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University Senate Meeting
April 3, 2023
WebEx Virtual Meeting

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Call to Order

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

1. Approval of Minutes

- March 6, 2023, University Senate meeting
  The minutes of the meeting were approved as written.

2. Report of the President
Presented by Provost Anne D'Alleva

Provost **D'Alleva** joined the meeting from the Final Four in Houston and offered updates from President Maric.
- The University has received over 48,000 applications for the fall 2023 incoming class. The number will increase as admission to regional campuses is still open.
- Thank you to all who participated in UConn Bound Day on April 1st Another is scheduled for April 15th.
- There are no significant updates on the budget. Work continues with the Legislators and the Governor's Office of Budget and Planning. The Provost's Office is wrapping up academic budget hearings with the units.
- UConn Foundation President and CEO, Jake Lemon, is leaving. Jonathan Greenblatt has been named interim effective today. A search for a permanent replacement is planned for this summer. Jonathan is a proud alum of the University from CLAS and has been very actively engaged with the University and the Foundation for many years.
- The search for our next Vice President for Research is being conducted internally and is chaired by Sandra Chafouleas. We have many talented faculty at the University who are extraordinary researchers and have a deep understanding of the research mission of the University.

Senator **Gordina** asked about the plan to consolidate majors into a smaller number of majors. Provost **D'Alleva** stated that the deans are always reviewing majors, minors, academic offerings, and structures within their schools/colleges to address

the best uses of focus and resources. She is working with the deans to formalize this as an ongoing process.

Senator **Bayulgen** asked if the Provost thinks that the success in basketball would have any carryover to the Legislature or the Governor. Provost **D'Alleva** stated that she couldn't speak to this but did share that the Governor is present at the Final Four promoting the State of Connecticut and the University.

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

   There were no questions for Senator **Siegle**

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

      By voice vote, the consent agenda passed unanimously.

5. **Report from Nominating Committee**   Attachment #3
   PRESENTATION OF 2023/2024 Senate Standing Committee Rosters
   Presented by Senator Burton

   There were no questions for Senator **Burton**.

6. **Report from the Curricula and Courses Committee**   Attachment #4
   PRESENTATION of a motion to amend the By-Laws, Rules, and Regulations of the University Senate, C.2.b., Competencies (Seal of Biliteracy)
   Presented by CCC+ Chair Pam Bedore

   There were no questions for Senator **Bedore**.

7. **Report from Scholastic Standards Committee**   Attachment #5
   PRESENTATION of a motion to amend the By-Laws, Rules, and Regulations of the University Senate, II.E.6., Scholastic Standing, Mid-Semester and Semester Reports
   Presented by Co-Chair Bresciano

   Director of Advising Erin **Ciarimboli** was recognized at the request of Senator **Bresciano**.

Senator **Keilty** asked why this isn't required of all professors in all courses as it would be useful to the advisors and the students. Senator **Bresciano** explained that instructors of 1000 and 2000-level courses have a critical mass of assignments that have been graded by the eighth week of the semester. This may not be the case for 3000 and 4000 levels courses. Erin **Ciarimboli** agreed and shared that this targets a population of students (taking 1000 & 2000-level courses) who may need additional support. Senator **Rivers** added that this is a start and they are still working to find a balance between overloading faculty and understanding the need of the students for transparency in grading.

8. **Report from Anti-Black Racism Course Working Group**   Attachment #6
   PRESENTATION of a motion to amend the By-Laws, Rules, and Regulations of the University Senate, II.C.2.D. (renumber from D), Minimum Requirements for Undergraduate Degrees, General Education Curriculum
   Presented by Senators Engler and Holland

   Associate Vice Provost **Diplock** was recognized by the Senate to provide information as needed.

   Senator **Dormidontova** asked how this course differs from other CCC courses. Senator **Engler** stated that this course will not be within the topics of inquiry and will be within Gen Ed requirements like Environmental Literacy (though with only a single course). Data regarding the academic burden was provided with the agenda material and the course runs for the first seven weeks of the semester as well as being available to take over the Summer at no cost. Senator **Dormidontova** asked about the budget implications and Associate V.P. **Diplock** stated CETL has been committed to offering four pop-up courses per semester. This course will be among those offerings.

   Senator **Jockusch** appreciated the data regarding the need and value of the course but wondered if there was any evidence of the effectiveness of the course from the pilot. Senator **Engler** noted there isn't currently a method of assessment, but studies from the University of Pittsburgh, which has implemented a very similar requirement, have seen good results so far. Co-Chair Shawn **Salvant** also mentioned that the microaggression survey could be used as a means for obtaining data in the course. Senator **Ouimet** reiterated that the survey was designed to be repeated, shared, and reproduced at any interval.

Senator **Coulter** asked about the microaggression survey and the interpretation of the data results. Co-chair **Santos** stated that over 1,200 students completed the survey.

Senator **Jockusch** stated that from a scientific perspective, just noting changes from year to year is not necessarily a sign of results. Senator **Engler** clarified that the CCC+ will be responsible for the assessment piece. Senator **Ouimet** stated that the 2020 survey was done across the entire University, not just with students and not specifically for this course.

Senator **Pascal** asked if the budgeting of one GA and one faculty member will be sufficient for the work on this course. Senator **Holland** shared that this was looked at when discussing this with UPenn and they were successful with this staffing model to support 4,000 students. Associate Vice Provost **Diplock** clarified that the cost of developing a pop-up course is more than running it. The Graduate Assistant workload will be centered on managing the course in-box and providing technical assistance. The role of the faculty member would be to run the pop-up course.

Senator **Bacher** asked for clarification given that this course would not be under any of the Topics of Inquiry, but it would be part of the Common Core Curriculum in 2025, so it wouldn't be required until 2025. Senator **Engler** stated that it would begin in the Fall of 2024, under the current Gen Ed curriculum and then move over with the Common Core Curriculum.

Senator **Reardon** noted that an online course with 1,000 students, doesn't allow for small-level discussions to address complicated issues and their biases. Given that, it seems more like a module. Co-chair **Salvant** stated that this course is much more substantial than a compliance module. It is a 7-week course with extensive readings, videos, and recorded lectures. The ABR course is also not meant to be an endpoint, but rather a means of providing supplementation and extension for future courses.

In response to a question, Senator **Holland** shared that the reason for an anti-black racism requirement is to be able to provide appropriate credence to the topic of Anti-Black Racism rather than reducing it to a module course to cover all forms of racism. However, this does not prevent the creation of other courses specific to other areas of racism, such as Anti-Semitism, Anti-Asian, Anti-Latinx, and Anti-LGBTQ.

Senator **Chang** spoke as an individual who has created and taught a course such as this and done anti-racism work across the State as a co-chair of the Community Awareness Sub-Committee of the Governor's Hate Crime Council. A course like this is part of the recommendations to the State to incorporate these types of opportunities into Connecticut High Schools. This is an important way to move the conversation for students to create a stronger vocabulary around anti-racism.

Senator **Engler** invited senators to attend the upcoming ABR committee meeting next Monday at 4:00 p.m. to discuss questions, concerns, and potential amendments.

9. **Report from the Provost's Office on Regional Campuses**   Attachment #7
   Presented by Provost D'Alleva

   Senator **Harmon** asked about the decline in graduate student enrollments over five years while noting the increase in undergraduate enrollment. Jennifer **Orlikoff**, Director of the Stamford campus, attributed the decline to COVID-related challenges.

10. **New Business**
    There was no new business.

11. **Adjournment**

Senator **Morrell** made a motion to adjourn.
Senator **Eigsti** seconded.
The motion passed unanimously.
The meeting was adjourned at 5:34 p.m.

Respectfully Submitted,
Christine S. North
Secretary of the University Senate, 2022-2023

SENATE EXECUTIVE COMMITTEE
    Del Siegle, Chair

Usman Ali	Pam Bramble	Laura Burton
Gabrielle Corso	Jason Chang	Marisa Chrysochoou
Kate Fuller	Mason Holland	Joe MacDougald
Carl Rivers	Margaret Rubega	Peter Spinelli
Manuela Wagner		

Senate Executive Committee
Report to the University Senate
April 3, 2023

SEC has met
- With chairs
- With senior leadership
- Private sessions with President and Provost

SEC-initiated effort – Senate Bill 1153
"AN ACT ESTABLISHING AN EXEMPTION FROM DISCLOSURE FOR CERTAIN HIGHER EDUCATION RECORDS PERTAINING TO RESEARCH OR TEACHING UNDER THE FREEDOM OF INFORMATION ACT"
To amend the Freedom of Information Act to exempt certain proprietary records held by a public institution of higher education pertaining to research or teaching from disclosure.

Academic Integrity
- Motion tabled in March meeting
- Plan to bring to Senate for vote in May meeting
- Acknowledge some confusion on what is being voted on
- Will present updated documents that should clarify

CCC+ update from Pam
- Faculty navigator applications were due April 1st
  Selection process underway
  Decisions communication by April 15th
- Course migration spreadsheet being sent to departments this week
  Return by November 1st

Faculty Standards presents annual PTR and P&R Forums
- Friday, April 14th
- PTR 9:00-11:00
- P&R 1:00-2:30
- Via WebEx
- Register by April 12 on Senate website

Senate Executive Committee Election
- Continuing and newly elected senators received ballot
- Voting closes on Thursday
- Then SEC Chair

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

A. DRAM/HRTS 2150 Devising Theatre for Social Justice I (#13045) [New CA1]
Proposed Catalog Copy
DRAM 2150. Devising Theatre for Social Justice I
Also offered as: HRTS 2150.
3.00 credits.
Grading Basis: Graded
Making theatre without a pre-written script to address a social justice topic of interest, moving from initial stimulus to concluding performance. Students will center a contemporary issue of social justice while developing theatre-making skills, emphasizing collaborative co-creation, small group work, and the development and presentation of a range of performance forms. CA 1.

HRTS 2150. Devising Theatre for Social Justice I
Also offered as: DRAM 2150.
3.00 credits.
Grading Basis: Graded
Making theatre without a pre-written script to address a social justice topic of interest, moving from initial stimulus to concluding performance. Students will center a contemporary issue of social justice while developing theatre-making skills, emphasizing collaborative co-creation, small group work, and the development and presentation of a range of performance forms. CA 1.

B. ENGL 1401 Horror (#15985) [New CA1]
Proposed Catalog Copy
ENGL 1401. Horror
3.00 credits
Prerequisites: None
Grading Basis: Graded
Focused studies in horror film and/or literature. CA 1.

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

A. ECON/MAST 2467E Economics of the Oceans [EL] (#16645) [Revise prereqs]
Current Catalog Copy
ECON 2467E. Economics of the Oceans
Also offered as: MAST 2467E
3.00 credits

Prerequisites: ECON 1200 or 1201.
Grading Basis: Graded
Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

MAST 2467E. Economics of the Oceans
Also offered as: ECON 2467E
3.00 credits
Prerequisites: ECON 1200 or 1201.
Grading Basis: Graded
Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

Revised Catalog Copy
ECON 2467E. Economics of the Oceans
Also offered as: MAST 2467E
3.00 credits
Prerequisites: ECON 1200 or 1201 or ARE 1150
Grading Basis: Graded
Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

MAST 2467E. Economics of the Oceans
Also offered as: ECON 2467E
3.00 credits
Prerequisites: ECON 1200 or 1201 or ARE 1150
Grading Basis: Graded
Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

B. HIST/AAAS 2841 Empire and Nation in Southeast Asia (#16325) [Add CA1 & CA4-Int]
Current Catalog Copy
AAAS 2841. Empire and Nation in Southeast Asia
Also offered as: HIST 2841
3.00 credits
Grading Basis: Graded
Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam.

HIST 2841. Empire and Nation in Southeast Asia

Also offered as: AAAS 2841
3.00 credits
Grading Basis: Graded
Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam.

Revised Catalog Copy
AAAS 2841. Empire and Nation in Southeast Asia
Also offered as: HIST 2841
3.00 credits
Grading Basis: Graded
Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Indonesia, the Philippines, Thailand, and Vietnam. CA 1. CA 4-INT.

HIST 2841. Empire and Nation in Southeast Asia
Also offered as: AAAS 2841
3.00 credits
Grading Basis: Graded
Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Indonesia, the Philippines, Thailand, and Vietnam. CA 1. CA 4-INT.

C. JOUR 2003 Literary Journalism (#18505) [Revise prereqs and description]
    Current Catalog Copy
    JOUR 2003. Literary Journalism
    3.00 credits
    Prerequisites: JOUR 1002 or 2000 (may be taken concurrently with JOUR 2000).
    Grading Basis: Graded
    Critical survey embracing the diverse voices of literary journalism from the 17th century through the 21st.

    Revised Catalog Copy
    JOUR 2003. Literary Journalism
    3.00 credits
    Prerequisites: None
    Grading Basis: Graded

Exploration of the relationship between narrative nonfiction journalism and literature. Practice of literary journalism techniques of famous and forgotten writers, incorporating observation, research, and evaluation. Critical survey of diverse literary journalism examples from the 1850s through the present.

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

A. ENGL/HRTS 3631 Literature, Culture, and Humanitarianism [W] (#14385) [Add W version]
Current Catalog Copy
ENGL 3631. Literature, Culture, and Humanitarianism
Also offered as: HRTS 3631
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher.
Grading Basis: Graded
Relationships between literature and culture and humanitarian movements, from the eighteenth century to the present.

HRTS 3631. Literature, Culture, and Humanitarianism
Also offered as: ENGL 3631
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher.
Grading Basis: Graded
Relationships between literature and culture and humanitarian movements, from the eighteenth century to the present.

Revised Catalog Copy
ENGL 3631. Literature, Culture, and Humanitarianism
Also offered as: HRTS 3631
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011; open to sophomores or higher.
Grading Basis: Graded
Relationships between literature and culture and humanitarian movements, from the eighteenth century to the present.

ENGL 3631W. Literature, Culture, and Humanitarianism
Also offered as: HRTS 3631W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011; open to sophomores or higher.
Grading Basis: Graded
Relationships between literature and culture and humanitarian movements, from the eighteenth century to the present.

HRTS 3631. Literature, Culture, and Humanitarianism
Also offered as: ENGL 3631
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011; open to sophomores or higher.
Grading Basis: Graded
Relationships between literature and culture and humanitarian movements, from the eighteenth century to the present.

HRTS 3631W. Literature, Culture, and Humanitarianism
Also offered as: ENGL 3631W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011; open to sophomores or higher.
Grading Basis: Graded
Relationships between literature and culture and humanitarian movements, from the eighteenth century to the present.

B. HIST 3100W Biography as History [W] (#17206) [Revise number, title, repeatability, and description]
Current Catalog Copy
HIST 3100W. Biography as History
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
What the lives of significant individuals reveal about major historical periods and themes. Variable topics.

Revised Catalog Copy
HIST 2103W. Biography as History: Individuals in their Times
3.00 credits | With a change in topic, may be repeated for a total of nine credits.
Prerequisites: ENGL 1007 or 1010 or 1011.
Grading Basis: Graded
What the lives of interesting individuals reveal about major historical periods and themes. Course materials may include biographies, memoirs, autobiographies, diaries, and letters. Formerly offered as HIST 3100W.

C. HIST 3101W History Through Fiction [W] (#17265) [Revise number, title, repeatability, and description]
Current Catalog Copy
HIST 3101W. History through Fiction
3.00 credits | May be repeated for credit.
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher.
Grading Basis: Graded

What classic novels and other works of fiction reveal about major historical periods and themes in history. Variable topics. May be offered from an American or European perspective.

Revised Catalog Copy
HIST 2104W. History Through Fiction
3.00 credits | With a change in topic, may be repeated for a total of nine credits.
Prerequisites: ENGL 1007 or 1010 or 1011.
Grading Basis: Graded
What novels and other works of fiction reveal about major historical periods and themes in history. Variable topics. Formerly offered as HIST 3101W.

D. HIST 3105 History Through Film [CA1] (#17225) [Revise from 3000- to 2000-level]
Current Catalog Copy
HIST 3105. History through Film
3.00 credits | May be repeated for a total of 9 credits.
Prerequisites: None.
Grading Basis: Graded
An exploration of the ways in which film can communicate complex cultural, historical, and political ideas. Topics may include film's ability to translate philosophical and religious ideas, portray accurate or revisionist history, play a role in subverting or critiquing the social and political status quo, and act as a chronicler of change.

Revised Catalog Copy
HIST 2105. History through Film
Formerly offered as HIST 3105.
3.00 credits | With a change in topic, may be repeated for a total of nine credits.
Prerequisites: None.
Grading Basis: Graded
An exploration of the ways in which film can communicate complex cultural, historical, and political ideas. Topics may include film's ability to translate philosophical and religious ideas, portray accurate or revisionist history, play a role in subverting or critiquing the social and political status quo, and act as a chronicler of change. Formerly offered as HIST 3105. CA 1.

E. JOUR 3012 Feature Writing [W] (#17446) [Revise description]
Current Catalog Copy
JOUR 3012W. Feature Writing
3.00 credits
Prerequisites: JOUR 2001W; ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Emphasis on finding, developing and writing feature stories. Outside stories will be assigned weekly.

Revised Catalog Copy
JOUR 3012W. Feature Writing

3.00 credits

Prerequisites: JOUR 2001W; ENGL 1007 or 1010 or 1011.

Grading Basis: Graded

Writing and reporting human-interest stories, personality profiles, and other features; developing skills for nonfiction storytelling with scenes, dialogue, and descriptive narrative.

Respectfully Submitted by the 22-23 Senate Curricula and Courses Committee: Suzanne Wilson (Chair), John Chandy, Louis Hanzlik, Matt McKenzie, Tina Reardon, Pam Bedore (ex-officio), Peter Diplock (ex-officio), Marc Hatfield, David Ouimette, Sharyn Rusch, Eric Schultz, Steve Stifano, Terra Zuidema (Registrar alternate), and Karen McDermott (Program Assistant)

From the 3/6/23 meeting.

Common Curriculum Committee+
Report to the Senate
April 3, 2023

Add Seal of Biliteracy to Second Language Competency

Rationale:

Students currently fulfill the Second Language Competency of General Education by either completing a third-year high school level course in a language other than English or the second semester course in the first-year sequence of college level study in a language other than English.

In 2017, the Connecticut State Seal of Biliteracy was established to recognize public high school graduates who have attained a level of proficiency in English and one or more other languages (Public Act 17-29, signed by CT governor 6.6.2017). The Seal of Biliteracy has been adopted in 49 states and in Washington DC. Four universities on UConn's peer and aspirant list now accept it:

- Indiana University
- University of Utah
- University of Illinois - Urbana-Champaign
- University of Maryland

Given that the Seal of Biliteracy involves a validated test equivalent to the second semester course in the first-year sequence of college level study, the CCC+ proposes to add this option as a means of satisfying the Second Language Competency of General Education.

This proposal was approved by CCC+ on 2.27.2023, and by the Senate C&C on 3.6.2023. It has also been shared with the Courses and Curriculum Committees of the School of Business and the College of Liberal Arts & Sciences so they can deliberate whether or not the Seal of Biliteracy should fulfill the additional Second Language Competency requirement for their students.

Current By-Law Language:

C.2.b *Competencies*

The General Education Curriculum includes competencies in information literacy, quantitative skills, second language proficiency, and writing. The coursework required to demonstrate Information Literacy is established by each major field of study. Quantitative Literacy is established by completing two courses that are designated for this purpose as Q courses. One Q course must be a MATH or STAT course. Second Language competency is established by passing either 1) the third-year high school level course in a language other than English or 2) the second semester course in the first-year sequence of college level study in a language other

than English. Writing competency is established by passing two courses that are designated for this purpose as W courses, one of which must be in the major field of study at the 2000-level or above. First-year writing courses are prerequisites for W courses.

Proposed By-Law Language:

C.2.b *Competencies*

The General Education Curriculum includes competencies in information literacy, quantitative skills, second language proficiency, and writing. The coursework required to demonstrate Information Literacy is established by each major field of study. Quantitative Literacy is established by completing two courses that are designated for this purpose as Q courses. One Q course must be a MATH or STAT course. Second Language competency is established by ~~passing~~ either 1) passing the third-year high school level course in a language other than English or 2) attaining a Seal of Biliteracy or 3) passing the second semester course in the first-year sequence of college level study in a language other than English. Writing competency is established by passing two courses that are designated for this purpose as W courses, one of which must be in the major field of study at the 2000-level or above. First-year writing courses are prerequisites for W courses.

Background:

There is an existing bylaw requirement that instructors of 1000- and 2000-level courses notify the Registrar by the end of the sixth week of the semester, those students who appear to be in danger of earning less than a 'C', or 'U' or 'N' grades (considered "warning" grades).

The percentage of faculty who have been compliant with this by-law has historically been low, and for several years, the deadline has been (unofficially) extended from the sixth week to the ninth week, in order to increase compliance and for more student grades to be considered. Additionally, as of the 2021-22 academic year, faculty have been encouraged to submit *all* grades for 1000- and 2000-level classes, not just warning grades. This latter change has not only increased the number of grades submitted for courses in total, but has allowed academic advisors and student support offices on campus to have a more holistic picture of a student's academic progress at the midterm. This has also permitted increased outreach and student support before the 11th week of classes, which is the deadline for students to change to P/F grading, as well as to withdrawal from courses with a "W."

The changes we are suggesting below aim to make the by-law language clearer to faculty what is expected (reflecting a later deadline for submission of midterm grades) as well as make the submissions more effective and efficient for faculty, staff, and students in order to help as a tool for holistic student success and decision-making.

These changes include:
   • Requiring submission of *all* midterm grades for 1000/2000 level courses, but strongly suggesting submission of midterm grades for all undergraduate and graduate courses
   • A specific carve out stating that Early College Experience (ECE) courses do not need to submit midterm grades
   • Clear guidance that the grades must be entered in StudentAdmin, not just in HuskyCT
   • Pushing back the deadline to the end of week eight (8).

Current By-Law:
By-Laws, Rules, and Regulations of the University Senate, II.E.6, Scholastic Standing, Mid-Semester and Semester Reports

6. *Mid-Semester and Semester Reports*
   Mid-Semester Report. Instructors of 1000- and 2000-level courses shall notify the Registrar by the end of the sixth week of the semester of students who appear to be in danger of earning less than a 'C', or 'U' or 'N' grades. The Registrar will inform the students. The mid-semester report grade information is not part of the student's permanent file.

Semester Report. The Registrar provides to the student a semester report, which includes all courses for which the student is registered, the credit value of each course, and the student's grade in each course.

Proposed By-Law:
By-Laws, Rules, and Regulations of the University Senate, II.E.6, Scholastic Standing, Mid-Semester and Semester Reports

6. *Mid-Semester and Semester Reports*

Mid-Semester Report. Instructors of 1000- and 2000-level courses must submit mid-semester grades for all enrolled students through the Student Administration System during the mid-semester grading period which spans the sixth through eighth week of the semester ~~shall notify the Registrar by the end of the sixth week of the semester of students who appear to be in danger of earning less than a 'C', or 'U' or 'N' grades~~. Instructors of all other undergraduate and graduate courses are encouraged to submit mid-semester grades. Students, academic advisors, and relevant student success offices will be informed of all submitted mid-semester grades.~~The Registrar will inform~~ the students. The mid-semester information is an indicator of the student's performance at the date of submission and is not recorded ~~on a student's transcript report grade information is not part of t~~he student's permanent file. Instructors of Early College Experience courses are exempt from this requirement.

Semester Report. Students have access to semester grade reports in the Student Administration System. ~~The Registrar provides to the student a semester report, which~~ These includes~~ ~~all courses for which the student is registered, the credit value of each course, and the student's grade in each course.

ABR Implementation Ad Hoc
To the University Senate
Present 4.3.2023 & Vote 5.1.2023

Background:
Having received the Anti-Black Racism (ABR) Curriculum Working Group Report dated May 2, 2022, the Senate Executive Committee (SEC) formed an ABR Ad-Hoc Committee charged with preparing a proposal and implementation plan to include a mandatory Anti-Black Racism Course in the UConn Curriculum. The implementation plan includes information the committee deemed necessary to ensure adoption of the requirement for the incoming class of Fall 2024.

The ABR Implementation Ad-Hoc continued deliberations and considered the questions and challenges included in the report and beyond. The following amendment is now being proposed as part of the current General Education Oversight Committee by-laws and with the expectation that it will be included in the Common Curriculum Committee by-laws that become effective in fall 2025.

Proposed By-Law Addition:

By-Laws, Rules, and Regulations of the University Senate, II.C.2.D (renumber from D)
Minimum Requirements for Undergraduate Degrees, General Education Curriculum

Every undergraduate student at UConn must pass the one-credit course titled U.S. Anti-Black Racism as part of the baccalaureate degree requirements. It is strongly recommended that the course be completed during the first two years of enrollment at the University.
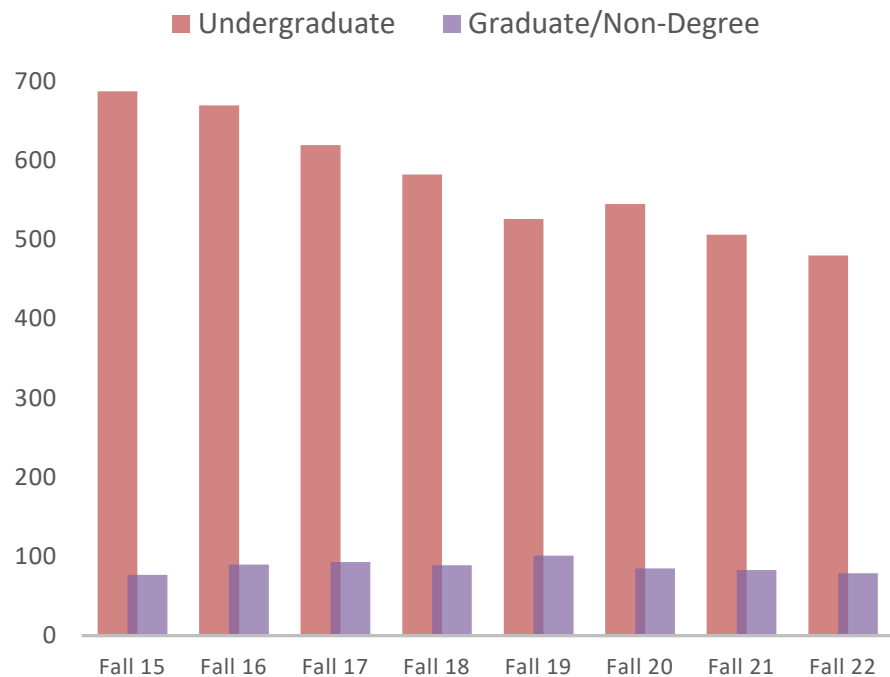
UConn's Multiple Campuses

Avery Point
Hartford
Stamford
Waterbury

AVERY POINT

Undergraduate ■ Graduate/Non-Degree

Chart values by semester: Fall 15, Fall 16, Fall 17, Fall 18, Fall 19, Fall 20, Fall 21, Fall 22

Undergraduate 4-Year Degrees

English
General Studies
Marine Science
Maritime Studies

Graduate Programs

Degrees and Certificates Offered In
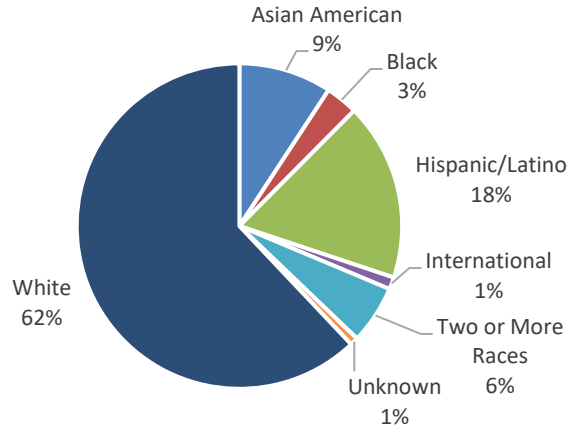Engineering
Nursing CEIN
Oceanography
Teacher Certification

AVERY POINT

First Generation Students: 42% *(University: 35%)*

Pell Eligible Students: 34% *(University: 28%)*

Fall 2022 Undergraduate Students

- Asian American 9%
- Black 3%
- Hispanic/Latino 18%
- International 1%
- Two or More Races 6%
- Unknown 1%
- White 62%

Student Success

Graduation Rates

	4 Year	6 Year
Fall 2016 entering class	45%	59%
Fall 2017 entering class	39%	44%
University Average (Fall 2016)	*66%*	*78%*

Retention Rates

	% Retained after 1 year
Fall 2020 Entry	76%
Fall 2021 Entry	79%
University Average (Fall 2021)	*87%*

DFW Rate Fall 2017 – Spring 2022

Undergraduate	9%
University Average	*7%*

AVERY POINT

Research Landscape
[CT National Estuarine Research Reserve (CT NERR)](#)

Partnerships with:
- National Institute for Undersea Technology (NIUVT)
- Mystic Aquarium,
- Connecticut's Initiative for Environmental Research of Offshore Wind,
- Connecticut Institute for Resilience and Climate Adaption (CIRCA)

Student Success
- [Avery Point Academic Center (APAC)](#) provide tutoring in every subject area and to provide mentoring to struggling students, Avery Point athletes and students looking for extra support.

- [FYE Program](#) including the chance for upperclassman to become Mentors and teach alongside a faculty or staff member

Diversity, Equity, Inclusion & Justice (DEIJ)
- [Avery Point Diversity and Equity Committee (AP DEI)](#) is comprised of a dedicated group of faculty, staff, and students engaged in building a safe and inclusive community by promoting events and opportunities for all campus members.

- In partnership with CAPS, the campus will again host Upward Bound students on campus during the summer and expand engagement through a new three-year ConnCap grant.

Community Outreach & Engagement

Husky Harvest Food Pantry opened January 17, 2023. In the first six weeks, Husky Harvest had 196 student visits from 90 unique users. Currently, over 296 family members are being served by this resource.

Currently, Avery Point is in discussion to support general education requirements for students of the United States Coast Guard Academy and New London High School with dual enrollment classes at Avery Point.

Teaching Excellence
Office of Academic Affairs: Working with the academic departments, the Center for Teaching and Learning and other relevant offices, provides faculty with opportunities for development and training. In collaboration with Avery Point faculty, the APAC works closely with students to provide tutoring in every subject area and struggling students, Avery Point athletes and students looking for extra support.
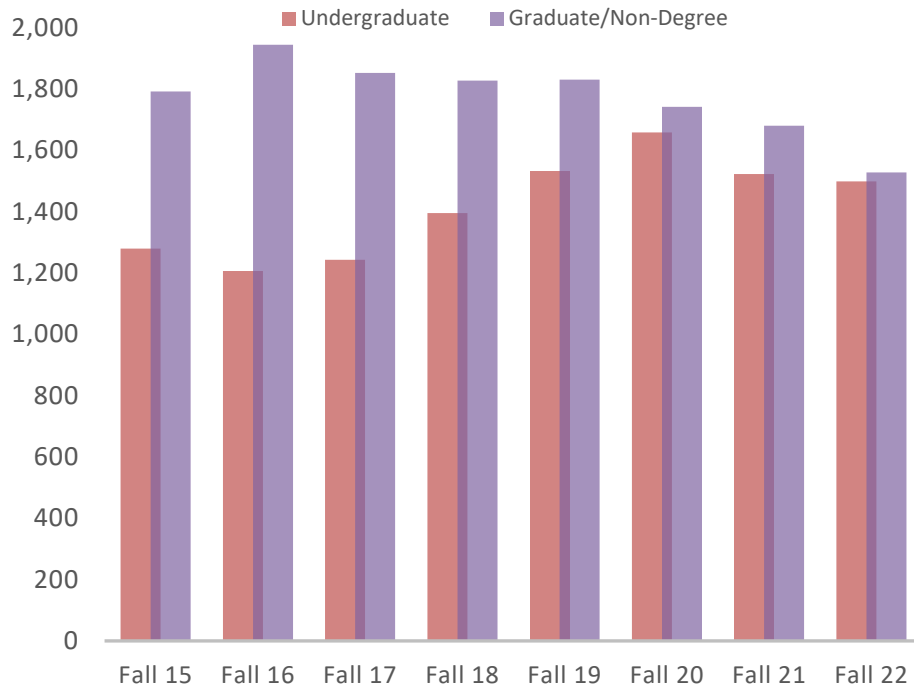
UCONN
AVERY POINT

HARTFORD

Enrollment Trends

Legend: ■ Undergraduate ■ Graduate/Non-Degree

Y-axis: 0, 200, 400, 600, 800, 1,000, 1,200, 1,400, 1,600, 1,800, 2,000

X-axis: Fall 15, Fall 16, Fall 17, Fall 18, Fall 19, Fall 20, Fall 21, Fall 22

Degree Programs

Undergraduate 4-Year Degrees

Business Data Analytics
English
Public Policy
Financial Management
General Studies
HDFS
Individualized Studies Program
Marketing Management
Psychological Sciences
Social Work
Urban and Community Studies

Graduate Programs

Neag School of Education
Connecticut Teacher Certification
MA Curriculum and Instruction
MA Educational Psychology

School of Business
MBA
MS HRM
MS BAPM
MS Financial Risk Management

Certificates:
Accounting Analytics
Business Analytics
Digital Marketing Strategy
Accounting Fundamentals
Health Care Analytics
Health Care Finance and Insurance
Human Resource Management
Project Management
Corporate and Regulatory Compliance
Long-term Health Care Management

School of Social Work
MSW Program
Advanced Standing Program
PhD Program
Urban Service Track

SFA
MFA in Arts Leadership & Cultural Management

CLAS
Fast Track in Public Policy
MPA
MPP
MA Survey Research

Certificates:
Leadership & Public Mgmt
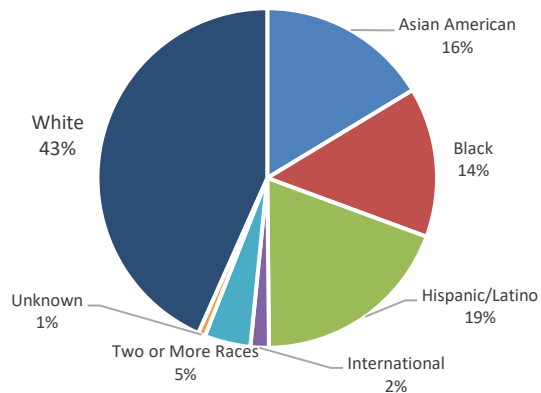Nonprofit Management
Public Financial Management
Survey Research

HARTFORD

First Generation Students: 48% *(University: 35%)*

Pell Eligible Students: 45% *(University: 28%)*

Fall 2022 Undergraduate Students

- Asian American 16%
- Black 14%
- Hispanic/Latino 19%
- International 2%
- Two or More Races 5%
- Unknown 1%
- White 43%

Student Success

Graduation Rates	4 Year	6 Year
Fall 2016 entering class	41%	59%
Fall 2017 entering class	44%	52%
University Average (Fall 2016)	*66%*	*78%*

Retention Rates	% Retained after 1 year
Fall 2020 Entry	78%
Fall 2021 Entry	76%
University Average (Fall 2021)	*87%*

DFW Rate Fall 2017 – Spring 2022	
Undergraduate	13%
University Average	*7%*

HARTFORD

Research Landscape

Research on Resilient Cities, Racism, and Equity (formerly SGCI)
- 2021-2023 grant applications total ~$4.5m
- Awarded ~$2.98
- Future grant applications anticipated ~3m

Other Research Infrastructure
- School of Public Policy and Institute for Municipal and Regional Policy
- School of Social Work
- Rudd Center for Food Policy and Healthy
- Health Disparities Institute

Student Success

Academic Achievement Center:
Incorporating innovative and data informed best practices to coach, mentor and train students, faculty & staff

Services:
- Drop in Coaching
- Supplemental Instruction
- Presentations & Workshops
- UConn Connects

Diversity, Equity, Inclusion & Justice (DEIJ)

Truth, Racial Healing, and Transformation (TRHT) Campus Innovation Hub

Community Outreach & Engagement

Development of UConn Interdisciplinary Community CoLab Center

An interdisciplinary space that brings together university students, faculty, and staff along with members of the greater Hartford community to identify, diagnose and find solutions to societal challenges. The center will serve as a catalyst for research and entrepreneurship for units across UConn including Health, Social Work, Law, Business, Extension, and other urban community and justice-oriented programs.

Teaching Excellence

Office of Academic Affairs:
Develops and maintains an environment that promotes excellence in teaching and learning

In collaboration with CETL:
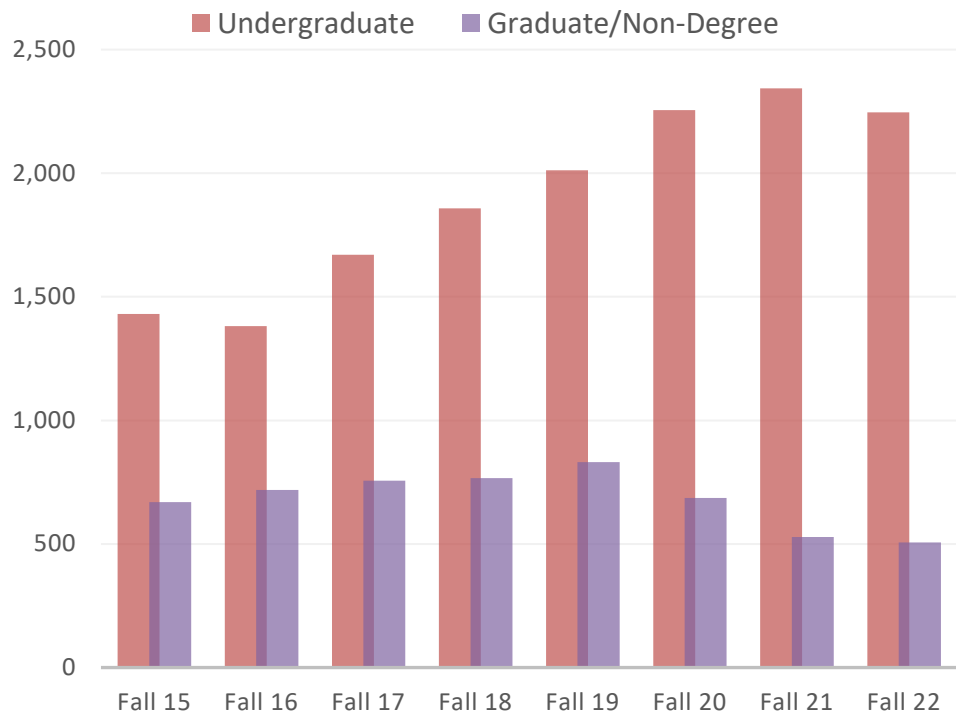- Hartford Matters Teaching Mini Grant
- Community Collaborations Grant

UCONN
HARTFORD

STAMFORD

Enrollment Trends

Legend: ■ Undergraduate ■ Graduate/Non-Degree

Y-axis: 2,500 / 2,000 / 1,500 / 1,000 / 500 / 0

X-axis: Fall 15, Fall 16, Fall 17, Fall 18, Fall 19, Fall 20, Fall 21, Fall 22

Degree Programs

Undergraduate 4-Year Degrees

Business Data Analytics
Communication
Computer Science
Digital Media Design
Economics
English
Financial Management
General Studies
History
HDFS
Marketing Management
Political Science
Psychological Sciences
Sociology

Graduate Programs

School of Business
MBA
MS BAPM
MS Financial Technology
Certificate in Financial Technology

School of Nursing CEIN

Neag School of Education
Connecticut Teacher Certification
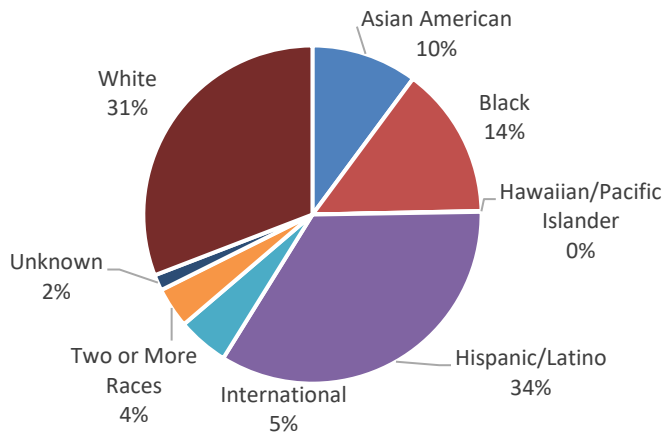MA Curriculum and Instruction
MA Educational Psychology

STAMFORD

First Generation Students: 54% *(University: 35%)*

Pell Eligible Students: 49% *(University: 28%)*

Fall 2022 Undergraduate Students

Asian American 10%
Black 14%
Hawaiian/Pacific Islander 0%
Hispanic/Latino 34%
International 5%
Two or More Races 4%
Unknown 2%
White 31%

Student Success

Graduation Rates		
	4 Year	**6 Year**
Fall 2016 entering class	43%	61%
Fall 2017 entering class	33%	40%
University Average (Fall 2016)	*66%*	*78%*

Retention Rates	
	% Retained after 1 year
Fall 2020 Entry	77%
Fall 2021 Entry	81%
University Average (Fall 2021)	*87%*

DFW Rate Fall 2017 – Spring 2022	
Undergraduate	10%
University Average	*7%*

STAMFORD

Research Landscape

- Full-time faculty research in each unit
- Research grants/Fellowships in HDFS and History
- Family Resilience and Mindfulness Empowerment (FRAME) Lab
- Monthly Faculty Colloquia

Student Success
- Academic Advising Center
- Tutoring Center (Q and W)
- ISS Center for Access Center for Access and Post-Secondary Success
- Career Services Center
- Center for Students with Disabilities
- Mental Health Resource Center
- Honor's Program
- Leadership Certificate
- Student membership at YMCA
- Husky Harvest

Diversity, Equity, Inclusion & Justice(DEIJ)

- Active student organizations focused on diversity
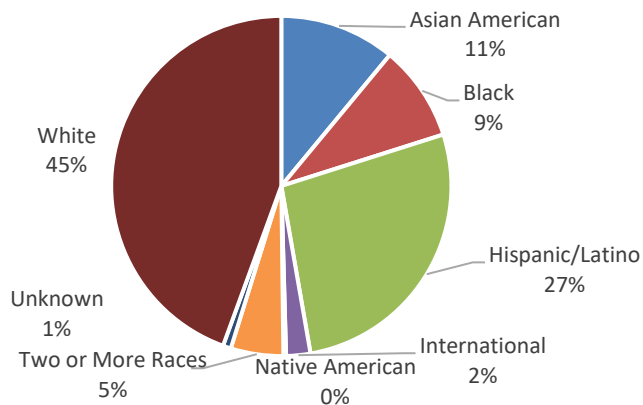- La Communidad Intellectual (Fall '23)
- Affinity Center

Community Outreach & Engagement

- **4,640 internship opportunities within 30-mile radius of Stamford**
- **Synchrony Digital Technology Center on campus**
- **Partnership with Stop & Shop for Husky Harvest**

Teaching Excellence

Center for Excellence in Teaching and Learning
Faculty Council
Faculty mentor program (beginning Fall '23)

UCONN
STAMFORD

WATERBURY

First Generation Students: 55% *(University: 35%)*

Pell Eligible Students: 48% *(University: 28%)*

Fall 2022 Undergraduate Students

Asian American 11%
Black 9%
Hispanic/Latino 27%
International 2%
Native American 0%
Two or More Races 5%
Unknown 1%
White 45%

Student Success

Graduation Rates		
	4 Year	**6 Year**
Fall 2017 entering class	41%	48%
Fall 2016 entering class	39%	57%
University Average (Fall 2016)	*66%*	*78%*

Retention Rates	
	% Retained after 1 year
Fall 2020 Entry	78%
Fall 2021 Entry	76%
University Average (Fall 2021)	*87%*

DFW Rate Fall 2017 – Spring 2022	
Undergraduate	12%
University Average	*7%*

WATERBURY

Enrollment Trends

Chart legend: Undergraduate, Graduate/Non-Degree

	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
Undergraduate	775	803	850	840	778	835	783	751
Graduate/Non-Degree	125	140	112	141	160	163	145	122
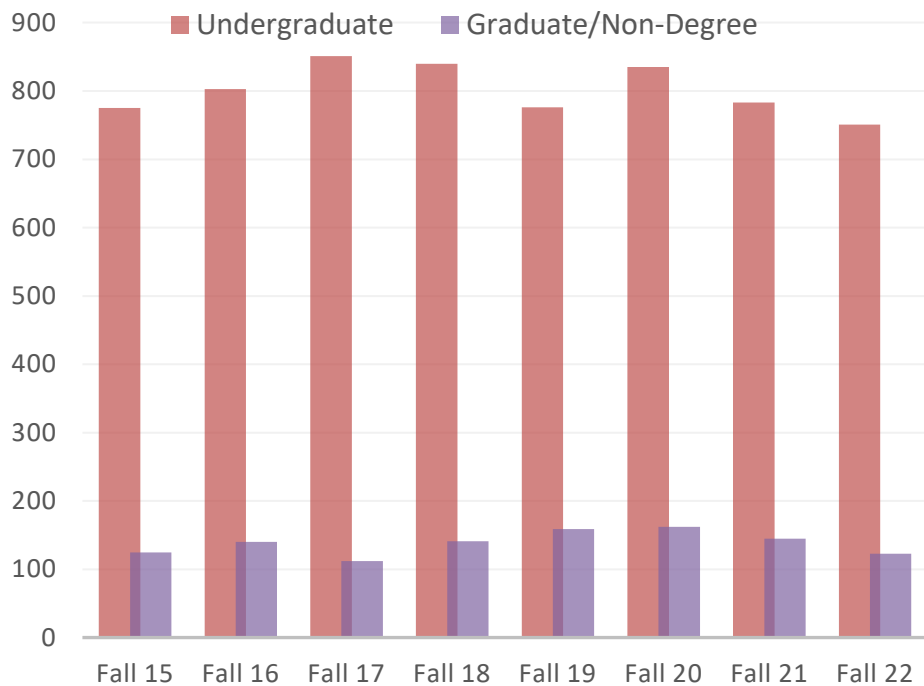
Degree Programs

Undergraduate 4-Year Degrees

Allied Health Science
American Studies
Business Administration
Business Data Analytics
English
General Studies
Human Development and
Family Sciences
Psychological Sciences
Urban and Community Studies

Graduate Programs

School of Nursing
Certificate Entry into Nursing (CEIN)

Neag School of Education
Connecticut Teacher
Certification
MA Curriculum and
Instruction
MA Educational Psychology

School of Business
MBA

WATERBURY

Research Landscape

- Promote **research strength** in neuroscience, biology, mental health, public health & humanities. Supported by NIH R01 & foundation grants.
- Expansion of **space** to 7 rooms for 5 labs in *Fall '22-*
- **Collaboration with Storrs** for community-based research (e.g., schools). *Fall '22-*
- Part-time **Assoc Dir for Research** to support grant writing and coordination across campus. Funded by Provost's Office. *Spring '23-*
- Planning for **X-univ/campus research programs** w Yale, Storrs, etc.

Co-Creation with the Community

- **W.I.S.H. Fest:** Waterbury Innovation, Sustainability & Health. Annual event in April with the City, NRWIB, WPS etc @ Campus & Palace Theater. High profile speakers, a panel, student exhibits, novel Career Expo. 1,000 attendees, including 700 WPS Gr8-12 students, a mega-open house. Funded by REED Endowment & NIH/NSF grants. *Spring '23-*
- Central coordination of **internship,** paid by FWS or employer, in partnership with NRWIB. *Fall '23-*
- **Science / career outreach** in middle/high schools & field trips. *Fall '23-*

Student Success

- **Academic Achievement Center**: Incorporating best practices to coach, mentor & train students, faculty & staff. *Fall '23-*
- Plans to start **STEM-Bridge, UNIV programs**. $5m USDA pending. $2m NSF to-be-submitted.
- **Food Insecurity**: (1) **Husky Harvest**, open 4d/wk. free. (2) **$5 meal plan** w Spirit Café, M-Thu 8a-6p (<50% of $ of Storrs). (3) **Grab-n-go stations.** Free. *Fall '23-*
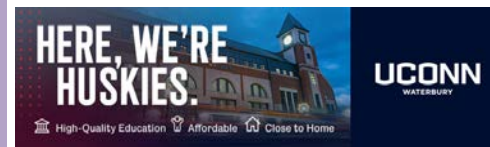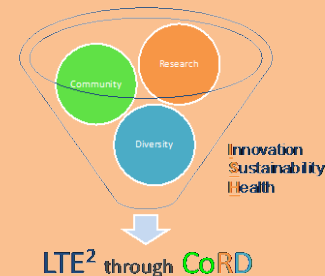
Diversity, Equity, Inclusion & Justice (DEIJ)

- Active committee. Budget increased to 5x since Fall '21 when it started.

Teaching Excellence

- **Life Transformative Education & Experience (LTE²) Innovation Award.** For any areas of research, teaching, community & diversity. Must engage students (ideally FWS). 5 awards made to date. Funded by anonymous donor. *Spring '22-*

"Brass City, Golden Opportunities"

THANK YOU

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