AH 5330 Italy's Mediterranean Food and Our Health MS option (#10165) [CA4-Int]
Proposed Catalog Copy
Proposed Catalog Copy
AH 5330. Italy's Mediterranean Food and Our Health
3.00 credits
Prerequisites: Open to NUSC and DIET majors, others by consent of instructor. Not open for credit if previously passed AH 2330. Taught concurrently with AH 2330.
Grading Basis: Graded
Production and processing of the characteristic foods of Italy. Summary of the Italian Mediterranean diet: definitions, culture, history, food consumption patterns, nutrient composition and potential health benefits. Emphasis on the difference in diet between Italians and Americans in relation to the health differences between the two populations. May not be counted toward the Allied Health Sciences major's group A or science elective requirements. CA 4-INT.
- B. ARE 3305E Economic Development, Environment, and Policy (#11065) [EL]
Proposed Catalog Copy
ARE 3305E. Economic Development, Environment, and Policy
3.00 credits.
Prerequisite: ARE 1150 or ECON 1201 or ECON 1200
Grading Basis: Graded
Integrating the topics of economic development and the environment. Overview of economic development and growth in developed and developing nations. Classical and modern theories of economic growth and measures of economic inequality. Population growth, sustainable economic development, rural-urban interactions, agricultural transformation, and impacts on the environment. The role of education and health, policies for economic development, and climate adaptation.
- C. ARE 3438E Climate Economics (#11066) [EL]
Proposed Catalog Copy
ARE 3438E. Climate Economics
3.00 credits.
Prerequisite: ARE 1150 or ECON 1201 or ECON 1200. Taught concurrently with ARE 5438.
Grading Basis: Graded
Analysis of the interactive relationship between the economy and climate change. Use of principles and tools of economics to focus on the costs of changes in the severity and frequency of weather events, how these costs are influenced by markets and policies, and how costs and benefits are distributed across populations within the U.S and across the globe in the short and

long terms. Examination of household, firm-level, national and international decision-making as influenced by climate change, taking into account uncertainty, diverging interests, external costs, and evaluation of models used to alternative scenarios.

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. ECE 4900W Communicating Engineering Solutions in a Societal Context (#11668) [W] [Revise prereqs]

Current Catalog Copy

ECE 4900W. Communicating Engineering Solutions in a Societal Context

1.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to junior or higher Electrical Engineering and Computer Science and Engineering majors.

Grading Basis: Graded

Analysis of engineering design solutions in a broader context. Written and oral technical communication. There are two writing assignments and one oral presentation. Class time will be divided between lectures, group discussions/exercises, and student oral presentations.

Revised Catalog Copy

ECE 4900W. Communicating Engineering Solutions in a Societal Context

1.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to junior or higher Electrical Engineering, Computer Engineering, and Robotics Engineering majors.

Grading Basis: Graded

Analysis of engineering design solutions in a broader context. Written and oral technical communication. There are two writing assignments and one oral presentation. Class time will be divided between lectures, group discussions/exercises, and student oral presentations.

- B. EEB 3244W Writing in Ecology (#6496) [W] [Revise credits]

Current Catalog Copy

EEB 3244W. Writing in Ecology

2.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; EEB 2208E or 2244E or 2244WE, or permission of the instructor.

Grading Basis: Graded

Critical engagement with primary research literature in ecology through written communication; skills in editing, revising and peer feedback.

Revised Catalog Copy

EEB 3244W. Writing in Ecology

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; EEB 2244E or permission of the instructor.

Grading Basis: Graded

Critical engagement with primary research literature in ecology through written communication; skills in editing, revising, and peer feedback.

C. ENGL/WGSS 3609 Women's Literature (#9744) [CA4] [Revise prereqs to remove restriction]

Current Catalog Copy

ENGL 3609. Women's Literature

Also offered as: WGSS 3609

3.00 credits

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

Grading Basis: Graded

Works written by women from different countries and centuries. CA 4.

WGSS 3609. Women's Literature

Also offered as: ENGL 3609

3.00 credits

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

Grading Basis: Graded

Works written by women from different countries and centuries. CA 4.

Revised Catalog Copy

ENGL 3609. Women's Literature

Also offered as: WGSS 3609

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Works written by women from different countries and centuries. CA 4.

WGSS 3609. Women's Literature

Also offered as: ENGL 3609

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Works written by women from different countries and centuries. CA 4.

D. ENGL/WGSS 3611 Women's Literature 1900 to the Present (#9764) [CA4] [Revise prereqs-remove restriction]

Current Catalog Copy

ENGL 3611. Women's Literature 1900 to the Present

Also offered as: WGSS 3611

3.00 credits

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

Grading Basis: Graded

Modern and contemporary works written by women from different countries. CA 4.

WGSS 3611. Women's Literature 1900 to the Present

Also offered as: ENGL 3611

3.00 credits

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

Grading Basis: Graded

Modern and contemporary works written by women from different countries. CA 4.

Revised Catalog Copy

ENGL 3611. Women's Literature 1900 to the Present

Also offered as: WGSS 3611

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Modern and contemporary works written by women from different countries. CA 4.

WGSS 3611. Women's Literature 1900 to the Present

Also offered as: ENGL 3611

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Modern and contemporary works written by women from different countries. CA 4.

E. PHIL 3216E/W Environmental Ethics (#11188) [Revise prereqs]

Current Catalog Copy

PHIL 3216E. Environmental Ethics

3.00 credits

Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107.

Grading Basis: Graded

Ethical questions concerning human interaction with the natural world. Topics may include the moral standing of animals, plants, species, and ecosystems; the value of wilderness and biodiversity; obligations to future generations; environmental racism and justice; ecofeminism and deep ecology; and ethical dimensions of environmental policy.

PHIL 3216WE. Environmental Ethics

3.00 credits

Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107; ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Ethical questions concerning human interaction with the natural world. Topics may include the moral standing of animals, plants, species, and ecosystems; the value of wilderness and biodiversity; obligations to future generations; environmental racism and justice; ecofeminism and deep ecology; and ethical dimensions of environmental policy.

Revised Catalog Copy

PHIL 3216E. Environmental Ethics

3.00 credits

Prerequisites: One three-credit course in Philosophy at the 1100 level.

Grading Basis: Graded

Ethical questions concerning human interaction with the natural world. Topics may include the moral standing of animals, plants, species, and ecosystems; the value of wilderness and biodiversity; obligations to future generations; environmental racism and justice; ecofeminism and deep ecology; and ethical dimensions of environmental policy.

PHIL 3216WE. Environmental Ethics

3.00 credits

Prerequisites: One three-credit course in Philosophy at the 1100 level; ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Ethical questions concerning human interaction with the natural world. Topics may include the moral standing of animals, plants, species, and ecosystems; the value of wilderness and biodiversity; obligations to future generations; environmental racism and justice; ecofeminism and deep ecology; and ethical dimensions of environmental policy.

F. WGSS 4994W Senior Seminar [W] (#8684) [Add enrollment restriction]

Current Catalog Copy

WGSS 4994W. Senior Seminar

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; WGSS 2250. Open to Women's, Gender, and Sexuality Studies majors only. Recommended preparation: WGSS 3265W

Grading Basis: Graded

Examination of the application of feminist, queer, and trans theories and praxis within institutions and organizations. Discussion of the challenges and contradictions of institutionalization and professionalization of feminist, queer, and trans studies inside and outside of academia. Application of coursework and related experiences as well as exploration of professional career opportunities.

Revised Catalog Copy

WGSS 4994W. Senior Seminar

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; WGSS 2250. Open to Women's, Gender, and Sexuality Studies majors only. Open to seniors; juniors by consent of instructor.

Recommended preparation: WGSS 3265W.

Grading Basis: Graded

Examination of the application of feminist, queer, and trans theories and praxis within institutions and organizations. Discussion of the challenges and contradictions of institutionalization and professionalization of feminist, queer, and trans studies inside and outside of academia. Application of coursework and related experiences as well as exploration of professional career opportunities.

V. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend DELETION of the following 3000- or 4000-level courses from the General Education curriculum:

- A. KINS 3155W Athletic Training Administration [W] (#10766) [Drop course]
- B. KINS 3165W Current Research and Issues in Athletic Training [W] (#10752) [Drop course]
- C. ME 3260W Measurement Techniques [W] (#10966) [Drop course]

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

- A. SPAN 3232 Literature of Crisis in Modern Spain [CA1] (N/A) [Intensive Session Request]

VII. Actions on S/U Graded Courses:

- A. MKTG 4881 Internship in Marketing (#11446) [Revise description and prereqs; edits made to catalog copy in committee]
Current Catalog Copy
MKTG 4881. Internship in Marketing
3.00 credits
Prerequisites: MKTG 3101 or BADM 3750; completion of Freshman - Sophomore level School of Business requirements and consent of instructor and Department Head; open only to Business majors of junior or higher status.
Grading Basis: Satisfactory/Unsatisfactory
Provides students with an opportunity for a supervised internship in relevant major areas within the Department. Students will work with one or more professionals in the field of marketing. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Consent of instructor and Department Head required. Formerly offered as MKTG 4891.

Revised Catalog Copy

MKTG 4881. Internship in Marketing

3.00 credits

Prerequisites: MKTG 3101 or BADM 3750 and consent of instructor; open only to business majors of junior or higher status.

Grading Basis: Satisfactory/Unsatisfactory

Course credit for a marketing internship. Students are responsible for obtaining an internship with a host company in the field of marketing. Student performance is evaluated based on an appraisal by the host company and a detailed written report submitted by the student. Formerly offered as MKTG 4891.

B. MKTG/BADM 4882 Practicum in Professional Sales (#11485) [Revise description]

Current Catalog Copy

MKTG 4882. Practicum in Professional Sales

3.00 credits

Prerequisites: MKTG 3101 or BADM 3750 and consent of instructor; open only to Business students of junior or higher status.

Grading Basis: Satisfactory/Unsatisfactory

Provides students with an opportunity for supervised field work in professional sales. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student. Formerly offered as MKTG 4892.

BADM 4882. Practicum in Professional Sales

3.00 credits

Prerequisites: BADM 3750; open only to non-business students of junior or higher status.

Grading Basis: Satisfactory/Unsatisfactory

Provides students with an opportunity for supervised field work in professional sales. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student. Formerly offered as BADM 4892.

Revised Catalog Copy

MKTG 4882. Practicum in Professional Sales

Also offered as: BADM 4882

3.00 credits

Prerequisites: MKTG 3101 or BADM 3750 and consent of instructor; open only to business majors of junior or higher status.

Grading Basis: Satisfactory/Unsatisfactory

Course credit for a professional sales internship. Students are responsible for obtaining an internship with a host company in the field of professional sales. Student performance will be evaluated based on an appraisal by the host company and a detailed written report submitted by the student. Formerly offered as MKTG 4892.

BADM 4882. Practicum in Professional Sales

Also offered as: MKTG 4882

3.00 credits

Prerequisites: MKTG 3101 or BADM 3750 and consent of instructor; open only to non-business majors of junior or higher status.

Grading Basis: Satisfactory/Unsatisfactory

Course credit for a professional sales internship. Students are responsible for obtaining an internship with a host company in the field of professional sales. Student performance will be evaluated based on an appraisal by the host company and a detailed written report submitted by the student. Formerly offered as BADM 4892.

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 (USG Rep), Matt McKenzie, George Michna, David Ouimette, Makenzie Robinson (USG Rep), Sharyn Rusch, Eric Schultz, Steve Stifano, Manuela Wagner (Ex-Officio), Julia Yakovich, Cindy Zhang, Terra Zuidema (Registrar alternate), Nu-Anh Tran (Alternate for M. McKenzie, who is on sabbatical)

From the 3/7/22 and 3/21/22 meetings

Senate Nominating Committee
To the University Senate
April 4, 2022
2022/2023 Senate Committee Membership Rosters

Curricula & Courses Committee

***Suzanne, Wilson, Chair, Ed Curriculum & Leadership**

*John Chandy, Engineering, ECE
*Louis Hanzlik, SFA, Music
*Matt McKenzie, History, Avery Point Campus
*Tina Reardon, Waterbury, History
* Chair of GEOC, (Ex-Officio)
Peter Diplock, Associate Vice Provost, CETL (Ex-Officio)
Registrar's Office Designee (Currently Marc Hatfield, alternate
Terra Zuidema)
Sharyn Rusch, CLAS Academic Services
Eric Schultz, CLAS, Ecology and Evolutionary Biology
Steve Stifano, CLAS, Communication (C&C Chair)

Faculty Standards Committee

***Dan Burkey, Chair, Engineering, Associate Dean**

*Bede Agocha, CLAS, Africana Studies Institute
*Valarie Artigas, School of Nursing
*Masha Gordina, CLAS, Mathematics
*Lisa Holle, Pharmacy Practice
*Elizabeth Jockusch, CLAS, Ecology & Evolutionary Biology
*Elaine Lee, CAHNR, Kinesiology
*Vicki Magley, CLAS, Psychological Sciences
*Betsy McCoach, Neag, Educational Psychology
*George McManus, CLAS, Avery Point
*Erika Skoe, CLAS, Speech, Language, & Hearing Sciences
Douglas Degges, SFA, Art and Art History
Martina Rosenberg, CETL, Faculty Development
Jeffrey Shoulson, Senior Vice Provost, Ex-Officio member
Dave Weber, Business, Accounting

Enrollment Committee

***Catherine Little, Chair, Education, Educational Psychology**

*Robin Bogner, Pharmacy, Pharmaceutical Science
*Jamie Caruso, Waterbury, Staff
*Miranda Davis, CLAS, Ecology & Evolutionary Biology
*Dan Mercier, AVP, Staff
*Nate Trumbull, AVP
*Susana Ulloa, ISS Academic Program Center
*Fiona Vernal, CLAS, History
*Mark Zurolo, SFA, Art & Art History
Nathan Fuerst, Vice President for Enrollment Planning &
Management (Ex-Officio Member)
Vern Granger, Office of Admissions
Christina Irizarry, ISS
Jennifer Morenus, PRLACC
Mansour Ndiaye, CLAS Academic Services
Brian Rockwood, Registrar's Office

Justice, Equity, Diversity & Inclusion Committee

Chair to be determined

*Becky Bacher, CLAS Advising
*Inge Marie Eigsti, CLAS, Psychological Sciences
*Caitlin Elsaesser, School of Social Work (sabbatical sp23)
*Kristen Govoni, CAHNR, Animal Science (sabbatical sp23)
*Micah Heumann, ISS, ACES
*Joseph MacDougald, Law
*Diandra Prescod, Neag
*Greg Reilly, Business, Management
*Jennifer Pascal, Engineering, Chemical & Molecular
*Margaret Rubega, CLAS, Ecology and Evolutionary Biology
*Lynne Tirrell, CLAS, Philosophy
*Sarah Willen, CLAS, Human Rights Institute
*Cindy Zhang, CLAS, Geography
Cinnamon Adams, The Graduate School
Mona Lucas, Enrollment Planning & Management
Maryann Markowski, OVPR's Office
Willena Price, African American Cultural Center
Stephany Santos, School of Engineering, Biomedical
Engineering
Audrey Silva, Center for Students with Disabilities
Frank Tuitt, Vice President for Diversity and Inclusion & Chief
Diversity Officer

Senate Nominating Committee
To the University Senate
April 4, 2022
2022/2023 Senate Committee Membership Rosters

Scholastic Standards Committee

Chair to be determined

*Maureen Armstrong, Dean of Students Office
*Kelly Burke, Engineering, Chem & Biomolecular
*Jason Chang, CLAS, History
*Robin Coulter, Business, Marketing
*Carrie Fernandes, Financial Aid
*Jamie Kleinman, AVP, CLAS, Psychological Sciences
*Diane Lillo-Martin, Linguistics
*Joe Madaus, Education, Education Psychology
*Morty Ortega, CAHNR
*Dave Wagner, CLAS, EEB
*Lawrence Walsh, Office of Admissions
Kelly Bartlett, Student Services, Waterbury Campus
Greg Bouquot, Registrar's Office
Karen Bresciano, The Graduate School
Erin Ciarimboli, Enrichment Programs & University Advising
Sarah Croucher, Director of Academic Policy
Lindsay Cummings, SFA, Dramatic Arts
Holly Fitch, CLAS, Psychology
Jennifer Lease Butts, Assistant Vice Provost for Enrichment Programs (Ex-Officio Member)
Lauren Schlesselman, Director of Learning Initiatives & Educational Technologies, CETL

Senate University Budget Committee

***Lisa Park Boush, Chair, CLAS, Earth Sciences**
*Mary Ann Amalaradjou, CAHNR, Animal Science
*Robert Bird, Business, Marketing – stepping down as chair
*Eleni Coundouriotis, CLAS, English
*Elena Dormidontova, CLAS, Physics
*Steve Marchillo, SSW, Director of Finance
*Michael Morrell, CLAS, Political Science
*Michael White, Dining Services
Lloyd Blanchard, Interim EXVP and CFO (Ex-Officio Member)
Jeffrey McCutcheon, Engineering, Chemical & Biomolecular Engineering
Lauren Slingluff, University Libraries
Michael Vertefeuille, SFA, Digital Media and Design

Student Welfare Committee

***Leo Lachut, ISS, Academic Achievement Center**
*Sheila Andrew, CAHNR, Animal Science
*Laura Burton, Neag
*Fabiana Cardetti, CLAS, Mathematics
*Cora Lynn Deibler, SFA, Art & Art History
*Kate Fuller, UConn Libraries
*Erica Granoff, Stamford, Student Services
*Tina McCarthy, SHaW
*Sarah Scheidel, ISS, First Year Experience
*Leslie Shor, Engineering
*Colleen Spurling, CLAS, Molecular & Cell Biology
Bryanna Anderson, Center for Students with Disabilities
Kimberly Duby, Dean of Students Office
Arthur Galinat, International Student & Scholar Services
Michael Gilbert, Vice President of Student Affairs (Ex Officio Member)
Laine Kingo, Business, Advising & Compliance Specialist, Hartford
Katherine McCarthy, Admissions
Suzanne Peters, Financial Aid
Claudia Pina, SHaW, Waterbury Campus
Jennifer Gattilia Tibbetts, Registrar's Office
Peter Tribuzio, Student Services, Hartford Campus

University Planning Committee

***Bonnie Burr, CAHNR, Extension**
*Amvrossios Bagtzoglou, Engineering, Civil & Environmental
*Oksan Bayulgen, CLAS, Political Science
*Joanne Conover, CLAS, Physiology & Neurobiology
*Carl Rivers, Office of the Registrar
*Mike Shor, CLAS, Economics
Mehdi A Anwar, Engineering
Tutita Casa, Neag School of Education
Bethany Javidi, OVPR's Office
Jessica McBride, CAHNR, Communications Office
Jeffrey Shoulson, Senior Vice Provost for Academic Affairs (Ex-Officio Member)
Rachel Tambling, CLAS, Human Development & Family Sciences

**Scholastic Standards Committee
To the University Senate
Present: 3.7.2022 & Vote: 4.4.2022**

SSC Proposed By-Law Change on 26-Credit Limit for Accessing P/F By-Laws, Rules, and Regulations of the University Senate, II.E.3.b, Grades Not Used to Calculate the GPA (Pass-Fail Option)

Background:

The Covid period has made students, faculty, and advisors far more aware of the P/F option, which was previously used by students doing exploratory work without the stress of a grade (as a course had to be converted to a P/F grading basis by the tenth day). Given that the date for P/F grading has now been extended to the eleventh week of the semester, it is now widely used for students to manage their stress levels and their GPAs. Given this usage, it should be **open to first-year students**. This is an equity issue given unequal access to college credit in high schools.

The SSC considered three major arguments against this change:

1. There is a concern that the P/F option may obscure poor academic performance. The P/F option therefore remains unavailable to students on scholastic probation. Additionally, the SSC recommends **the addition of a restriction to one P/F course per semester**.
2. There is a concern that students in some high-enrolment courses will be disadvantaged because they may need to repeat those courses on repeat forgiveness, which will alter their enrolment appointment. A list of these courses is currently available at the registrar's office, and communication must be made to all advisors in order to ensure that students are making the P/F decision with full information.
3. There is a potential "slippery slope" in changing the by-laws on the Pass-Fail Option for a third time in three years (previously for Covid mitigations and then permanently changing the deadline to the eleventh week). The SSC feels it is important to maintain the three-course (twelve-credit) limit on P/F courses. It is reviewing the question of whether or not to also recommend removing the restriction on students on academic probation.

The SSC examined peer and aspirant policies on P/F and found a wide range of policies. UConn is well in line with our peers and aspirants with our current policy as well as with the proposed policy.

Current By-Law:

By-Laws, Rules, and Regulations of the University Senate, II.E.3.b, Grades Not Used to Calculate the GPA (Pass-Fail Option)

Pass-Fail Option. A student who has earned at least 26 credits and is not on scholastic probation may elect a maximum of 12 credits (not including credits on P/F recorded in spring 2020) to be distributed over not more than three courses, to be recorded as 'P' for Pass or 'F' for Fail on his or her permanent record. Courses taken Pass-Fail may only be used as electives; they may not

be used to satisfy general education, school/college, major or minor requirements. Students who are selecting a course for the Pass-Fail Page 26 of 41 approved 12.21.2021 option or want to convert a Pass-Fail back to a graded basis must do so by the eleventh of the semester. Students who convert to a Pass-Fail and then revert the course back to a graded basis cannot again convert the course back to a Pass-Fail. Students seeking to put a course on Pass-Fail after the eleventh week of the semester must get approval from the student's advisor and from the Dean or designee of the school or college in which the student is enrolled. Approvals are given only for extenuating circumstances beyond the student's control; poor academic performance is not an extenuating circumstance. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

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

Proposed By-Law:

By-Laws, Rules, and Regulations of the University Senate, II.E.3.b, Grades Not Used to Calculate the GPA (Pass-Fail Option)

Pass-Fail Option. A student who ~~has earned at least 26 credits and~~ is not on scholastic probation may elect a maximum of 12 credits (not including credits on P/F recorded in spring 2020) to be distributed over not more than ~~one course per semester and~~ three courses ~~total~~, to be recorded as 'P' for Pass or 'F' for Fail on his or her permanent record. Courses taken Pass-Fail may only be used as electives; they may not be used to satisfy general education, school/college, major or minor requirements. Students who are selecting a course for the Pass-Fail option or want to convert a Pass-Fail back to a graded basis must do so by the eleventh week of the semester. Students who convert to a Pass-Fail and then revert the course back to a graded basis cannot again convert the course back to a Pass-Fail. Students seeking to put a course on Pass-Fail after the eleventh week of the semester must get approval from the student's advisor and from the Dean or designee of the school or college in which the student is enrolled. Approvals are given only for extenuating circumstances beyond the student's control; poor academic performance is not an extenuating circumstance. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

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

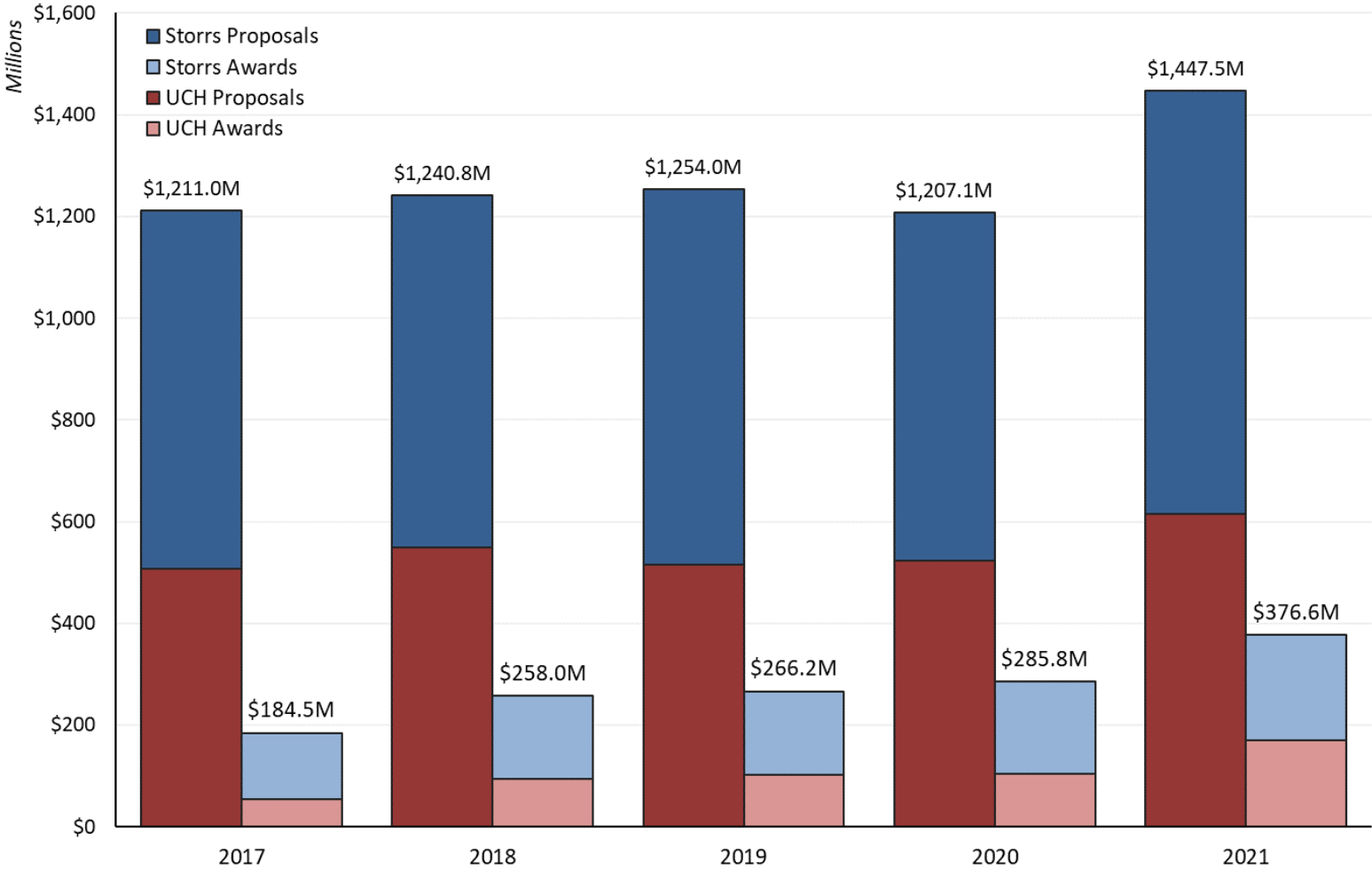
supplementary restrictions. Students are referred to the detailed statements of the various schools in the University Catalog for such restrictions.



Office of the Vice President for Research

**University Senate
April 4, 2022**

UConn Sponsored Program Activity Proposals and Awards, FY2017 – FY2021



Update on Submission Deadline Policy

Q1&Q2 of FY22 (July – December 2021)

| Proposals Received for Administrative Review | # | % | SPS Review within 3 Business Days |
|--|-----|------|-----------------------------------|
| <i>With Firm Deadlines</i> | 609 | 66% | 91% |
| On-Time Proposals | 513 | 55% | 90% |
| Late Proposals without Pass | 28 | 3% | 89% |
| <i>Exceptions to 5-Day Policy</i> | | | |
| Used Proposal Pass | 28 | 3% | 100% |
| Short turn-around opportunity | 40 | 4% | 98% |
| <i>Without Firm Deadlines</i> | 318 | 34% | 94% |
| Grand Total | 927 | 100% | 92% |

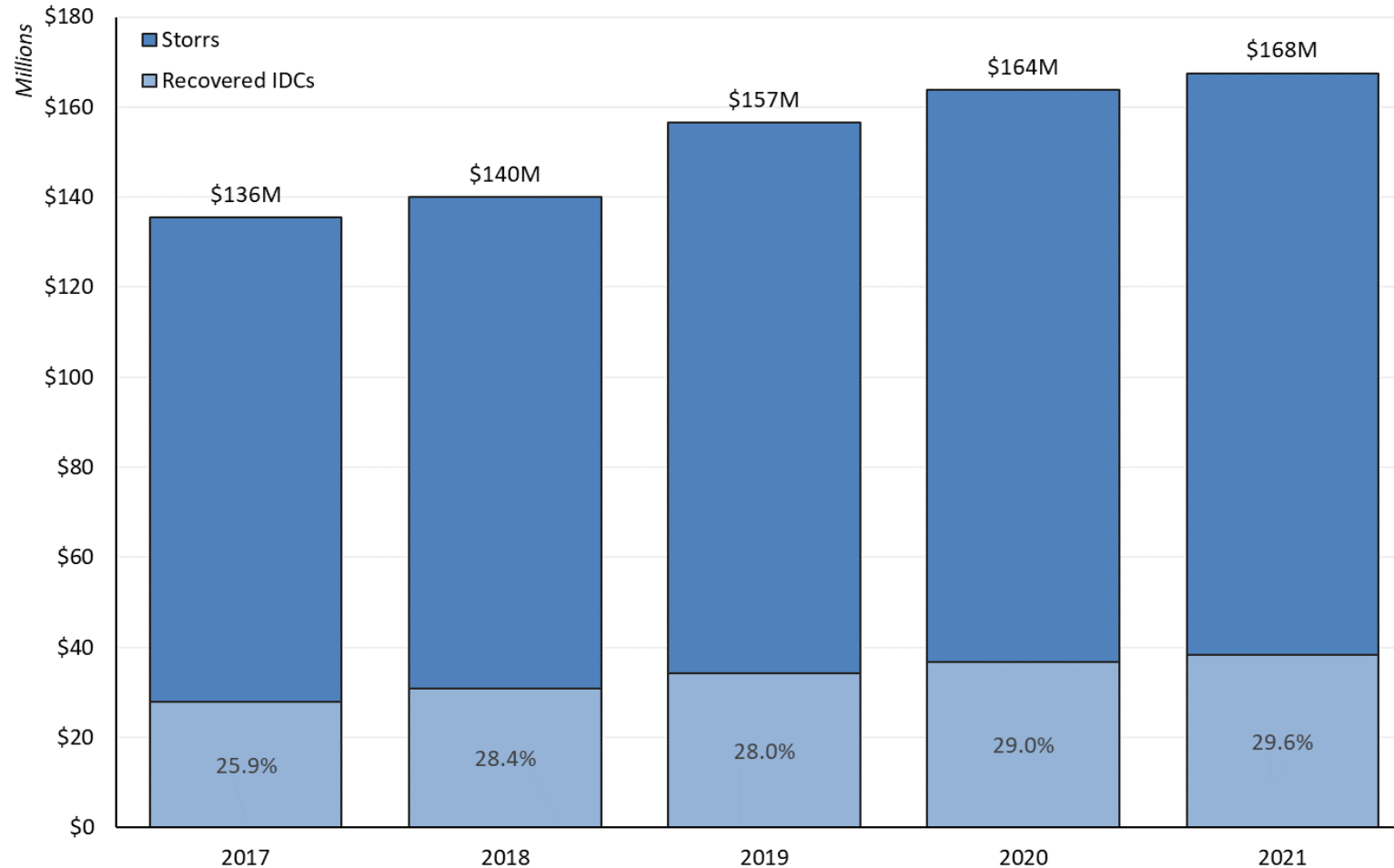
100% of proposals with a firm deadline were submitted on time to the sponsor

Update on Submission Deadline Policy

FY21 and FY22 Comparisons (July-December)

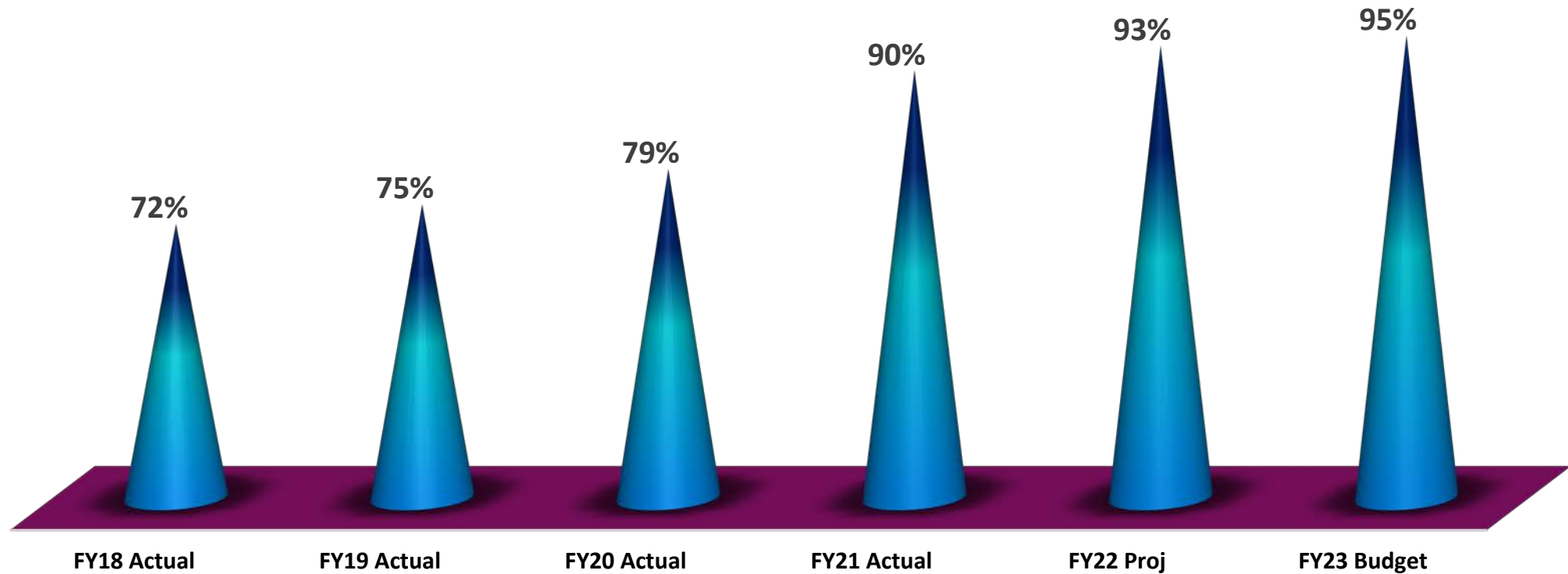
- Volume of Proposals
 - Before 5-Day Policy: 792 proposals received
 - After 5-Day Policy: 927 proposals received
- Proposals without firm deadlines

UConn Sponsored Program Activity Storrs Expenditures, FY2017 – FY2021



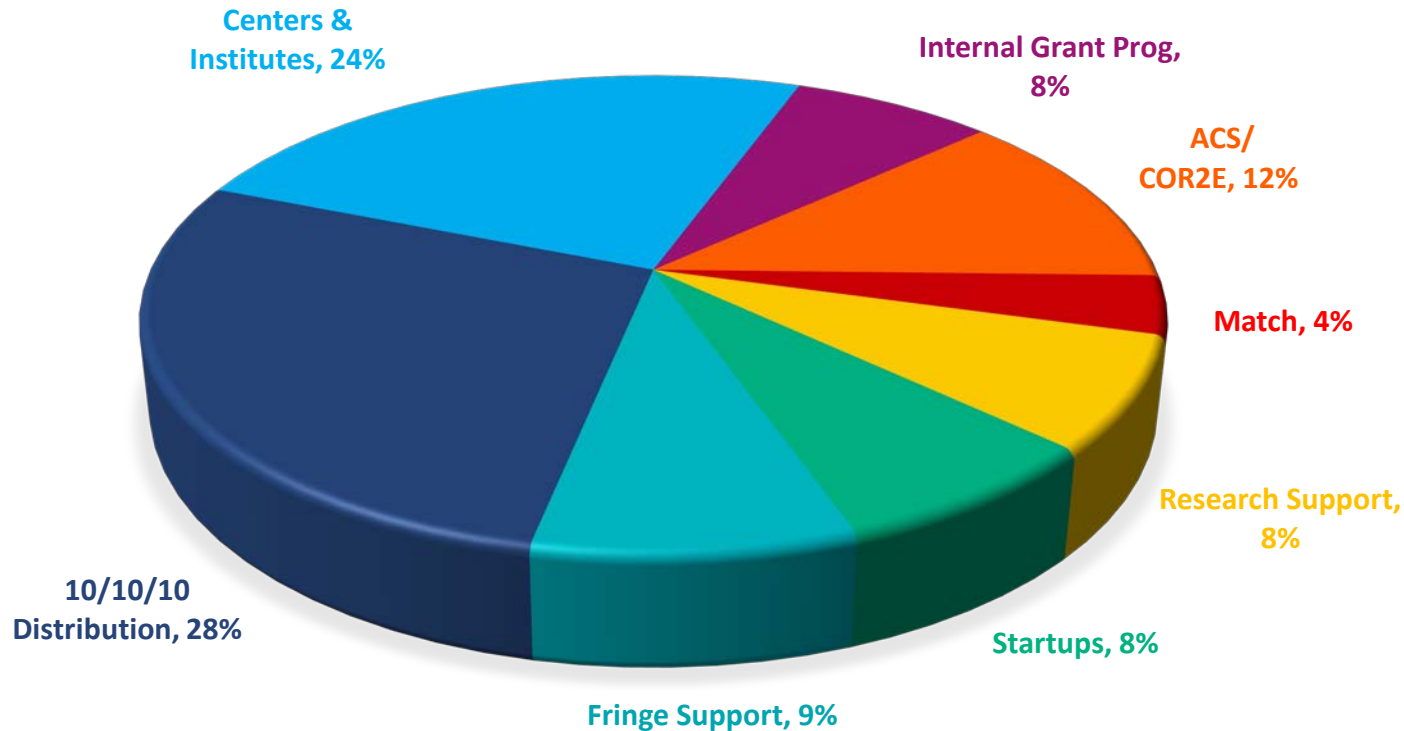
Return of IDCs to Support/Grow Research and Scholarly Activities

RETURN OF IDC'S TO RESEARCH



Where the Dollars Go

FY21 RETURN OF IDC'S TO RESEARCH \$34.7M



| FY21 Total IDCs | 38,309,671 |
|--|-------------------|
| Internal Grant Prog | 2,648,073 |
| ACS/COR2E | 4,219,839 |
| Match | 1,372,923 |
| Research Support | 2,649,992 |
| Startups | 2,632,019 |
| Fringe Support | 3,000,000 |
| 10/10/10 Distribution | 9,642,502 |
| Centers & Institutes | 8,490,079 |
| Total IDCs Returned to Support Research | 34,655,426 |
| | 90% |

10 NSF CAREER Awards for proposals submitted in 2021



Neag School of Education

- **Ido Davidesco**, Educational Psychology

College of Liberal Arts and Sciences

- **Cara Battersby**, Physics
- **Tomoyasu Mani**, Chemistry

School of Engineering

- **Ben Fuller**, Computer Science & Engineering
- **Walter Krawec**, Computer Science & Engineering
- **George Matheou**, Mechanical Engineering
- **Kristin Morgan**, Biomedical Engineering
- **Anna Tarakanova**, Mechanical/ Biomedical Engineering
- **Xueju (Sophie) Wang**, Materials Science and Engineering
- **Hongyi Xu**, Mechanical Engineering

Largest Award in UConn History



- **\$40M Major Research Instrumentation Award**
- **Network for Advanced Nuclear Magnetic Resonance**
- **Prof. Jeffrey Hoch, UConn Health, PI**
- **Partners: University of Wisconsin, University of Georgia**

USDA Grant: Sustaining the Food Supply

- \$10 million USDA-NIFA Award
- Professor Kumar Venkitanarayanan, Associate Dean of CAHNR
- Developing a sustainable program to phase out use of antibiotics in poultry industry broiler production
- Assembled interdisciplinary team of 30 researchers from 13 institutions



Inductees to the National Academy of Sciences



NATIONAL ACADEMY
OF SCIENCES



Dr. Laurinda Jaffe
Department of Cell Biology
School of Medicine
**Pioneering researcher in
the field of fertility**

Dr. Cato T. Laurencin
School of Medicine
Albert and Wilda Van Dusen
Distinguished Professor of
Orthopaedic Surgery
**Recipient of 2021
NAACP Spingarn Medal**



**Resolution to Support Changing the UConn OVPR's 5-day Rule Policy
To the University Senate
April 4, 2022**

Whereas:

- It is the responsibility of the Senate to advocate for the needs of faculty, staff, and student constituents.
- Any OVPR policy should have the goal of increasing the number and quality of proposals submitted by University.
- The 5-day rule was instituted to give the OVPR more time to review proposal documents prior to submission.
- The 5-day rule requires proposal documents to be completed more than 5 days in advance due to weekends, holidays, and center and institute pre-award service needs.
- The 5-day rule greatly increases stress on faculty during the proposal submission process.
- Stress mitigation policies such as the “one-time pass” are not effective at helping faculty who submit many proposals each year.
- The rule discourages collaboration with universities that have no such policy.
- The rule fails to increase proposal handling capacity, which was identified as the main problem with pre-award proposal management prior to the institution of the 5-day rule.

This Senate resolves:

That the “5-day rule” in its current form is harming faculty and failing to achieve the goal of increasing the number and quality of proposals submitted by the University. The University Senate supports changing the policy to better support faculty proposal submission.

Sponsor and Respectfully Submitted by:

Jeffrey R. McCutcheon, Ph.D.
Professor
Department of Chemical & Biomolecular Engineering
University of Connecticut

Executive Director, Connecticut Center for Applied Separations Technology (CCAST)
Member, University Senate