

University Senate Meeting
February 5, 2024
McHugh 101 (hybrid via WebEx)

Moderator **Bontly** called the meeting to order at 4:05 p.m.

Moderator **Bontly** read the **Land Acknowledgement Statement**:

“The land on which we gather is the territory of the Eastern Pequot, Golden Hill Paugussett, Lenape Peoples, Mashantucket Pequot, Mohegan, Nipmuc, and Schaghticoke peoples, who have stewarded this land throughout the generations. We thank them for their strength and resilience in protecting this land, and aspire to uphold our responsibilities according to their example.”

1. Approval of Minutes of December 4, 2023 meeting

The minutes of the meeting were approved as distributed.

2. Report of the President

Attachment #1

Presented by President Radenka Maric

President **Maric** first shared that the University hit a record high of 55,000 application, which is above the historic high that was reached last year of 48,000 applications. Vice President Nathan Fuerst will share additional application data after her report.

President **Maric** continued by stating that last year on February 7th there was a budget shortfall of \$160 million and by the end of the session they closed that budget. This year according to the budget that was approved last year there is a shortfall of \$47 million, so when the Provost was doing the planning with the deans they worked on the budget based on that shortfall and how the budget will look over the coming five years. The Governor is going to announce the budget on February 7th and an announcement will be sent. Then the President will begin negotiations with Legislators to show the value of UConn not only from an educational point, but also to show its value for economic growth in our state. President **Maric** then asked for Vice President Fuerst to be able to share the application data. Moderator **Bontly** recognized V.P. Fuerst. VP **Fuerst** reviewed the data in the PowerPoint presentation about the enrollment data.

Moderator **Bontly** asked if there were any questions for President Maric.

Senator **Jockusch** asked about the budget discussion following the Town Hall with regards to the Athletics budget and asked about the budget reductions being requested from Athletics. President **Maric** stated that everyone was asked to at how to improve efficiency and Athletics increased revenue by 25% this year compared to last year. They are in conversation with Athletics for other options of improving efficiency and generating revenue and President Maric would ask for either the Athletic Director, David Benedict, or Jeffrey Geoghegan, CFO, to talk about other options. CFO **Geoghegan** stated the Athletics budget is focused on revenue and they will be meeting with them on this over the coming three months.

Senator **McCutcheon** asked why Athletics isn't being treated like the academic units with regards to budget cuts. President **Maric** stated that the Board of Trustees has asked Athletics to develop an operational plan and David Benedict is working with the teams and the Foundation to look at more fundraising with less funds from the State, so that will be presented by Athletics as well.

Senator **Bacher** had a question for V.P. Fuerst and stated that the Enrollment Workshops were held last week, and they are waiting for the financial aid packages, so they are curious about how this will impact enrollment for next Fall and whether the deposit deadline will be moved. V.P. **Fuerst** began by thanking everyone who supports the prospective students' experiences at the University, because it takes students having a good experience for use to end up where we are today with over 55,000 applications. V.P. **Fuerst** continued by stating that there is a huge delay with the implementation of the FAFSA this year, as the institutional reports will not be received until sometime in March and they are working on how this will impact the deadlines but there is no plan to change the deposit dates at this time.

Senator **Dormidontova** asked how to advocate for students to go into STEM programs when there are budget cuts to academics over Athletics and the Medical School. President **Maric** stated that the application numbers are showing the quality of the academic programs that we have and their alignment with entrepreneurship activities, but they are marketing athletic programs to show our rankings and our value to the State to allow the time for those who watch the games can see these things as well. This marketing is also being used constantly in lobbying for the quality of UConn to the Legislators and to show companies the quality of our university for recruiting students.

Moderator **Bontly** thanked the President for their presentation and for answering the questions from the Senators.

Senator **Harmon** mentioned that the deficit is now at a point that will result in significant academic cuts and suggested having donors recruited for Athletics as an investment similar to other Big Power 5 schools. CFO **Geoghegan** stated that they would bring this to the attention of Athletics for consideration.

3. **Report of the Senate Executive Committee**

Attachment #2

Presented by Laura Burton, SEC Chair

Moderator **Bontly** asked if there were any questions.

Senator **Nanclares** asked what the SEC is doing about the budget situation as there are a lot of mixed messages across the University and they are asking if this is a stable institution. Senator **Burton** stated that they are asking hard questions, asking for additional information, and sharing concerns of senate constituencies with university leadership. She added that the SEC is involved in active conversation with leaders and constituents, both sharing concerns and offering insights, and giving guidance as representatives of a shared governance. Provost **D'Alleva** stated that they share the concerns with regards to the budget at the University and is aware of how challenging this is for all the schools and colleges. Speaking directly to the sweep of funds in CLAS, those funds have been incumbered at the college level and concerns about these funds should be brought to the departments and deans within that college.

Senator **Grande** suggested that a Town Hall with the option to ask questions in person instead of a Webinar format would be helpful, and that a different meeting platform should be considered for the sake of transparency. Senator **Grande** also suggested not renewing the contract for the consulting agency the University contracted with as they are not participating in the broader budgetary discussions and have been behind multiple other flawed university processes. Senator **Burton** appreciated the first two suggestions and stated that they could not respond to the final suggestion.

Senator **McCutcheon** asked how the Senate and SEC communicate more effectively with the administration, as they feel it isn't being heard, and shared concerns about makeup of SEC membership. Senator **Burton** first stated, as a point of clarification, the Senate Executive Committee is elected by the members of the Senate for the

Senate and stated that the SEC has been asking hard questions and offering guidance to the administration, as that part of their job and what they will continue to do.

Moderator **Bontly** thanked Senator **Burton** for their presentation.

4. Consent Agenda Items:

Attachment #3

C & C Report

Regional University Bylaw Amendment Recommendations

By voice vote, the consent agenda passed.

5. Learning Accommodations Taskforce Recommendations

Attachment #4

Presented by Laura Burton, SEC Chair

Senator **Bontly** read the motion presented by the SEC and asked for any discussion. Senator **Keilty** asked about the timeline and what is expected to be accomplished in this time. Senator **Burton** stated the expectation would be for a report to be completed and to see the progress and a subsequent full report in the Fall, as this has been an important issue recommended to the Senate for about a year now and they don't want to wait much longer. Senator **Scheidel** asked about the make-up of the Taskforce for appropriate representation from CSD to ensure ADA compliance. Senator **Burton** stated the Provost Office will request recommendations for that committee and SEC will be certain that this representation is provided.

The vote on the motion carried with 62-yes, 2-no, 1-abstain

6. Senate Meeting Modalities Motion

Attachment #5

Presented by Laura Burton, SEC Chair

Senator **Burton** mentioned that data compiled regarding the modality of the Senate meetings and presented the SEC motion to change the University Senate meeting modality to be as follows: First and last meeting of the University Senate during the Academic Year to take place in-person with a remote attendance option and all other meetings of the University Senate to take place in a virtual format. Discussion followed.

Senator **Keilty** opposed the motion, citing the benefits of in-person connectivity and engagement for members of University Senate and made a motion to amend the

motion to continue hosting Senate meetings in a hybrid format. The amendment was seconded by Senator **McCutcheon**. Moderator **Bontly** asked for any discussion of the amendment. Senator **Harmon** supported the amended motion. Senator **Morrell** asked for a point of order to clarify the language of the motion. Moderator **Bontly** stated that advisement from the Parliamentarian is to vote on the amendment. Senator **Jockusch** asked for clarification on the wording of the amendment, as they heard 'hybrid meeting' mentioned but saw the option as being 'in-person with remote attendance' and is asking about the difference and it was stated that there is no difference. Senator **Chrysochoou** opposed the amendment as they feel it is a question of inclusivity. Senator **Boudah** supported the amendment as it has allowed for more involvement for those who are unable to be present. Senator **Reardon** was in support of having a hybrid option for the meetings as they are on the Waterbury campus and would have a significant challenge to attend the meeting in-person. Senator **Park Boush** stated that the engagement in the room is a sign of better engagement in the meetings. Senator **McCutcheon** is in support of the amendment both in support of in-person discussion and the opportunity for audience members to participate. Senator **Bresciano** asked about the amount of time invested for the staff who facilitate the meetings in the different modalities. Michelle Everard stated that any large meeting is complicated, but they are happy to accommodate whatever the Senate body determines is best and appreciates everyone's patience every meeting.

Moderator **Bontly** called for any new business.

Moderator **Bontly** read the amended language to the motion, which read: All Senate meetings to take place in a hybrid format from March 2024 until the Senate changes. With 73% in favor, the motion to amend the language carried.

Moderator **Bontly** then asked if there was any discussion on the newly worded motion that is on the floor. Senator **Bresciano** asked for clarification from Senator **Burton** as to why the motion was brought forward given the outcome of the amended language. Senator **Burton** stated that the SEC was looking more at the data and people's behavior indicating that there was a higher percentage of people that preferred online. So, in keeping with the importance of collegiality, the beginning of the academic year and at the end of the academic year, the Senate could meet in-person with an online option for those with difficulties. Also, though it seemed effortless, the hybrid meeting does take up a tremendous amount of Michelle's time and requires additional technical support to make this work effectively. Senator **McCutcheon** asked to add language to strongly encourage

administrators to attend this meeting in order to help build trust back and attend the meetings in person. Senator **Zane** stated that inclusion and accessibility takes work, but that is what is needed to be done to be inclusive and accessible. Senator **Grande** stated that governance takes work and they feel the opportunity to be in-person for these meetings is important. Senator **Burkey** wanted to know if it was asked why senators are choosing to attend the meetings virtually and Senator **Burton** stated that this was not asked specifically.

Moderator Bontly read that the amended motion is as follows:

All Senate meetings to take place in a hybrid format from March 2024 until the Senate changes.

The vote on the motion carried with 55-yes, 5-no, 2-abstain

7. Regional Campus University Bylaws Amendment Proposal Attachment #6
Presented by Zachary Boudah, Undergraduate Student

Senator **Boudah** made a motion to amend the *By-Laws, Rules, and Regulations of the University Senate*, Article 1 – By-Laws, Section C.3.d as follows: "...Each year, the Nominating Committee shall solicit for its consideration names of students from the Presidents of the Undergraduate Student Government of Storrs, the Associated Student Government of Avery Point, the Undergraduate Student Government of Hartford, the Student Government Association of Stamford, the Associated Student Government of Waterbury and the Graduate Student Senate..." and Senator **McDougall** seconded. Discussion followed.

Senator **Heiden** spoke in support of this motion as the President of USG. Senator **Reardon** stood in favor of this motion based on her experience with the Torrington students. Senator **Weingart** asked for clarification on the wording of the motion and Senator **Boudah** clarified that this is dealing exclusively with Senate committees.

The vote on the motion carried with 65-yes, 1-no, 1-abstain

8. OVPR Update Attachment #7
Presented by Pamir Alpay, Vice President for Research, Innovation, and Entrepreneurship and OVPR Team

Senator **Jockusch** asked about the 10/10/10 final plan. V.P. **Alpay** stated that there is a committee in place looking into this and they have submitted their recommendations, but he hasn't had a chance to view the report.

Senator **Morrell** asked for clarification with regards to institutional support and where the institutional support funds are coming from, as to ask if it is coming just from Storrs or Storrs and UConn Health. V.P. **Alpay** stated that there is a separate budget process for UConn Health, with the distribution of funds looking very similar and the UConn Health budget supports the research efforts there.

Senator **McCutcheon** asked why 7/7/7 was proposed originally and why is OVPR in deficit given the 70% current IDC returns that are going back to OVPR. V.P. **Alpay** stated that this was increased to 10/10/10 to address the cost of fringe benefits that were put on them to fund the pension plan and to make the proposals more competitive, but there is discussion to go back to 7/7/7. V.P. **Alpay** stated that the deficit is due to personnel and investments that are made in our research enterprise.

Senator **Dormidontova** asked about the budget funding between UConn Storrs and UConn Health, noting that the UConn Health contributions were much less if they have comparable budgets. V.P. **Alpay** stated that research for UConn Health is done at the Schools of Medicine and Dental Medicine and UConn Health faculty members also have clinical assignments.

Moderator **Bontly** thanked V.P. **Alpay** and his team for their presentation.

9. New Business

No new business

10. Adjournment

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

Senator **Burton** seconded.

Motion passed unanimously.

The meeting was adjourned at 6:05 p.m.

Respectfully Submitted,

Christine S. North

Secretary of the University Senate, 2021-2024

SENATE EXECUTIVE COMMITTEE

Laura Burton, Chair
Maureen Armstrong
Essam Boraey
Bob Day
Kate Fuller
Sidratul Muntaha
Del Siegle

Pam Bedore
Marisa Chrysochoou
Jennifer Dineen
Joe MacDougald
Morty Ortega
Peter Spinelli

University Senate Curricula and Courses Committee
Report to the Senate
February 5, 2024

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

1. CSE 2600 Introduction to Data Science and Engineering (#23115)
Proposed Catalog Copy
CSE 2600. Introduction to Data Science and Engineering
3.00 credits
Prerequisites: CSE 2050. Not open for credit to students who have passed CSE 4095 when offered as “Introduction to Data Science and Engineering.”
Grading Basis: Graded
Introduction to a broad selection of challenges and methodologies in working with big data. Topics to be covered include fundamental data science lifecycle topics such as data acquisition, management, integration, visualization, modeling, analysis, prediction, as well as data security, data privacy and ethics.
2. ENGR 1025 Engineering for Impact – Emerging Leaders (#23290)
Proposed Catalog Copy
ENGR 1025. Engineering for Impact - Emerging Leaders
1.00 credit | May be repeated for a total of 4 credits.
Prerequisites: Instructor consent required. Recommended Preparation: Should be a new or rising leader for an engineering student organization that is affiliated with the Vergnano Institute for Inclusion.
Grading Basis: Graded
Supports the success of new or emerging engineering leaders for student organizations affiliated with the Vergnano Institute for Inclusion.
3. HIST/WGSS 2525 LGBTQ+ History in the United States (#21866)
Proposed Catalog Copy
HIST/WGSS 2525. LGBTQ+ History in the United States
3.00 credits
Prerequisites: None.
Grading Basis: Graded
This course traces the history of LGBTQ+ identities, relationships, and politics in the United States from the late 18th century to the present, with a focus on changing forms of romantic and sexual relationships; the growth of LGBTQ+ communities; and the history of LGBTQ+ activism.
4. KINS 1300 Fundamentals of Resistance Training (#23550)
Proposed catalog copy
KINS 1300. Fundamentals of Resistance Training
1.00 credit.
Prerequisites: Not open for credit to students who have passed KINS 1160.
Grading Basis: Graded

Focuses on skills related to the fundamentals to resistance training including anaerobic ability, muscular strength, muscle endurance, power, and flexibility. Course content is meant to compliment the knowledge and fundamentals around individualized resistance training programs as discussed in KINS 3545 Resistance Training for Health and Performance.

5. ME 2015 Introduction to Computing for Mechanical Engineers (#23210)
Proposed Catalog Copy
ME 2015. Introduction to Computing for Mechanical Engineers
1.00 credit
Prerequisites: CSE 1010
Grading Basis: Graded
Basic programming logic using programming languages common in industry. Application of programming to mechanical engineering problems.
6. ME 2015 Introduction to Computing for Mechanical Engineers (#23210)
Proposed Catalog Copy
ME 2016. Introduction to Computational Fluid Dynamics
1.00 credits
Prerequisites: None
Grading Basis: Graded
Basic operation of Computational Fluid Dynamics software. Emphasis on evaluation and analysis of the solutions in the context of practical problems.\
7. ME 2017 Introduction to Finite Element Analysis (#23790)
Proposed Catalog Copy
ME 2017. Introduction to Finite Element Analysis
1.00 credits
Prerequisites: None
Grading Basis: Graded
Practice-oriented introduction to Finite Element Analysis for computational simulation of the behavior of continuous mechanical systems. Emphasis on the use of software for the analysis workflow, and on evaluation of the solution for practical problems.
8. ME 2120 Applied Mechanics II (#23753)
Proposed Catalog Copy
ME 2120. Applied Mechanics II
Also offered as: CE 2120
3.00 credits
Prerequisites: CE 2110; MATH 2110Q or MATH 2130Q
Grading Basis: Graded
Fundamentals of dynamics using vector methods. Rectilinear and curvilinear motion, translation, rotation, plane motion; work, energy, and power; impulse and momentum.

CE 2120. Applied Mechanics II
Also offered as: ME 2120
3.00 credits
Prerequisites: CE 2110; MATH 2110Q or MATH 2130Q
Grading Basis: Graded

Fundamentals of dynamics using vector methods. Rectilinear and curvilinear motion, translation, rotation, plane motion; work, energy, and power; impulse and momentum.

9. ME 2140 Computer-Aided Design and Manufacturing (#23751)

Proposed Catalog Copy

ME 2140. Computer-Aided Design and Manufacturing

3.00 credits

Prerequisites: None

Grading Basis: Graded

Basic Computer-Aided Design (CAD) software. Isometric/Orthogonal views and geometric tolerancing exercises will be conducted by hand and with CAD software. General manufacturing techniques. Introduction to CNC principles and GCODE.

10. ME 2250 Fluid Dynamics I (#23752)

Current Catalog Copy

ME 3250. Fluid Dynamics I

3.00 credits

Prerequisites: ME 2233; MATH 2110Q and 2410Q. May not be taken for credit after passing CE/ENVE 3120. May not be taken out of sequence after passing ME 3242, 3251, 3270, 3275, 3276, 3280, or 4972.

Grading Basis: Graded

Laws of conservation of mass, momentum, and energy in fluid systems, fluid statics, dimensional analysis, incompressible, inviscid and viscous flows, steady and unsteady flows, internal and external flows.

Proposed Catalog Copy

ME 2250. Fluid Dynamics I

3.00 credits

Prerequisites: ME 2232E; MATH2110Q; MATH 2410Q. May not be taken for credit after passing CE/ENVE 3120

Grading Basis: Graded

Laws of conservation of mass, momentum, and energy in fluid systems, fluid statics, dimensional analysis, incompressible, inviscid and viscous flows, internal and external flows.

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

1. CE 2710 Transportation Engineering and Planning (#22386) [Revise prereqs]

Current Catalog Copy

CE 2710. Transportation Engineering and Planning

3.00 credits

Prerequisites: PHYS 1201Q or 1401Q or 1501Q. Prerequisite or corequisite: CE 2251 or STAT 1100Q. Recommended preparation: CE 2410.

Grading Basis: Graded

Design of transportation facilities. Traffic flow and capacity analysis. Travel demand analysis and planning methods.

Revised Catalog Copy

CE 2710. Transportation Engineering and Planning

3.00 credits

Prerequisites: PHYS 1201Q or 1401Q or 1501Q. Prerequisite or corequisite: CE 2251 or STAT 1100Q; CE 2411 or ENVE 2411.

Grading Basis: Graded

Design of transportation facilities. Traffic flow and capacity analysis. Travel demand analysis and planning methods.

2. ENGL 1003 Academic Literacies for Multilingual Students (#19585) [Revise Repeatability and Restrictions]

Current Catalog Copy

ENGL 1003. Academic Literacies for Multilingual students

3.00 credits | May be repeated for credit.

Prerequisites: None.

Grading Basis: Graded

Development of rhetorical skills required for university work for multilingual students.

Revised Catalog Copy

ENGL 1003. Academic Literacies for Multilingual Students

3.00 credits

Prerequisites: Not open for credit to students who have passed ENGL 1007 or 1010 or 1011.

Grading Basis: Graded

Development of rhetorical skills required for university work for multilingual students.

3. STAT 2255 Statistical Programming (#22910) [Revise Prereqs]

Current Catalog Copy

STAT 2255. Statistical Programming

3.00 credits

Prerequisites: MATH 1132Q, or instructor consent.

Grading Basis: Graded

Introduction to statistical programming via Python including data types, control flow, object-oriented programming, and graphical user interface-driven applications such as Jupyter notebooks. Emphasis on algorithmic thinking, efficient implementation of different data structures, control and data abstraction, file processing, and data analysis and visualization.

Revised Catalog Copy

STAT 2255. Statistical Programming

3.00 credits

Prerequisites: MATH 1132Q, or instructor consent. Recommended preparation: CSE 1010 or prior programming experience. Not open to students who have passed CSE 2050 or 2500 or ECON 3322 or 5322.

Grading Basis: Graded

Introduction to statistical programming via Python, including data types, control flow, object-oriented programming, and graphical user interface-driven applications such as Jupyter notebooks. Emphasis on algorithmic thinking, efficient implementation of different data structures, control and data abstraction, file processing, and data analysis and visualization.

4. HDFS 3120 Introduction to Programs for Young Children (#23872) [Revise level]

Current Catalog Copy

HDFS 3120. Introduction to Programs for Young Children

3.00 credits

Prerequisites: Must be taken concurrently with HDFS 3180 or 3183; open to juniors or higher. May not be taken out of sequence after passing HDFS 3126 or 4181.

Grading Basis: Graded

Components of early care and education programs. Guided observations are integrated with lecture material. Designed for students who intend to work with infants and young children.

Revised Catalog Copy

HDFS 2120. Introduction to Programs for Young Children

3.00 credits

Prerequisites: Instructor consent required.

Grading Basis: Graded

Overview of program models that support development and learning for young children & their families including early care & education (0-8 years old); early intervention; and home visiting. Intended for students pursuing professions working with infants, young children and families. Supervised practicum within Child Development Lab classrooms or approved early childhood program.

5. MSE 2053 Materials Characterization and Processing Laboratory (#23231) [Revise credits]

Current Catalog Copy

MSE 2053. Materials Characterization and Processing Laboratory

1.00 credits

Prerequisites: MSE 2001 and MSE 2002. The latter can be taken concurrently

Grading Basis: Graded

First semester of a three-semester MSE laboratory sequence. Foundational aspects of materials processing, specimen preparation, materials characterization, and materials design/selection will be introduced through experiments involving qualitative and quantitative microscopy, mechanical testing, thermal and mechanical processing. Course modules focus on metals, ceramics, and polymers.

Revised Catalog Copy

MSE 2053. Materials Characterization and Processing Laboratory

2.00 credits

Prerequisites: MSE 2001 and MSE 2002. The latter can be taken concurrently.

Grading Basis: Graded

First semester of a three-semester MSE laboratory sequence. Foundational aspects of materials processing, specimen preparation, materials characterization, and materials design/selection will

be introduced through experiments involving qualitative and quantitative microscopy, mechanical testing, thermal and mechanical processing. Course modules focus on metals, ceramics, and polymers.

III. New W or Q Courses

1. ENGL/WGSS 3020W Professional and Technical Writing for Social Justice (#15305) [*W only for now. TOIs to follow later*]

Proposed Catalog Copy

ENGL 3020W. Professional and Technical Writing for Social Justice

Also offered as: WGSS 3020W

3.00 Credits

Prerequisites: ENGL 1007 or 1010 or 1011.

Grading Basis: Graded

Critical analysis of and engaged practice in technical and professional communication and writing for both specialist and non-specialist audiences about complex topics. Attention to questions of rhetoric, representation, social justice, and ethics in contexts including, but not limited to, class, disability, gender, race, and sexuality.

WGSS 3020W. Professional and Technical Writing for Social Justice

Also offered as: ENGL 3020W

3.00 Credits

Prerequisites: ENGL 1007 or 1010 or 1011.

Grading Basis: Graded

Critical analysis of and engaged practice in technical and professional communication and writing for both specialist and non-specialist audiences about complex topics. Attention to questions of rhetoric, representation, social justice, and ethics in contexts including, but not limited to, class, disability, gender, race, and sexuality.

2. ME 3256W Data-Driven Decisions and Technical Communications (#22226)

Proposed Catalog Copy

ME 3256W. Data-Driven Decisions and Technical Communications

3.00 credits

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

Grading basis: Graded

Integration of Monte Carlo analysis—a powerful probabilistic modeling technique—with technical communication. How to effectively communicate results from Monte Carlo methods for both technical and non-technical audiences. Probability modeling, Monte Carlo simulation, statistical analysis, and the creation of technical reports and presentations.

3. NRE 3175W Wetland Techniques (#20506)

Proposed Catalog Copy

NRE 3175W. Wetland Techniques

Credits: 4.00

Prerequisites: STAT 1000Q or Higher; ENGL 1007 or ENGL 1010 or 1011 or 2011; NRE 3105 (Wetlands Biology and Conservation)

Grading Basis: Graded

Wetland research techniques and skills associated with wetland delineation. Field, lab, and data analysis techniques commonly used by wetland professionals, including experience in data collection, analysis, interpretation, and written presentation. Field trips to implement field methods used to quantify wetland vegetation, soils, and hydrology.

4. NRE 3250W Contaminants in the Environment (#21366)

Proposed Catalog Copy

NRE 3250W. Contaminants in the Environment

Credits: 3.00

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Recommended Preparation: CHEM 1122 or 1124Q or 1131Q and EEB 2244/W

Grading Basis: Graded

Types and sources of environmental contaminants that threaten the integrity of aquatic and terrestrial ecosystems and the quality of natural resources; how contaminants cycle and distribute within and among ecosystems; and approaches for monitoring contaminant burdens in areas of concern. Experience in the written presentation of environmental contaminants data for broad and scientific audiences, including a focus on the process of writing and on writing skills development.

IV. Revised W or Q Courses

1. CSE 4939W Computer Science and Engineering Design Project I (#20946) [Revise prereqs]

Current Catalog Copy

CSE 4939W. Computer Science and Engineering Design Project I

3.00 credits

Prerequisites: CSE 3100, 3500; ENGL 1007 or 1010 or 1011; open only to seniors; open only to Computer Science and Engineering majors and Computer Science majors.

Grading Basis: Graded

The first semester of the required two-semester major design experience. Working on a team, students will propose, design, produce, and evaluate a software and/or hardware system. Will culminate in the delivery of the design, analysis, and initial working system, to be used as a basis for CSE 4940, formal public presentation, and written documentation. Oral and written progress reports are required.

Revised Catalog Copy

CSE 4939W. Computer Science and Engineering Design Project I

3.00 credits

Prerequisites: CSE 3500; ENGL 1007 or 1010 or 1011. Open only to students with a minimum of 70 earned credits, including a minimum of 24 earned CSE credits. Open only to Computer

Science and Engineering, Computer Science, Data Science and Engineering, and Robotics Engineering majors.

Grading Basis: Graded

The first semester of the required two-semester major design experience. Teams of students propose, design, produce, and evaluate a software and/or hardware system. Culminates in the delivery of the design, analysis, and initial working system, to be used as a basis for CSE 4940, formal public presentation, and written documentation. Oral and written progress reports are required.

2. DRAM 3141/W-ENGL 3705/W Playwriting (#15085) [W; Add W version, revise description]

Current Catalog Copy

DRAM 3141. Playwriting

Also offered as: ENGL 3705

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

Prerequisites: Open to juniors or higher, others with instructor consent.

Grading Basis: Graded

The analysis of the basic techniques in playwriting, and the reading and criticism of the students' works in progress. Scripts of outstanding merit may be produced in the Studio or Mobius Theatres.

ENGL 3705. Playwriting

Also offered as: DRAM 3141

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

Prerequisites: Open to juniors or higher, others with instructor consent.

Grading Basis: Graded

The analysis of the basic techniques in playwriting, and the reading and criticism of the students' works in progress. Scripts of outstanding merit may be produced in the Studio or Mobius Theatres.

Revised Catalog Copy

DRAM 3141. Playwriting

Also offered as: ENGL 3705

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

Prerequisites: Open to juniors or higher, others with instructor consent. Recommended preparation: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

The writing, workshopping, revision, and structuring of plays. Key themes include character development, world-building, action, the voice of the playwright, incorporating dramaturgical feedback, revision, and cultivating consistent writing habits.

DRAM 3141W. Playwriting

Also offered as: ENGL 3705W

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

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to juniors or higher, others with instructor consent.

Grading Basis: Graded

The writing, workshopping, revision, and structuring of plays. Key themes include character development, world-building, action, the voice of the playwright, incorporating dramaturgical feedback, revision, and cultivating consistent writing habits.

ENGL 3705. Playwriting

Also offered as: DRAM 3141

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

Prerequisites: Open to juniors or higher, others with instructor consent. Recommended preparation: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

The writing, workshopping, revision, and structuring of plays. Key themes include character development, world-building, action, the voice of the playwright, incorporating dramaturgical feedback, revision, and cultivating consistent writing habits.

ENGL 3705W. Playwriting

Also offered as: DRAM 3141W

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

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to juniors or higher, others with instructor consent.

Grading Basis: Graded

The writing, workshopping, revision, and structuring of plays. Key themes include character development, world-building, action, the voice of the playwright, incorporating dramaturgical feedback, revision, and cultivating consistent writing habits.

3. MARN 4210Q Experimental Design in Marine Ecology (#21727) [Revise credits]

Current Catalog Copy

MARN 4210Q. Experimental Design in Marine Ecology

3.00 credits

Prerequisites: MARN 3001 or EEB 3230/MARN 3014; or instructor consent.

Grading Basis: Graded

Introduction to experimental design and data analysis for marine biology and ecology. Analysis and visualization of experimental data using the statistical software package R. Topics include analysis of variance, replication and pseudoreplication, factorial designs, and significance testing.

Revised Catalog Copy

MARN 4210Q. Experimental Design in Marine Ecology

4.00 credits

Prerequisites: MARN 3001 or EEB 3230/MARN 3014; or instructor consent.

Grading Basis: Graded

Introduction to experimental design and data analysis for marine biology and ecology. Analysis and visualization of experimental data using the statistical software package R. Topics include analysis of variance, replication and pseudoreplication, factorial designs, and significance testing.

4. STAT 4916W Writing in Data Science (#22930) [W; Revise prereqs]

Current Catalog Copy

STAT 4916W. Writing in Data Science

1.00 credits

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

Grading Basis: Graded

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

Revised Catalog Copy

STAT 4916W. Writing in Data Science

1.00 credits

Prerequisites: STAT 3255; STAT 3025Q or 3375Q or MATH 3160 or instructor consent; ENGL 1007 or 1010 or 1011 or 2011. Corequisite: STAT 4915 must be taken concurrently with STAT 4916W or instructor consent. Open only to Statistical Data Science majors.

Grading Basis: Graded

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

5. WGSS 4994W Senior Seminar (#22708) [W; Revise title and description]

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. 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.

Revised Catalog Copy

WGSS 4994W. Capstone 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

Synthesis of studies in the discipline, including discussion of major concerns and topics in WGSS research and praxis. Exploration of post-graduate pathways intersecting with students' interests and goals and application of feminist research methods and theories to a research project.

V. New UNIV Courses Approved by the University Interdisciplinary Courses Committee (UICC)

1. UNIV 3294 Entrepreneurial Approaches to Community-Centered Innovation (#21086)

Current Catalog Copy

UNIV 3294. Entrepreneurial Approaches to Community-Centered Innovation

2.00 Credits | Repeatable for up to 6 credits

Prerequisites: Instructor consent required.

Grading Basis: Graded

Foundational knowledge necessary for involvement in multi-semester experiential learning programs on current/emerging topics of general interest to the University community. Open to all students following a successful application. May be repeated for credit with a change in topic, up to a total of 6 credits.

VI. TRUCK Revision

1. ARAB 3102
2. ARAB 3551
3. ARAB 3559
4. ARAB 3570
5. FREN 3210
6. FREN 3211W
7. FREN 3216
8. FREN 3218
9. FREN 3220
10. FREN 3222
11. FREN 3224
12. FREN 3231
13. FREN 3234
14. FREN 3235
15. FREN 3251
16. FREN 3261
17. FREN 3262
18. FREN 3267
19. FREN 3268
20. FREN 3268W

VII. Common Curriculum Course “Direct Transitions”

1. AMST 1700 Honors Core: American Landscapes [CA1 to TOI-2, TOI-4]
2. ANSC/NUSC 1645 The Science of Food [CA3 to TOI-6]
3. BIOL 1108 Principles of Biology II [CA3L to TOI-6L]
4. EPSY 1830 Critical and Creative Thinking in the Movies [CA2 to TOI-1]
5. EPSY 2810 Creativity: Debunking Myths and Enhancing Innovation [CA2 to TOI-1]
6. EARTH/GEOG 2310E Creating and Sustaining National Parks [EL to TOI-4]

7. EVST 1000E Introduction to Environmental Studies [CA2, EL to TOI-4, TOI-5]
8. MAST/HIST/LLAS 2507 New England and the Caribbean Plantation Complex, 1650-1900 [CA1, CA4 to TOI-2, TOI-5]
9. NUSC 1165 Fundamentals of Nutrition [CA3 to TOI-6]
10. NUSC 1167 Food, Culture, and Society [CA4INT to TOI-2]
11. NUSC/AH 1030 Interdisciplinary Approach to Obesity Prevention [CA3 to TOI-6]
12. PATH 1100E One Health: People, Animals, Plants, and the Environment [CA3, EL to TOI-4, TOI-6]
13. PHIL 1101 Problems of Philosophy [CA1 to TOI-5]
14. PHIL 1103 Philosophical Classics [CA1 to TOI-2, TOI-5]
15. PHIL 1108E Environmental Philosophy [CA1, EL to TOI-4]
16. PHIL 1109 Global Existentialism [CA1, CA4INT to TOI-2, TOI-5]
17. PHIL 1175 Ethical Issues in Health Care [CA1 to TOI-5]
18. PHIL 3216E/W Environmental Ethics [EL to TOI-4, TOI-5]

VIII. Common Curriculum Course “Transitions with Revisions”

1. EARTH 2800 Our Evolving Atmosphere (#20726) [Revise description; CA3 to TOI-4, TOI-6]

Current Catalog Copy

ERTH 2800. Our Evolving Atmosphere

3.00 credits

Prerequisites: Not open for credit to students who have passed NRE 3145 or 3146.

Grading Basis: Graded

An introduction to atmospheric science, including a history of the field, features of the atmosphere, weather forecasting, and a geologic history of climate change. CA 3. Formerly offered as GSCI 2800.

Revised Catalog Copy

ERTH 2800. Our Evolving Atmosphere

3.00 credits

Prerequisites: Not open for credit to students who have passed NRE 3145 or 3146.

Grading Basis: Graded

An introduction to atmospheric science, including a history of the field, features of the atmosphere, weather forecasting, a geologic history of climate change, and the impact of anthropogenic systems. CA 3. TOI-4, TOI-6.

IX. Common Curriculum Courses NOT Transitioning (FYI Only – No Action Required)

1. See attachment.

X. Revised S/U Graded Courses:

1. xx

Current Catalog Copy

xx

Revised Catalog Copy

Xx

XI. Pop-up Courses:

1. UNIV 3088 Confronting Anti-Muslim Hatred (#23790)

Respectfully Submitted by the 23-24 Senate Curricula and Courses Committee: Gustavo Nanclares (Chair), Dorothea Anagnostopoulos, Pam Bedore (Ex-officio), John Chandy, Sarah Croucher (Ex-Officio), Louis Hanzlik, Marc Hatfield, Matt McKenzie, Dan Mercier, David Ouimette, Tina Reardon, Sharyn Rusch, Josh Schulman (Student Rep), Steve Stifano, Suzanne Wilson, Terra Zuidema (Registrar alternate), and Karen McDermott (Program Assistant)

From the 11/28/23, 12/12/23, and 1/24/23 meetings

Start each included course on a new row

Current Course Info: Use the Course Catalog and any approved curricular changes since its most recent publication to ensure accurate information. Enter each piece of information in the appropriate column below.					Revisions Proposed: Complete ALL Fields regardless of whether changes are being made to the item. Highlight any changes from current information in red so that they can be reviewed easily. Enter each piece of information in the appropriate column.				Additional Course Features: These features cannot be changed via TRUCK, but should be entered here as they exist for each course. Enter each piece of information in the appropriate column.			Senete C&C Review? (GEOC, 1000, 2000, and SIU Graded Courses)
Subject Area(s)	Current Course Number	Current Prerequisites	Current Title	Current Description	Revised Course Number.	Revised Prerequisites	Revised Title	Revised Description	Number of Credits	Grading Basis	General Education Course? (CA1, 4, W, or Q)	
ARAB	3102	Two years of formal Arabic or equivalent proficiency; instructor consent required	Media Arabic	Modern standard Arabic of the media: television, press and internet. Taught entirely in Arabic.	3102	Recommended preparation: Two years of formal Arabic or equivalent proficiency	Media Arabic	Modern standard Arabic of the media: television, press and internet. Taught entirely in Arabic.	3	Graded	No	
ARAB	3551	Two years of formal Arabic or equivalent proficiency; instructor consent required	Arabic Travel Narratives	Travel accounts by medieval and modern Arab writers. Transcultural encounters: the Volga Vikings, Norman Sicily, al-Andalus, China, Africa and France. Development of advanced reading and translation skills. Review of grammar and syntax through textual analysis.	3551	Recommended preparation: Two years of formal Arabic or equivalent proficiency	Arabic Travel Narratives	Travel accounts by medieval and modern Arab writers. Transcultural encounters: the Volga Vikings, Norman Sicily, al-Andalus, China, Africa and France. Development of advanced reading and translation skills. Review of grammar and syntax through textual analysis.	3	Graded	No	
ARAB	3559	Two years of formal Arabic or equivalent proficiency; instructor consent required	Arabic Poetry and Poetics	Selected Arabic poems from pre-Islamic times to the Middle Ages, from Iraq to the Iberian Peninsula. Modes, genres, periods and authors of the Arabic Classical poetic canon. Arabic poetic terminology, criticism and theory. Development of advanced reading, writing and translation skills. Taught in English and Arabic.	3559	Recommended preparation: Two years of formal Arabic or equivalent proficiency	Arabic Poetry and Poetics	Selected Arabic poems from pre-Islamic times to the Middle Ages, from Iraq to the Iberian Peninsula. Modes, genres, periods and authors of the Arabic Classical poetic canon. Arabic poetic terminology, criticism and theory. Development of advanced reading, writing and translation skills. Taught in English and Arabic.	3	Graded	No	
ARAB	3570	Two years of formal Arabic or equivalent proficiency; instructor consent required	Modern Arabic Literature	Survey of fundamental texts in modern and contemporary Arabic Literature. Textual criticism in Arabic. Development of advanced oral and written skills in Modern Standard Arabic. Taught in Arabic.	3570	Recommended preparation: Two years of formal Arabic or equivalent proficiency	Modern Arabic Literature	Survey of fundamental texts in modern and contemporary Arabic Literature. Textual criticism in Arabic. Development of advanced oral and written skills in Modern Standard Arabic. Taught in Arabic.	3	Graded	No	
FREN	3210	Recommended preparation: FREN 1104 or 1175 or three years high school French or instructor consent	French Art and Civilization	Studies of the arts in the cultural context of French and Francophone civilization, from the Middle Ages to the late nineteenth century. Considerations of social systems, passions, sexuality, relations of power in their manifestations in architecture, painting and sculpture. Some lectures by and discussions with experts from Anthropology, Music, Political Science, History, and Art History. CA 1.	3210	Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	French Art and Civilization	Studies of the arts in the cultural context of French and Francophone civilization, from the Middle Ages to the late nineteenth century. Considerations of social systems, passions, sexuality, relations of power in their manifestations in architecture, painting and sculpture. Some lectures by and discussions with experts from Anthropology, Music, Political Science, History, and Art History. CA 1.	3	Graded	Yes	Yes

(If any earlier cell is highlighted in blue or green for this course revision, this course requires Senate approval.)

FREN	3211W	ENGL 1007 or 1010 or 1011 or 2011. Recommended preparation: FREN 1104 or 1175 or three years of high school French or instructor consent	Contemporary French	An historical and cultural overview of France in the 20th and 21st centuries: from D-Day to the European Union, from Communism to the Green Party, from ballad crooners to rap, from love stories to action films; the changing French nation through authentic documents, literary texts, and films. CA 1. CA 4-INT.	3211W	ENGL 1007 or 1010 or 1011. Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	Contemporary French	An historical and cultural overview of France in the 20th and 21st centuries: from D-Day to the European Union, from Communism to the Green Party, from ballad crooners to rap, from love stories to action films; the changing French nation through authentic documents, literary texts, and films. CA 1. CA 4-INT.	3	Graded	Yes	Yes
FREN	3216	FREN 3215 or instructor consent	Advanced Translation	Translation of texts from the press, contemporary literature, film, and media. This level of translation requires the completion of an individual project.	3216	Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	Advanced Translation	Translation of texts from the press, contemporary literature, film, and media. This level of translation requires the completion of an individual project.	3	Graded	No	
FREN	3218	Recommended preparation: FREN 3210 or 3211 or 3262 or instructor consent	Francophone Studies	The literatures, societies, and cultures of French-speaking countries in North Africa, West Africa, the Caribbean, the Pacific and of Francophone communities of Europe and North America. CA 1. CA 4-INT.	3218	Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	Francophone Studies	The literatures, societies, and cultures of French-speaking countries in North Africa, West Africa, the Caribbean, the Pacific and of Francophone communities of Europe and North America. CA 1. CA 4-INT.	3	Graded	Yes	Yes
FREN	3220	Recommended preparation: FREN 3261 or 3262 or instructor consent	Theater Studies	A study of French dramatic texts and genres (tragedy, comedy, etc.). Popular theatre. The theory and practice of performance in contemporary France. The semiotics of stage production. Use of audio-visual material.	3220	Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	Theater Studies	A study of French dramatic texts and genres (tragedy, comedy, etc.). Popular theatre. The theory and practice of performance in contemporary France. The semiotics of stage production. Use of audio-visual material.	3	Graded	No	
FREN	3222	Recommended preparation: FREN 1104 or 1175 or three years high school French or instructor consent	Poetry	Examples of poetry of different epochs ranging from the epic to the lyric to the limerick.	3222	Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	Poetry	Examples of poetry of different epochs ranging from the epic to the lyric to the limerick.	3	Graded	No	
FREN	3224	Recommended preparation: FREN 3211 or instructor consent	Issues in Cultural Studies, the Media, and the Social Sciences	The economics of the media industry, mass audiences and new technologies, the marketing of culture, French nationalism and the global market, electronic democracy, the politics of food and addictions, ethics and new forms of human reproduction. CA 1. CA 4-INT.	3224	Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	Issues in Cultural Studies, the Media, and the Social Sciences	The economics of the media industry, mass audiences and new technologies, the marketing of culture, French nationalism and the global market, electronic democracy, the politics of food and addictions, ethics and new forms of human reproduction. CA 1. CA 4-INT.	3	Graded	Yes	Yes
FREN	3231	Recommended preparation: FREN 3261 or 3262 or instructor consent	Renaissance and Reformation	Literary works from the sixteenth century in their cultural context: the secularization of daily life, passions, religious violence, the changing roles of women and reconceptualizations of sexuality, representations of the body, the relationship to Greco-Roman Antiquity; the relationship to the "Other," the "New World."	3231	Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	Renaissance and Reformation	Literary works from the sixteenth century in their cultural context: the secularization of daily life, passions, religious violence, the changing roles of women and reconceptualizations of sexuality, representations of the body, the relationship to Greco-Roman Antiquity; the relationship to the "Other," the "New World."	3	Graded	No	

FREN	3234	Recommended preparation: FREN 3261 or 3262 or instructor consent	Romanticism, Realism, Fin de Siecle: 19th century literature	The literary and artistic innovations that made France the center of 19th-century culture. The Fantastic, Realism, Naturalism, and Decadence. CA 1.	3234	Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	Romanticism, Realism, Fin de Siecle: 19th century literature	The literary and artistic innovations that made France the center of 19th-century culture. The Fantastic, Realism, Naturalism, and Decadence. CA 1.	3	Graded	Yes	Yes
FREN	3235	Recommended preparation: FREN 3261 or 3262 or instructor consent	French Modernity	A portrait of France in the 20th Century through contemporary French literature: exoticism, sexuality, war, colonialism, feminism, end of the century, related films and works of art. CA 1.	3235	Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	French Modernity	A portrait of France in the 20th Century through contemporary French literature: exoticism, sexuality, war, colonialism, feminism, end of the century, related films and works of art. CA 1.	3	Graded	Yes	Yes
FREN	3251	Recommended preparation: Four years high school French or FREN 3250 or instructor consent	Global Culture in French II	Extensive practice in oral French based mainly on authentic cultural materials. Emphasis on perfecting language skills for self expression and communication, on developing new vocabulary, and on recognizing and working with linguistic differences associated with various francophone cultures.	3251	Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	Global Culture in French II	Extensive practice in oral French based mainly on authentic cultural materials. Emphasis on perfecting language skills for self expression and communication, on developing new vocabulary, and on recognizing and working with linguistic differences associated with various francophone cultures.	3	Graded	No	
FREN	3261	Recommended preparation: FREN 1004 or three years of high school French or instructor consent	From the Holy Grail to the Revolution: Introduction to Literature	Texts from the Middle Ages to the 18th Century, including the Arthurian legend, Renaissance poetry, Classical theater, and the philosophy of the Enlightenment in the cultural context in which they were produced. CA 1.	3261	Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	From the Holy Grail to the Revolution: Introduction to Literature	Texts from the Middle Ages to the 18th Century, including the Arthurian legend, Renaissance poetry, Classical theater, and the philosophy of the Enlightenment in the cultural context in which they were produced. CA 1.	3	Graded	Yes	Yes
FREN	3262	Recommended preparation: FREN 1004 or three years of high school French or instructor consent	From the Romantics to the Moderns: Introduction to Literature	Study of poetry, theater and prose fiction that marks the evolution from the psychology of the romantic hero and heroine to Existentialist philosophy and the New Novel, and contemporary fiction and poetry. CA 1.	3262	Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	From the Romantics to the Moderns: Introduction to Literature	Study of poetry, theater and prose fiction that marks the evolution from the psychology of the romantic hero and heroine to Existentialist philosophy and the New Novel, and contemporary fiction and poetry. CA 1.	3	Graded	Yes	Yes
FREN	3267	Recommended preparation: FREN 1104 or 1175 or three years high school French or instructor consent	Grammar and Culture	The study of French and Francophone culture through fiction, non-fiction, journalism and film. Emphasis on perfecting both oral and written expression through discussion, presentations, and composition on assigned topics. CA 1.	3267	Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	Grammar and Culture	The study of French and Francophone culture through fiction, non-fiction, journalism and film. Emphasis on perfecting both oral and written expression through discussion, presentations, and composition on assigned topics. CA 1.	3	Graded	Yes	Yes
FREN	3268	Recommended preparation: FREN 1104 or 1175 or three years of high school French or instructor consent	Grammar and Composition	Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries and film reviews. CA 1.	3268	Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	Grammar and Composition	Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries and film reviews. CA 1.	3	Graded	No	Yes
FREN	3268W	ENGL 1007 or 1010 or 1011 or 2011. Recommended preparation: FREN 1104 or 1175 or three years of high school French or instructor consent	Grammar and Composition	Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries and film reviews. CA 1.	3268W	ENGL 1007 or 1010 or 1011 Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.	Grammar and Composition	Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries and film reviews. CA 1.	3	Graded	Yes	Yes

Courses Not Transitioning to Common Curriculum

Dept	Num	Title		Dept Plans
AH	3175E	Environmental Health	EL	Phase Out
ANTH	2400	Honors Core: Analyzing Religion	CA2, CA4INT	Phase Out
ANTH	3202W	Illness and Curing	CA4, W	Delete
ANTH/HRTS	3153W	Human Rights in Democratizing Countries	CA4INT, W	Delete
ANTH/HRTS	3230W	Propaganda, Disinformation, and Hate Speech	CA2, W	Delete
ANTH	3401	World Religions	CA1, CA4INT	Phase Out
ARAB	2751	Arabic Folk Tales and Mirrors for Princes	CA1, CA4INT	
ARAB	3751	Al-Andalus: Music, Literature, and Science in Muslim Spain	CA1, CA4INT	
BME/CSE/MCB	1401	Honors Core: Computational Molecular Biology	CA3	Archiving
CHEG	1200	Introduction to Food Science and Engineering	CA3	Archiving
CLCS	1002	Reading Between the Arts	CA1	
CLCS	3211	Indigenous Film World Wide	CA1, CA4INT	Phase Out
ECON	1179	Economic Growth and the Environment	CA2	Archiving
ENGL	3210	Native American Literature	CA4	Phase Out
ENGL	3218/W	Ethnic Literature of United States	CA4	Phase Out
ENGL	3318	Literature and Culture of the Third World	CA4INT	Phase Out
ENGL	3319	Topics in Postcolonial Studies	CA4INT	Phase Out
ENGL	3320	Literature and Culture of India	CA1, CA4INT	Phase Out
ENGL	3633W	The Rhetoric of Political Discourse in Literature and Society	CA1, W	Phase Out
ENGL	3640/W	British Film	CA1	Phase Out
ENVE/CE	2310E	Environmental Engineering Fundamentals	EL	Phase Out
ENVE/ENVS/EVST	3110E	Brownfield Redevelopment	EL	Phase Out
EPSY	2450/W	Whole Child, School, and Community: Linking Health and Education	CA2	Phase Out
GERM	3252W	Studies in Early German Literature	CA1, W	
GERM	3254W	Studies in 19th Century German Literature	CA1, W	
HIST	1800	The Roots of Traditional Asia	CA1, CA4INT	??
HIST	3204W	Science and Social Issues in the Modern World	CA4, W	Archiving
INTD (ENGL, AMST)	2245	Introduction to Diversity Studies in American Culture	CA4	Delete
MUSI	1005	Honors Core: Music and Nature, Music and the Environment	CA1	Archive
MUSI	1022	Introduction to Music History II	CA1	Delete

NURS	4250E	Public Health Nursing	EL	
PHIL	1165W	Philosophy and Literature	CA1, W	Phase Out
POLS	2023/W	Political Theory in Film	CA1, CA4INT, W	Archiving
POLS	3023/W	Politics and Literature	CA2, W	Archiving
POLS	3208	Politics of Oil	CA2	Archiving
POLS	3211	Politics of Water	CA2	Archiving
POLS	3211W	Politics of Water	CA2, W	Archiving
POLS	3237/W	Democratic Culture and Citizenship in Latin America	CA2, W	Archiving
POLS	3240E	Environmental and Climate Justice	CA2, EL	Archiving
POLS	3472/W	South Asia in World Politics	CA4INT, W	Archiving
POLS	3615/W	Electoral Realignment	CA2, W	Archiving
SOCI	2310	Introduction to Criminal Justice	CA2, CA4	Phase Out
SOCI	2503/W	Prejudice and Discrimination	CA4	Phase Out
SOCI	2709E/W	Society and Climate Change	CA2, EL	Archiving regular, Phase out W
SOCI	2720E/W	Environmental Racism, Colonialism and Justice	EL	Archiving
SOCI	3459/W	Aging and Society	CA2	Phase Out
SOCI	3823/W	The Sociology of Law: Global and Comparative Perspectives	CA2, CA4INT	Phase Out
SOCI/AAAS	2210/W	Sociological Perspectives on Asian American Women	CA4	Archiving
SOCI/HRTS/AFRA	2520	White Racism	CA4	Phase Out
SPAN	1007	Major Works of Hispanic Literature in Translation	CA1, CA4INT	
SPAN	1030	Religion in Latin America: A Historical Survey	CA1, CA4INT	
SPAN	3232	Literature of Crisis in Modern Spain	CA1	
SPAN/LLAS	1009W	Latino Literature, Culture, and Society	CA1, CA4, W	

**University Senate Executive Committee
To the University Senate
February 5, 2024**

Resolution in support of convening a university-wide task force to address issues relating to learning accommodations delivery from a faculty-facing perspective.

Context:

In recent years, and in part due to shifts during the COVID-19 pandemic, faculty have reported a sharp increase in accommodations requests received from the Center for Students with Disabilities (CSD). Many of these requests are also more complex in nature than before the pandemic (i.e. a large increase in requests for online access to in-person lecture content). It has been increasingly challenging for faculty to ensure they are responding to these requests in a way that is productive for the student, aligns to the course's curricular requirements, and is manageable for the faculty member.

In response to these concerns, the Senate Scholastic Standards Committee recommended to the Senate Executive Committee during the Spring semester in 2023 to address these issues on a University Senate level. The Senate Executive Committee recommended that the Future of Learning Committee take up this issue, but they were unable to do so before the group was formally discharged in September of 2023. The issue was raised again with the Senate Executive Committee during the Fall 2023 semester, and the group met with the Director of the CSD to address these concerns. As a result of multiple conversations, the Senate Executive Committee has determined that **this is a university-wide issue and requires university-wide resources to support a solution.**

At the same time, awareness around neurodiversity and different modes of learning is increasing around campus, with ongoing conversations about support for neurodiversity among UConn students, faculty, neurodiverse populations, and the academic community at-large. There is a substantial overlap between these perspectives, given that many requested accommodations are related to the needs and learning styles of neurodiverse students. Moreover, research shows that course redesign and instructor awareness of neurodiverse learning (aka "Universal Design for Learning") can reduce the need for individualized accommodations, thus decreasing the burden on students, faculty and CSD.

Motion to Recommend:

- Development of a dedicated working group structured similarly to the very successful Academic Integrity committee, specifically to consider these issues and offer solutions that best support student and faculty success in the classroom.
- A mission statement including consolidation of resources made available to faculty, e.g., information on best practices to support students with documented disabilities (e.g., the CLAS FAQ for meeting CSD accommodations, CETL and interpreter resources, etc.)

Specific Charge and Scope of Work:

The purpose of the Taskforce is to analyze CSD and faculty data with respect to the nature and frequency of accommodations, obtain input from faculty and students on challenges and effective

strategies around accommodations, and evaluate faculty training and support in adopting Universal Design for Learning and inclusive teaching approaches that might reduce the need for accommodations.

Once identified, the task force should make recommendations on how the university can respond and fill these gaps, bearing in mind the statutory Federal requirements when responding to accommodations requests. **An update on the work of this task force's work should be shared with the University Senate Executive committee by the end of the spring 2024 semester and the final report should be presented to the University Senate in fall of 2024,** along with any other units relevant to the report.

Senate Executive Committee

To the University Senate

February 5, 2024

Summary of Action: Based on the review of the attendance data of the last three Senate meeting as presented below, the Senate Executive Standards Committee presents a motion to change the University Senate meeting modality to be as follows:

- First and last meeting of the University Senate during the academic year to take place in person with a remote attendance option
- All other meetings of the University Senate to take place in a virtual format

After reviewing the below data and feedback, it is determined by the Senate Executive Committee that the University Senate Meeting modality should offer a mix of both in-person and virtual opportunities to participate and ensure that the participation of regional campus Senators and community members is not negatively impacted. The proposal allows for virtual attendance for any Senate meeting throughout the year, while offering in-person opportunities to connect, engage and network during the first and last meetings on the Senate calendar.

Background: In 2020, due to the COVID-19 pandemic, the University Senate meetings changed from taking place in-person to fully online so that faculty, staff, and students could remain safe, while also abiding by CDC Guidelines during the public health crisis. After the CDC formally announced the end of the pandemic and the safe return to in-person operations, the University Senate continued to host virtual meetings through the end of the 2023 spring semester. Beginning in fall of 2023, the SEC scheduled the first meeting of the Senate to be held as a full in-person meeting and for the subsequent meetings of the fall semester to be held fully online. The SEC proposed holding the spring 2024 meetings online except for the last meeting, which would be held as a hybrid meeting.

During the September 2023 meeting, a motion was brought to the floor to run University Senate meetings in a hybrid format, and the motion passed, amended for the University Senate to meet in a hybrid format October – December of 2023 as a trial period for this modality.

Hybrid Meetings: Summary of Data and Feedback

At the end of this trial period, and during the December 2023 meeting of the University Senate, there was much discussion around the positive and negative aspects of running meetings in the various meeting modalities.

The Senate Executive Committee has also compiled attendance data for the fall 2023 meetings, indicating higher percentages of virtual attendance when that option is available.

October:	November:	December:
54 virtual (54%)	66 Virtual (71.7%)	67 Virtual (70.5%)
46 in-person (46%)	26 in-person (28.2%)	28 in-person (29.4%)
100 Total Participants	92 Total Participants	95 Total Participants

A summary of the pros/cons discussed for each modality both during University Senate meetings and in Senate Executive sessions is below:

Virtual: Virtual meetings are more inclusive, flexible, and equitable due to their accessibility by anyone from anywhere; a Senator from a regional campus would have the same access to the meeting as someone located at Storrs, which allows for a greater participation in the meeting. However, virtual meetings may allow for participants to be more easily distracted and less engaged; they also do not offer opportunities for networking as in-person meetings naturally would.

Hybrid: Hybrid meetings offer the benefits of both in-person and virtual meetings – they are inclusive, flexible, and offer the opportunity for members to engage at a level they prefer, as well as network amongst their peers. However, hybrid meetings are complex and may be at a higher risk for technical difficulties. They also invite opportunities for inequity – a virtual attendee may feel they are not treated equally in terms of participation or importance as someone who is attending in-person and can garner the attention of the moderator or presenter more readily. Additionally, in this modality, the preference is for all presenters to attend in person, but there has been a trend during the trial period that presenters have oftentimes opted to present virtually, which is less effective or engaging in a hybrid format.

In-Person: In-person meetings garner a high level of engagement from participants and an opportunity to network. They also do not invite the potential for technical difficulties, as other modalities would. However, participation for in-person meetings may inadvertently exclude Senators and university community members located at regional campuses who may not have the time or resources to travel to Storrs to participate in these meetings regularly.



Dear Colleagues,

Over the last ten months, I have been collaborating with members of the Senate Executive Committee, the former and current Senate Administrators, various staff members, and student leaders from all UConn campuses to review University & Senate By-Laws. Our goal was to determine if existing language is at all problematic or damaging to undergraduate student advocacy efforts stemming from the Avery Point, Hartford, Stamford, and Waterbury campuses.

We identified key areas where the current language fails to acknowledge regional campus student government structures and describe certain procedures clearly. These shortfalls have resulted in tangible negative consequences: notably, four out of nine undergraduate student seats in the Senate were unfilled during the 2022-2023 academic year. From a different perspective, the current University Senate (2023-2024) is *only the first* to ever have direct representation for the roughly five thousand undergraduate students attending regional campuses.

To rectify these issues, the Undergraduate Student Senate Delegation—in partnership with the Senate Executive Committee—is proposing four amendments to University By-Laws and one amendment to University Senate By-Laws, as summarized below:

- *Proposal I* grants equal authority to each undergraduate student government in recommending voting members for the Student Life Committee.
- *Proposal II* grants leaders of each undergraduate student government membership in the Trustee-Administration-Faculty-Student Committee.
- *Proposal III* grants each undergraduate student government the authority to nominate their respective campuses' student senators.
- *Proposal IV* clarifies the selection process for student senators to serve on the Senate Executive Committee.
- *Proposal V* grants each undergraduate student government the authority to nominate their respective campuses' non-voting committee members.

The attached packet has been reviewed, debated, and approved by numerous parties, extending far beyond just student leaders. What remains is a product of **consensus** — the goal is not to reinvent the wheel, but to right previous wrongs.

The authority to approve amendments to *University By-Laws* rests with the Board of Trustees — the role of the Senate in this process is not to approve or enact these changes, **but to support these motions as they are voted upon by the Board of Trustees**. As such, the first four proposals in this packet are included in the Consent Agenda, and will not be presented individually to the Senate.

The final proposal/motion concerns the *University Senate By-Laws*, which can be amended at any time if approved by two-thirds of the Senate. **Because this is a Senate-only matter, it will be presented and voted upon separately from the others at the February 5th, 2024 meeting.**

I ask that in advance of this meeting, you carefully and thoughtfully review each of the proposals outlined in this packet. For every proposal, you can find background information, existing and proposed language, and the motions that will be in front of the Senate. If you have any questions, comments, or concerns regarding these proposals, please do not hesitate to contact me at zachary.boudah@uconn.edu.

Signed,

A handwritten signature in black ink, appearing to be 'ZB', written in a cursive style.

Zachary Boudah, *Undergraduate Student & University Senator*

PROPOSAL I:
REGIONAL CAMPUS ADVISEMENT ON
BOARD OF TRUSTEES STUDENT LIFE
COMMITTEE MEMBERSHIP

Undergraduate Student Senate Delegation:
To The University Senate

02/05/2024

Recommendation:

The University Senate recommends that the Board of Trustees amend the *By-Laws of the University of Connecticut*, Article V – Committees of the Board of Trustees, to give Avery Point, Hartford, Stamford, and Waterbury student governments an advisory opinion on the appointment of two undergraduate students to the standing committee having cognizance over student life matters.

Background:

The Board of Trustees is the highest legislative body within the University of Connecticut, overseeing the general policy, financial management, and governmental laws of the University. The Board of Trustees Student Life Committee is responsible for reviewing the state of student affairs for *all* students. By nature, the actions of the Board – and particularly this committee – affect every one of the ~22,000 undergraduate students who are spread out across the Storrs, Avery Point, Hartford, Stamford, and Waterbury campuses. Thus, it is essential for the Board, and this committee, to account for the opinions and concerns of the ~5,000 undergraduate students attending the Avery Point, Hartford, Stamford, and Waterbury campuses.

As it currently stands, University By-Laws stipulate that the Undergraduate Student Government (*of Storrs*) shall recommend two undergraduate students to serve as voting members of the Student Life Committee within the Board. These students are *distinct* from the elected undergraduate Student Trustee. This By-Law language fails to account for the student governing structure of each campus – there is no single “Undergraduate Student Government.” Rather, there are five: the Undergraduate Student Government of Storrs, the Associated Student Government of Avery Point, the Undergraduate Student Government of Hartford, the Student Government Association of Stamford, and the Associated Student Government of Waterbury.

The current language fails to award any advisory capacity to the elected student leaders at the Avery Point, Hartford, Stamford, and Waterbury campuses, instead isolating all undergraduate student representation to the Storrs campus. The purpose of this proposal is to account for the matters of all undergraduates by giving each campus student government equal authority in the recommendation of voting undergraduate members of the Student Life Committee, subsequently *guaranteeing* a coming together of student leaders across the University.

Current By-Laws:

Article V, Section F.3:

F. Membership on Committees other than the Board of Directors of the University of Connecticut Health Center

1. The Board of Trustees may appoint individuals who are not Trustees to be voting or non-voting members of its committees provided that a majority of the voting membership of all committees shall be comprised of Board of Trustees members. The Board may specify a term for any such appointments.
2. As to any Board action which is permitted to be taken by a committee of the Board on behalf of the Board, the presence of a quorum for such matter and the vote on any such matter will be determined on the basis of only the Trustee members of the committee.
3. The trustee elected by the undergraduate students will be appointed as a voting member of the standing committee having cognizance over financial matters. Upon the recommendation of the Undergraduate Student Government, the board shall appoint two undergraduate students as voting members to the standing committee having cognizance over student life matters. This paragraph three shall be null and void if the number of student trustees on the board is greater than two.

Proposal to Senate:

Motion to recommend amending the *By-Laws of the University of Connecticut*, Article V – Committees of the Board of Trustees as follows:

F. Membership on Committees other than the Board of Directors of the University of Connecticut Health Center

1. The Board of Trustees may appoint individuals who are not Trustees to be voting or non-voting members of its committees provided that a majority of the voting membership of all committees shall be comprised of Board of Trustees members. The Board may specify a term for any such appointments.
2. As to any Board action which is permitted to be taken by a committee of the Board on behalf of the Board, the presence of a quorum for such matter and the vote on any such matter will be determined on the basis of only the Trustee members of the committee.
3. The trustee elected by the undergraduate students will be appointed as a voting member of the standing committee having cognizance over financial matters. Upon the recommendation of the Undergraduate Student Government of Storrs, the Associated Student Government of Avery Point, the Undergraduate Student Government of Hartford, the Student Government Association of Stamford, and the Associated Student Government of Waterbury, the board shall appoint two undergraduate students as voting members to the standing committee having cognizance over student life matters. This paragraph three shall be null and void if the number of student trustees on the board is greater than two.

PROPOSAL II:
REGIONAL CAMPUS STUDENT MEMBERSHIP
ON THE TRUSTEE-ADMINISTRATION-
FACULTY-STUDENT COMMITTEE

Undergraduate Student Senate Delegation:
To The University Senate

02/05/2024

Recommendation:

The University Senate recommends that the Board of Trustees amend the *By-Laws of the University of Connecticut*, Article VIII – the University Administration, to add four undergraduate seats to the Trustee-Administration-Faculty-Student (TAFS) Committee to include elected undergraduate student government leadership from the Avery Point, Hartford, Stamford, and Waterbury campuses.

Background:

The TAFS Committee is an advisory and conference committee used to facilitate communication between key stakeholders of the University. These stakeholders include members of the Academic Affairs Committee on the Board of Trustees, the Senate Executive Committee, the President, the Provost, the Vice-Presidents, and more. The actions of the TAFS Committee directly affect the outcome of *all* undergraduate students attending the University.

Current By-Law language stipulates that two of the student representatives on the committee are the Presidents of the Undergraduate Student Government (*of Storrs*), Student Union Board of Governors, and Residence Hall Advisory Board. These are the chief executive officers of three large registered student organizations that operate exclusively on the Storrs campus, serving ~18,000 students. However, there is no mention of four independent governing organizations: the Associated Student Government of Avery Point, the Undergraduate Student Government of Hartford, the Student Government Association of Stamford, and the Associated Student Government of Waterbury.

The interests of the ~5,000 undergraduate students who attend these campuses deserve to be included in all conversations about undergraduate student affairs – as it stands currently, there are no ambassadors to the TAFS Committee who are elected by or responsible for representing these students. The purpose of this proposal is to stipulate that the President of the student government of *all* campuses must have a seat on the TAFS committee.

Current By-Laws:

Article VIII, Section C.1:

C. The Trustee-Administration-Faculty-Student Committee

1. The Trustee-Administration-Faculty-Student (TAFS) Committee shall consist of the members of the committee of the Board of Trustees having cognizance over academic matters; the President; the Provost; the Vice Presidents; the members of the Senate Executive Committee; the President, Undergraduate Student Government; the President, Student Union Board of Governors; the Chair, Residence Hall Advisory Board; the President, Graduate Student Senate; and such other individuals serving in a non-voting capacity as may be designated.

The Chairperson of the TAFS Committee shall be chosen by the Committee at its first meeting each academic year.

Proposal to Senate:

Motion to recommend amending the *By-Laws of the University of Connecticut, Article VIII* – the University Administration as follows:

C. The Trustee-Administration-Faculty-Student Committee

1. Membership The Trustee-Administration-Faculty-Student (TAFS) Committee shall consist of the members of the committee of the Board of Trustees having cognizance over academic matters; the President; the Provost; the Vice Presidents; the members of the Senate Executive Committee; the President, Undergraduate Student Government of Storrs; the President, Associated Student Government of Avery Point; the President, Undergraduate Student Government of Hartford; the President, Student Government Association of Stamford; the President, Associated Student Government of Waterbury; the President, Student Union Board of Governors; the Chair, Residence Hall Advisory Board; the President, Graduate Student Senate; and such other individuals serving in a non-voting

capacity as may be designated. The Chairperson of the TAFS Committee shall be chosen by the Committee at its first meeting each academic year.

The Chairperson of the TAFS Committee shall be chosen by the Committee at its first meeting each academic year.

PROPOSAL III:
APPROPRIATE APPOINTMENT PROCEDURE
FOR UNDERGRADUATE STUDENT
SENATORS REPRESENTING REGIONAL
CAMPUSES

Undergraduate Student Senate Delegation:
To the University Senate

02/05/2024

Recommendation:

The University Senate recommends that the Board of Trustees amend the *By-Laws of the University of Connecticut*, Article IX – The University Senate, to adjust the appointment process for undergraduate students from the Avery Point, Hartford, Stamford, and Waterbury campuses to serve on the University Senate.

Background:

The University Senate is a legislative body responsible for creating rules and regulations that apply to the mission of the institution. Undergraduate student representation in the Senate is vital to ensuring that the interests of the ~22,000 students from all five campuses are considered during the creation of University policy. Until recently, students attending campuses other than Storrs did not have any designated seats on the Senate, denying ~5,000 students a seat at the table. While the creation of four designated seats for these students is a step in the right direction, the language of the By-Laws still fails to account for the independent student government structures of each campus.

The University By-Laws currently stipulate that nine undergraduate students shall be appointed to serve as voting members of the University Senate by the President of the Undergraduate Student Government (*of Storrs*). Before March of 2022 – when the Board of Trustees approved a proposal to expand student membership – there were only five undergraduate students who would serve in this capacity. In February of 2022, the Senate recommended to the Board of Trustees that they add four additional seats (one per regional campus) to represent undergraduates, who “have historically been under-represented in student-leadership opportunities.” The proposal also states that “it can be difficult for Storrs-based students to accurately present other students’ issues and negotiate on their behalf,” which accurately reflects the state of student affairs across campuses.

While the language change ensured that there was a seat for an undergraduate from Avery Point, Hartford, Stamford, and Waterbury, it failed to provide the proper means for them

to fill it. The By-Law currently stipulates that these student senators shall be appointed by the Undergraduate Student Government (*of Storrs*), which is an organization elected by and responsible for exclusively Storrs-based students. Thus, four independent governing organizations – the Associated Student Government of Avery Point, the Undergraduate Student Government of Hartford, the Student Government Association of Stamford, and the Associated Student Government of Waterbury – had no authority in the appointment of a representative who would serve their constituent students. This simple misunderstanding of the undergraduate student governing system resulted in an entire year (2022-2023) wherein not one seat set aside for non-Storrs students was filled.

The purpose of this proposal is to give each campus student government the power to appoint a student senator to represent their campus, according to their procedures. The result of this change will not affect the total number of seats that undergraduate students in the Senate hold, but it will ensure that each seat is filled by the appropriate authority.

Current By-Laws:

Article IX, Section B.4:

B. Elections

1. *Not applicable*
2. *Not applicable*
3. *Not applicable*
4. “Undergraduate student members shall be appointed by the President of the Undergraduate Student Government according to procedures established by the Undergraduate Student Government. Each regional campus shall be represented by one student senator appointed according to procedures established by the Undergraduate Student Government.”
5. *Not applicable*

Proposal to Senate:

Motion to recommend amending the *By-Laws of the University of Connecticut*, Article IX – The University Senate as follows:

B. Elections

1. *Not applicable*
2. *Not applicable*
3. *Not applicable*
4. “Five undergraduate student members representing the Storrs campus shall be appointed by the President of the Undergraduate Student Government of Storrs according to procedures established by the Undergraduate Student Government of Storrs. ~~Each regional campus~~ The Avery Point, Hartford, Stamford, and Waterbury campuses shall each be represented by one student senator appointed according to procedures established by the Associated Student Government of Avery Point, the Undergraduate Student Government of Hartford, the Student Government Association of Stamford, and the Associated Student Government of Waterbury Undergraduate Student Government.”
5. *Not applicable*

PROPOSAL IV:
RESERVATION OF SEAT ON THE SENATE
EXECUTIVE COMMITTEE FOR A REGIONAL
CAMPUS STUDENT

Undergraduate Student Senate Delegation:
To The University Senate

02/05/2024

Recommendation:

The University Senate recommends that the Board of Trustees amend the *By-Laws of the University of Connecticut*, Article IX – The University Senate, to guarantee that one of the two seats on the Senate Executive Committee reserved for undergraduate students be filled by a senator representing a campus other than Storrs, as well as clarify the procedure for determining student representation on the Senate Executive Committee.

Background:

The Senate Executive Committee (SEC) is responsible for a wide range of duties that influence the functionality and effectiveness of the University Senate, a primary source of University policy. Currently, four total student senators serve on the SEC as voting members – two undergraduates and two graduates.

Historically, none of the ~5,100 undergraduate students who attend the Avery Point, Hartford, Stamford, or Waterbury campuses have served on the University Senate, let alone the SEC. The 2023-2024 slate of undergraduate student senators opted to split the allotted seats between Storrs and non-Storrs representatives. This proposal seeks to codify this agreement going forward to ensure a diverse slate of advocacy efforts. To account for the difference in student population between Storrs and the other campuses, the rights to summer membership of the SEC (roughly four months of a calendar year) is reserved exclusively for the Undergraduate Student Government of Storrs.

Further, the process of choosing the undergraduates to serve in these seats is also in need of amendment. University By-Laws currently stipulate that the student members of the SEC are “selected” by and from among all student senators. The term “selected” is vague and naturally the subject of differing interpretations. As described by the former Senate Administrator, the current practice to determine SEC membership is to hold a blanket election, wherein the top vote-getters are chosen to fill the seats. This would unfold for both the undergraduate and graduate student senator groups separately — something that is not

explicit in the current language. This proposal codifies this procedure to ensure that SEC membership is determined consistently and fairly over time.

Current By-Laws:

Article IX, Section G.1:

G. Committees

1. “The Senate Executive Committee

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

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

No school/college shall have more than one faculty representative elected in any class, except the College of Liberal Arts and Sciences, which may have as

many as two representatives in any class. The College of Liberal Arts and Sciences may have no more than a total of four members on the SEC at any time and no other school/college may have more than two members at any time. No faculty or professional staff senator shall be eligible for immediate re-election to the SEC. The SEC is responsible for organizing and coordinating the business of the Senate and Senate committees. To this end, it shall maintain a clerical staff and an office. It shall electronically distribute an agenda for each Senate meeting to the faculty and professional staff promptly in advance of the meeting. Items of an extraordinary nature may be considered at a Senate meeting that have not been included in the agenda for that meeting. It shall receive the reports of Senate committees before they are forwarded to the Senate. It also shall be available to be consulted as the voice of the Senate, especially in reference to resolutions of the Senate, which are designed to be transmitted ultimately to the Board of Trustees.

SEC members shall also constitute the faculty membership of the Trustee-Administration-Faculty-Student Committee (see Section VIII.C.)”

2. *Not applicable*
3. *Not applicable*

Proposal to Senate:

Motion to recommend amending the *By-Laws of the University of Connecticut*, Article IX – The University Senate as follows:

G. Committees

1. “The Senate Executive Committee
The Senate Executive Committee (SEC) shall consist of eight faculty members, two professional staff members, and two undergraduate and two graduate student members. The faculty and professional staff members shall be elected by the Senate from among the elected members of the Senate who are not primarily administrators. Department heads and directors are not regarded as primarily administrators. ~~The~~ **Both the** undergraduate and

graduate members shall be ~~selected~~ elected from among and by all student members of the their respective Senate delegation in a blanket election, wherein the top vote-getters will serve as the Senate Executive Committee representatives. At least one of the undergraduate student members of the SEC shall be a representative from Storrs and at least one shall be a representative from Avery Point, Hartford, Stamford, or Waterbury. The Undergraduate Student Government of Storrs and Graduate Student Senate Presidents or their student Senate member designee will serve as the interim student representatives to the Senate Executive Committee during the summer months until the permanent members are selected.”

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

No school/college shall have more than one faculty representative elected in any class, except the College of Liberal Arts and Sciences, which may have as many as two representatives in any class. The College of Liberal Arts and Sciences may have no more than a total of four members on the SEC at any time and no other school/college may have more than two members at any time. No faculty or professional staff senator shall be eligible for immediate re-election to the SEC. The SEC is responsible for organizing and coordinating the business of the Senate and of Senate committees. To this end, it shall maintain a clerical staff and an office. It shall electronically distribute an agenda for each Senate meeting to the faculty and professional

staff in a timely manner in advance of the meeting. Items of an extraordinary nature may be considered at a Senate meeting which have not been included in the agenda for that meeting. It shall receive the reports of Senate committees before they are forwarded to the Senate. It also shall be available to be consulted as the voice of the Senate, especially in reference to resolutions of the Senate, which are designed to be transmitted ultimately to the Board of Trustees.

SEC members shall also constitute the faculty membership of the Trustee-Administration-Faculty-Student Committee (see Section VIII.C.).”

2. *Not applicable*
3. *Not applicable*

PROPOSAL V:
REGIONAL CAMPUS AUTHORITY TO
NOMINATE STUDENTS TO SERVE ON
SENATE COMMITTEES

Undergraduate Student Senate Delegation:
To the Senate Executive Committee

02/05/2024

Recommendation:

The Senate Executive Committee recommends that the University Senate amend the *By-Laws, Rules, and Regulations of the University Senate*, Article I – By-Laws, to give the President of the Avery Point, Hartford, Stamford, and Waterbury student governments the authority to nominate students to serve on University Senate committees.

Background:

There are nine total undergraduate members of the University Senate, with five representing the Storrs campus, and one representing each of the Avery Point, Hartford, Stamford, and Waterbury campuses. Each of these student senators, as well as all other undergraduates, can serve on most of the standing committees established in the By-Laws of the Senate. All such committees are responsible for reviewing specific areas of the University system and proposing fixes to identified issues. Because every campus has a unique slate of priorities, it is only fair that every campus has the authority to nominate undergraduate students to serve on such important committees.

The current Senate By-Laws stipulate that the President of the Undergraduate Student Government (*of Storrs*) is the figure who submits recommendations to the Nominating Committee for *all* undergraduate students. This proposal would give each of the previously ignored undergraduate student governing organizations – the Associated Student Government of Avery Point, the Undergraduate Student Government of Hartford, the Student Government Association of Stamford, and the Associated Student Government of Waterbury – the right to submit their recommendations for their respective students. The purpose of this proposal is to guarantee that the needs and interests of each campus are directly considered during the committee appointment process.

Current By-Laws:

Article I, Section C.3.d:

C. Senate Committees

1. *Not applicable*

2. *Not applicable*

3. *Nominating Committee*

- a. “There shall be a Senate Nominating Committee consisting of six members of the Senate elected by the Senate. The Committee will include at least one but not more than two professional staff members. Each spring, after all other Senate elections for faculty and staff are completed, the Executive Committee will distribute to Senate members a first ballot for the Nominating Committee with the names of the Senators newly elected for three-year terms, and the instructions that Senators may vote for four names. A second ballot with the names of the four senators receiving the highest number of votes will then be distributed to Senate members, with the instruction that Senators may vote for two names. The two Senators receiving the highest numbers of votes cast will be members of the Nominating Committee for three years, starting their terms when their Senate terms begin July 1. Vacancies will be filled by the available candidate with the highest vote at the last previous election in the appropriate class and constituency.
- b. Each October the Nominating Committee shall submit to the Senate by written ballot a slate of four full professors without administrative office for election of two to the Faculty Review Board for a three-year term. Members of the Committee of Three shall not be nominated.
- c. In October of each year the Nominating Committee shall submit to the faculty and to the professional staff slates composed of at least two nominees for each At-large seat to be filled in the Senate. Candidates may also be nominated by petition; if a petition signed by five members of the faculty or the professional staff in support of a candidate is submitted within the time specified in the election instructions, that candidate’s name shall be included on the election ballot.
- d. Newly elected members of the Senate and all other members of the faculty and professional staff shall be asked by the Senate

Administrator in February if they wish to indicate an interest in serving on one of the standing committees, and the preferences shall be turned over to the Senate Nominating Committee. The Committee shall submit to the April meeting of the Senate its recommendations as to the chairpersons and members of the standing committees for the ensuing year (the number of nominees for each committee constituting a recommendation as to the number of members of that committee) and such nominations shall be included in the minutes of the Senate. Each year the Nominating Committee shall solicit for its consideration names of students from the Presidents of the Undergraduate Student Government and the Graduate Student Senate. The chairpersons and at least half of the membership of each standing committee shall be senators.”

4. *Not applicable*
5. *Not applicable*

Proposal to Senate:

Motion to recommend amending the *By-Laws, Rules, and Regulations of the University Senate, Article I – By-Laws* as follows:

C. Senate Committees

1. *Not applicable*
2. *Not applicable*
3. *“Nominating Committee*
 - a. There shall be a Senate Nominating Committee consisting of six members of the Senate elected by the Senate. The Committee will include at least one but not more than two professional staff members. Each spring, after all other Senate elections for faculty and staff are completed, the Executive Committee will distribute to Senate members a first ballot for the Nominating Committee with the names of the Senators newly elected for three-year terms, and the instructions that Senators may vote for four names. A second ballot with the names of the four senators receiving the highest number of votes will then be

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Associated Student Government of Waterbury, and the Graduate Student Senate. The chairpersons and at least half of the membership of each standing committee shall be senators”

4. *Not applicable*
5. *Not applicable*



Dear Colleagues,

Over the last ten months, I have been collaborating with members of the Senate Executive Committee, the former and current Senate Administrators, various staff members, and student leaders from all UConn campuses to review University & Senate By-Laws. Our goal was to determine if existing language is at all problematic or damaging to undergraduate student advocacy efforts stemming from the Avery Point, Hartford, Stamford, and Waterbury campuses.

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- *Proposal IV* clarifies the selection process for student senators to serve on the Senate Executive Committee.
- *Proposal V* grants each undergraduate student government the authority to nominate their respective campuses' non-voting committee members.

The attached packet has been reviewed, debated, and approved by numerous parties, extending far beyond just student leaders. What remains is a product of **consensus** — the goal is not to reinvent the wheel, but to right previous wrongs.

The authority to approve amendments to *University By-Laws* rests with the Board of Trustees — the role of the Senate in this process is not to approve or enact these changes, **but to support these motions as they are voted upon by the Board of Trustees**. As such, the first four proposals in this packet are included in the Consent Agenda, and will not be presented individually to the Senate.

The final proposal/motion concerns the *University Senate By-Laws*, which can be amended at any time if approved by two-thirds of the Senate. **Because this is a Senate-only matter, it will be presented and voted upon separately from the others at the February 5th, 2024 meeting.**

I ask that in advance of this meeting, you carefully and thoughtfully review each of the proposals outlined in this packet. For every proposal, you can find background information, existing and proposed language, and the motions that will be in front of the Senate. If you have any questions, comments, or concerns regarding these proposals, please do not hesitate to contact me at zachary.boudah@uconn.edu.

Signed,

A handwritten signature in black ink, appearing to be 'ZB', written in a cursive style.

Zachary Boudah, *Undergraduate Student & University Senator*

PROPOSAL I:
REGIONAL CAMPUS ADVISEMENT ON
BOARD OF TRUSTEES STUDENT LIFE
COMMITTEE MEMBERSHIP

Undergraduate Student Senate Delegation:
To The University Senate

02/05/2024

Recommendation:

The University Senate recommends that the Board of Trustees amend the *By-Laws of the University of Connecticut*, Article V – Committees of the Board of Trustees, to give Avery Point, Hartford, Stamford, and Waterbury student governments an advisory opinion on the appointment of two undergraduate students to the standing committee having cognizance over student life matters.

Background:

The Board of Trustees is the highest legislative body within the University of Connecticut, overseeing the general policy, financial management, and governmental laws of the University. The Board of Trustees Student Life Committee is responsible for reviewing the state of student affairs for *all* students. By nature, the actions of the Board – and particularly this committee – affect every one of the ~22,000 undergraduate students who are spread out across the Storrs, Avery Point, Hartford, Stamford, and Waterbury campuses. Thus, it is essential for the Board, and this committee, to account for the opinions and concerns of the ~5,000 undergraduate students attending the Avery Point, Hartford, Stamford, and Waterbury campuses.

As it currently stands, University By-Laws stipulate that the Undergraduate Student Government (*of Storrs*) shall recommend two undergraduate students to serve as voting members of the Student Life Committee within the Board. These students are *distinct* from the elected undergraduate Student Trustee. This By-Law language fails to account for the student governing structure of each campus – there is no single “Undergraduate Student Government.” Rather, there are five: the Undergraduate Student Government of Storrs, the Associated Student Government of Avery Point, the Undergraduate Student Government of Hartford, the Student Government Association of Stamford, and the Associated Student Government of Waterbury.

The current language fails to award any advisory capacity to the elected student leaders at the Avery Point, Hartford, Stamford, and Waterbury campuses, instead isolating all undergraduate student representation to the Storrs campus. The purpose of this proposal is to account for the matters of all undergraduates by giving each campus student government equal authority in the recommendation of voting undergraduate members of the Student Life Committee, subsequently *guaranteeing* a coming together of student leaders across the University.

Current By-Laws:

Article V, Section F.3:

F. Membership on Committees other than the Board of Directors of the University of Connecticut Health Center

1. The Board of Trustees may appoint individuals who are not Trustees to be voting or non-voting members of its committees provided that a majority of the voting membership of all committees shall be comprised of Board of Trustees members. The Board may specify a term for any such appointments.
2. As to any Board action which is permitted to be taken by a committee of the Board on behalf of the Board, the presence of a quorum for such matter and the vote on any such matter will be determined on the basis of only the Trustee members of the committee.
3. The trustee elected by the undergraduate students will be appointed as a voting member of the standing committee having cognizance over financial matters. Upon the recommendation of the Undergraduate Student Government, the board shall appoint two undergraduate students as voting members to the standing committee having cognizance over student life matters. This paragraph three shall be null and void if the number of student trustees on the board is greater than two.

Proposal to Senate:

Motion to recommend amending the *By-Laws of the University of Connecticut*, Article V – Committees of the Board of Trustees as follows:

F. Membership on Committees other than the Board of Directors of the University of Connecticut Health Center

1. The Board of Trustees may appoint individuals who are not Trustees to be voting or non-voting members of its committees provided that a majority of the voting membership of all committees shall be comprised of Board of Trustees members. The Board may specify a term for any such appointments.
2. As to any Board action which is permitted to be taken by a committee of the Board on behalf of the Board, the presence of a quorum for such matter and the vote on any such matter will be determined on the basis of only the Trustee members of the committee.
3. The trustee elected by the undergraduate students will be appointed as a voting member of the standing committee having cognizance over financial matters. Upon the recommendation of the Undergraduate Student Government of Storrs, the Associated Student Government of Avery Point, the Undergraduate Student Government of Hartford, the Student Government Association of Stamford, and the Associated Student Government of Waterbury, the board shall appoint two undergraduate students as voting members to the standing committee having cognizance over student life matters. This paragraph three shall be null and void if the number of student trustees on the board is greater than two.

PROPOSAL II:
REGIONAL CAMPUS STUDENT MEMBERSHIP
ON THE TRUSTEE-ADMINISTRATION-
FACULTY-STUDENT COMMITTEE

Undergraduate Student Senate Delegation:
To The University Senate

02/05/2024

Recommendation:

The University Senate recommends that the Board of Trustees amend the *By-Laws of the University of Connecticut*, Article VIII – the University Administration, to add four undergraduate seats to the Trustee-Administration-Faculty-Student (TAFS) Committee to include elected undergraduate student government leadership from the Avery Point, Hartford, Stamford, and Waterbury campuses.

Background:

The TAFS Committee is an advisory and conference committee used to facilitate communication between key stakeholders of the University. These stakeholders include members of the Academic Affairs Committee on the Board of Trustees, the Senate Executive Committee, the President, the Provost, the Vice-Presidents, and more. The actions of the TAFS Committee directly affect the outcome of *all* undergraduate students attending the University.

Current By-Law language stipulates that two of the student representatives on the committee are the Presidents of the Undergraduate Student Government (*of Storrs*), Student Union Board of Governors, and Residence Hall Advisory Board. These are the chief executive officers of three large registered student organizations that operate exclusively on the Storrs campus, serving ~18,000 students. However, there is no mention of four independent governing organizations: the Associated Student Government of Avery Point, the Undergraduate Student Government of Hartford, the Student Government Association of Stamford, and the Associated Student Government of Waterbury.

The interests of the ~5,000 undergraduate students who attend these campuses deserve to be included in all conversations about undergraduate student affairs – as it stands currently, there are no ambassadors to the TAFS Committee who are elected by or responsible for representing these students. The purpose of this proposal is to stipulate that the President of the student government of *all* campuses must have a seat on the TAFS committee.

Current By-Laws:

Article VIII, Section C.1:

C. The Trustee-Administration-Faculty-Student Committee

1. The Trustee-Administration-Faculty-Student (TAFS) Committee shall consist of the members of the committee of the Board of Trustees having cognizance over academic matters; the President; the Provost; the Vice Presidents; the members of the Senate Executive Committee; the President, Undergraduate Student Government; the President, Student Union Board of Governors; the Chair, Residence Hall Advisory Board; the President, Graduate Student Senate; and such other individuals serving in a non-voting capacity as may be designated.

The Chairperson of the TAFS Committee shall be chosen by the Committee at its first meeting each academic year.

Proposal to Senate:

Motion to recommend amending the *By-Laws of the University of Connecticut, Article VIII* – the University Administration as follows:

C. The Trustee-Administration-Faculty-Student Committee

1. Membership The Trustee-Administration-Faculty-Student (TAFS) Committee shall consist of the members of the committee of the Board of Trustees having cognizance over academic matters; the President; the Provost; the Vice Presidents; the members of the Senate Executive Committee; the President, Undergraduate Student Government of Storrs; the President, Associated Student Government of Avery Point; the President, Undergraduate Student Government of Hartford; the President, Student Government Association of Stamford; the President, Associated Student Government of Waterbury; the President, Student Union Board of Governors; the Chair, Residence Hall Advisory Board; the President, Graduate Student Senate; and such other individuals serving in a non-voting

capacity as may be designated. The Chairperson of the TAFS Committee shall be chosen by the Committee at its first meeting each academic year.

The Chairperson of the TAFS Committee shall be chosen by the Committee at its first meeting each academic year.

PROPOSAL III:
APPROPRIATE APPOINTMENT PROCEDURE
FOR UNDERGRADUATE STUDENT
SENATORS REPRESENTING REGIONAL
CAMPUSES

Undergraduate Student Senate Delegation:
To the University Senate

02/05/2024

Recommendation:

The University Senate recommends that the Board of Trustees amend the *By-Laws of the University of Connecticut*, Article IX – The University Senate, to adjust the appointment process for undergraduate students from the Avery Point, Hartford, Stamford, and Waterbury campuses to serve on the University Senate.

Background:

The University Senate is a legislative body responsible for creating rules and regulations that apply to the mission of the institution. Undergraduate student representation in the Senate is vital to ensuring that the interests of the ~22,000 students from all five campuses are considered during the creation of University policy. Until recently, students attending campuses other than Storrs did not have any designated seats on the Senate, denying ~5,000 students a seat at the table. While the creation of four designated seats for these students is a step in the right direction, the language of the By-Laws still fails to account for the independent student government structures of each campus.

The University By-Laws currently stipulate that nine undergraduate students shall be appointed to serve as voting members of the University Senate by the President of the Undergraduate Student Government (*of Storrs*). Before March of 2022 – when the Board of Trustees approved a proposal to expand student membership – there were only five undergraduate students who would serve in this capacity. In February of 2022, the Senate recommended to the Board of Trustees that they add four additional seats (one per regional campus) to represent undergraduates, who “have historically been under-represented in student-leadership opportunities.” The proposal also states that “it can be difficult for Storrs-based students to accurately present other students’ issues and negotiate on their behalf,” which accurately reflects the state of student affairs across campuses.

While the language change ensured that there was a seat for an undergraduate from Avery Point, Hartford, Stamford, and Waterbury, it failed to provide the proper means for them

to fill it. The By-Law currently stipulates that these student senators shall be appointed by the Undergraduate Student Government (*of Storrs*), which is an organization elected by and responsible for exclusively Storrs-based students. Thus, four independent governing organizations – the Associated Student Government of Avery Point, the Undergraduate Student Government of Hartford, the Student Government Association of Stamford, and the Associated Student Government of Waterbury – had no authority in the appointment of a representative who would serve their constituent students. This simple misunderstanding of the undergraduate student governing system resulted in an entire year (2022-2023) wherein not one seat set aside for non-Storrs students was filled.

The purpose of this proposal is to give each campus student government the power to appoint a student senator to represent their campus, according to their procedures. The result of this change will not affect the total number of seats that undergraduate students in the Senate hold, but it will ensure that each seat is filled by the appropriate authority.

Current By-Laws:

Article IX, Section B.4:

B. Elections

1. *Not applicable*
2. *Not applicable*
3. *Not applicable*
4. “Undergraduate student members shall be appointed by the President of the Undergraduate Student Government according to procedures established by the Undergraduate Student Government. Each regional campus shall be represented by one student senator appointed according to procedures established by the Undergraduate Student Government.”
5. *Not applicable*

Proposal to Senate:

Motion to recommend amending the *By-Laws of the University of Connecticut*, Article IX – The University Senate as follows:

B. Elections

1. *Not applicable*
2. *Not applicable*
3. *Not applicable*
4. “Five undergraduate student members representing the Storrs campus shall be appointed by the President of the Undergraduate Student Government of Storrs according to procedures established by the Undergraduate Student Government of Storrs. ~~Each regional campus~~ The Avery Point, Hartford, Stamford, and Waterbury campuses shall each be represented by one student senator appointed according to procedures established by the Associated Student Government of Avery Point, the Undergraduate Student Government of Hartford, the Student Government Association of Stamford, and the Associated Student Government of Waterbury Undergraduate Student Government.”
5. *Not applicable*

PROPOSAL IV:
RESERVATION OF SEAT ON THE SENATE
EXECUTIVE COMMITTEE FOR A REGIONAL
CAMPUS STUDENT

Undergraduate Student Senate Delegation:
To The University Senate

02/05/2024

Recommendation:

The University Senate recommends that the Board of Trustees amend the *By-Laws of the University of Connecticut*, Article IX – The University Senate, to guarantee that one of the two seats on the Senate Executive Committee reserved for undergraduate students be filled by a senator representing a campus other than Storrs, as well as clarify the procedure for determining student representation on the Senate Executive Committee.

Background:

The Senate Executive Committee (SEC) is responsible for a wide range of duties that influence the functionality and effectiveness of the University Senate, a primary source of University policy. Currently, four total student senators serve on the SEC as voting members – two undergraduates and two graduates.

Historically, none of the ~5,100 undergraduate students who attend the Avery Point, Hartford, Stamford, or Waterbury campuses have served on the University Senate, let alone the SEC. The 2023-2024 slate of undergraduate student senators opted to split the allotted seats between Storrs and non-Storrs representatives. This proposal seeks to codify this agreement going forward to ensure a diverse slate of advocacy efforts. To account for the difference in student population between Storrs and the other campuses, the rights to summer membership of the SEC (roughly four months of a calendar year) is reserved exclusively for the Undergraduate Student Government of Storrs.

Further, the process of choosing the undergraduates to serve in these seats is also in need of amendment. University By-Laws currently stipulate that the student members of the SEC are “selected” by and from among all student senators. The term “selected” is vague and naturally the subject of differing interpretations. As described by the former Senate Administrator, the current practice to determine SEC membership is to hold a blanket election, wherein the top vote-getters are chosen to fill the seats. This would unfold for both the undergraduate and graduate student senator groups separately — something that is not

explicit in the current language. This proposal codifies this procedure to ensure that SEC membership is determined consistently and fairly over time.

Current By-Laws:

Article IX, Section G.1:

G. Committees

1. “The Senate Executive Committee

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

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

No school/college shall have more than one faculty representative elected in any class, except the College of Liberal Arts and Sciences, which may have as

many as two representatives in any class. The College of Liberal Arts and Sciences may have no more than a total of four members on the SEC at any time and no other school/college may have more than two members at any time. No faculty or professional staff senator shall be eligible for immediate re-election to the SEC. The SEC is responsible for organizing and coordinating the business of the Senate and Senate committees. To this end, it shall maintain a clerical staff and an office. It shall electronically distribute an agenda for each Senate meeting to the faculty and professional staff promptly in advance of the meeting. Items of an extraordinary nature may be considered at a Senate meeting that have not been included in the agenda for that meeting. It shall receive the reports of Senate committees before they are forwarded to the Senate. It also shall be available to be consulted as the voice of the Senate, especially in reference to resolutions of the Senate, which are designed to be transmitted ultimately to the Board of Trustees.

SEC members shall also constitute the faculty membership of the Trustee-Administration-Faculty-Student Committee (see Section VIII.C.)”

2. *Not applicable*
3. *Not applicable*

Proposal to Senate:

Motion to recommend amending the *By-Laws of the University of Connecticut*, Article IX – The University Senate as follows:

G. Committees

1. “The Senate Executive Committee
The Senate Executive Committee (SEC) shall consist of eight faculty members, two professional staff members, and two undergraduate and two graduate student members. The faculty and professional staff members shall be elected by the Senate from among the elected members of the Senate who are not primarily administrators. Department heads and directors are not regarded as primarily administrators. ~~The~~ **Both the** undergraduate and

graduate members shall be ~~selected~~ elected from among and by all student members of the their respective Senate delegation in a blanket election, wherein the top vote-getters will serve as the Senate Executive Committee representatives. At least one of the undergraduate student members of the SEC shall be a representative from Storrs and at least one shall be a representative from Avery Point, Hartford, Stamford, or Waterbury. The Undergraduate Student Government of Storrs and Graduate Student Senate Presidents or their student Senate member designee will serve as the interim student representatives to the Senate Executive Committee during the summer months until the permanent members are selected.”

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

No school/college shall have more than one faculty representative elected in any class, except the College of Liberal Arts and Sciences, which may have as many as two representatives in any class. The College of Liberal Arts and Sciences may have no more than a total of four members on the SEC at any time and no other school/college may have more than two members at any time. No faculty or professional staff senator shall be eligible for immediate re-election to the SEC. The SEC is responsible for organizing and coordinating the business of the Senate and of Senate committees. To this end, it shall maintain a clerical staff and an office. It shall electronically distribute an agenda for each Senate meeting to the faculty and professional

staff in a timely manner in advance of the meeting. Items of an extraordinary nature may be considered at a Senate meeting which have not been included in the agenda for that meeting. It shall receive the reports of Senate committees before they are forwarded to the Senate. It also shall be available to be consulted as the voice of the Senate, especially in reference to resolutions of the Senate, which are designed to be transmitted ultimately to the Board of Trustees.

SEC members shall also constitute the faculty membership of the Trustee-Administration-Faculty-Student Committee (see Section VIII.C.).”

2. *Not applicable*
3. *Not applicable*

PROPOSAL V:
REGIONAL CAMPUS AUTHORITY TO
NOMINATE STUDENTS TO SERVE ON
SENATE COMMITTEES

Undergraduate Student Senate Delegation:
To the Senate Executive Committee

02/05/2024

Recommendation:

The Senate Executive Committee recommends that the University Senate amend the *By-Laws, Rules, and Regulations of the University Senate*, Article I – By-Laws, to give the President of the Avery Point, Hartford, Stamford, and Waterbury student governments the authority to nominate students to serve on University Senate committees.

Background:

There are nine total undergraduate members of the University Senate, with five representing the Storrs campus, and one representing each of the Avery Point, Hartford, Stamford, and Waterbury campuses. Each of these student senators, as well as all other undergraduates, can serve on most of the standing committees established in the By-Laws of the Senate. All such committees are responsible for reviewing specific areas of the University system and proposing fixes to identified issues. Because every campus has a unique slate of priorities, it is only fair that every campus has the authority to nominate undergraduate students to serve on such important committees.

The current Senate By-Laws stipulate that the President of the Undergraduate Student Government (*of Storrs*) is the figure who submits recommendations to the Nominating Committee for *all* undergraduate students. This proposal would give each of the previously ignored undergraduate student governing organizations – the Associated Student Government of Avery Point, the Undergraduate Student Government of Hartford, the Student Government Association of Stamford, and the Associated Student Government of Waterbury – the right to submit their recommendations for their respective students. The purpose of this proposal is to guarantee that the needs and interests of each campus are directly considered during the committee appointment process.

Current By-Laws:

Article I, Section C.3.d:

C. Senate Committees

1. *Not applicable*

2. *Not applicable*

3. *Nominating Committee*

- a. “There shall be a Senate Nominating Committee consisting of six members of the Senate elected by the Senate. The Committee will include at least one but not more than two professional staff members. Each spring, after all other Senate elections for faculty and staff are completed, the Executive Committee will distribute to Senate members a first ballot for the Nominating Committee with the names of the Senators newly elected for three-year terms, and the instructions that Senators may vote for four names. A second ballot with the names of the four senators receiving the highest number of votes will then be distributed to Senate members, with the instruction that Senators may vote for two names. The two Senators receiving the highest numbers of votes cast will be members of the Nominating Committee for three years, starting their terms when their Senate terms begin July 1. Vacancies will be filled by the available candidate with the highest vote at the last previous election in the appropriate class and constituency.
- b. Each October the Nominating Committee shall submit to the Senate by written ballot a slate of four full professors without administrative office for election of two to the Faculty Review Board for a three-year term. Members of the Committee of Three shall not be nominated.
- c. In October of each year the Nominating Committee shall submit to the faculty and to the professional staff slates composed of at least two nominees for each At-large seat to be filled in the Senate. Candidates may also be nominated by petition; if a petition signed by five members of the faculty or the professional staff in support of a candidate is submitted within the time specified in the election instructions, that candidate’s name shall be included on the election ballot.
- d. Newly elected members of the Senate and all other members of the faculty and professional staff shall be asked by the Senate

Administrator in February if they wish to indicate an interest in serving on one of the standing committees, and the preferences shall be turned over to the Senate Nominating Committee. The Committee shall submit to the April meeting of the Senate its recommendations as to the chairpersons and members of the standing committees for the ensuing year (the number of nominees for each committee constituting a recommendation as to the number of members of that committee) and such nominations shall be included in the minutes of the Senate. Each year the Nominating Committee shall solicit for its consideration names of students from the Presidents of the Undergraduate Student Government and the Graduate Student Senate. The chairpersons and at least half of the membership of each standing committee shall be senators.”

4. *Not applicable*
5. *Not applicable*

Proposal to Senate:

Motion to recommend amending the *By-Laws, Rules, and Regulations of the University Senate, Article I – By-Laws* as follows:

C. Senate Committees

1. *Not applicable*
2. *Not applicable*
3. *“Nominating Committee*
 - a. There shall be a Senate Nominating Committee consisting of six members of the Senate elected by the Senate. The Committee will include at least one but not more than two professional staff members. Each spring, after all other Senate elections for faculty and staff are completed, the Executive Committee will distribute to Senate members a first ballot for the Nominating Committee with the names of the Senators newly elected for three-year terms, and the instructions that Senators may vote for four names. A second ballot with the names of the four senators receiving the highest number of votes will then be

distributed to Senate members, with the instruction that Senators may vote for two names. The two Senators receiving the highest numbers of votes cast will be members of the Nominating Committee for three years, starting their terms when their Senate terms begin July 1.

Vacancies will be filled by the available candidate with the highest vote at the last previous election in the appropriate class and constituency.

- b. Each October the Nominating Committee shall submit to the Senate by written ballot a slate of four full professors without administrative office for election of two to the Faculty Review Board for a three-year term. Members of the Committee of Three shall not be nominated.
- c. In October of each year the Nominating Committee shall submit to the faculty and to the professional staff slates composed of at least two nominees for each At-large seat to be filled in the Senate. Candidates may also be nominated by petition; if a petition signed by five members of the faculty or the professional staff in support of a candidate is submitted within the time specified in the election instructions, that candidate's name shall be included on the election ballot.
- d. Newly elected members of the Senate and all other members of the faculty and professional staff shall be asked by the Senate Administrator in February if they wish to indicate an interest in serving on one of the standing committees, and the preferences shall be turned over to the Senate Nominating Committee. The Committee shall submit to the April meeting of the Senate its recommendations as to the chairpersons and members of the standing committees for the ensuing year (the number of nominees for each committee constituting a recommendation as to the number of members of that committee) and such nominations shall be included in the minutes of the Senate. Each year, the Nominating Committee shall solicit for its consideration names of students from the Presidents of the Undergraduate Student Government of Storrs, the Associated Student Government of Avery Point, the Undergraduate Student Government of Hartford, the Student Government Association of Stamford, the

Associated Student Government of Waterbury, and the Graduate Student Senate. The chairpersons and at least half of the membership of each standing committee shall be senators”

4. *Not applicable*
5. *Not applicable*

Support for Motions I-IV passed unanimously as part of the consent agenda

Motion V passed by vote
YES 65, NO 1, ABSTAIN 1

**University Senate Executive Committee
To the University Senate
February 5, 2024**

Resolution in support of convening a university-wide task force to address issues relating to learning accommodations delivery from a faculty-facing perspective.

Context:

In recent years, and in part due to shifts during the COVID-19 pandemic, faculty have reported a sharp increase in accommodations requests received from the Center for Students with Disabilities (CSD). Many of these requests are also more complex in nature than before the pandemic (i.e. a large increase in requests for online access to in-person lecture content). It has been increasingly challenging for faculty to ensure they are responding to these requests in a way that is productive for the student, aligns to the course's curricular requirements, and is manageable for the faculty member.

In response to these concerns, the Senate Scholastic Standards Committee recommended to the Senate Executive Committee during the Spring semester in 2023 to address these issues on a University Senate level. The Senate Executive Committee recommended that the Future of Learning Committee take up this issue, but they were unable to do so before the group was formally discharged in September of 2023. The issue was raised again with the Senate Executive Committee during the Fall 2023 semester, and the group met with the Director of the CSD to address these concerns. As a result of multiple conversations, the Senate Executive Committee has determined that **this is a university-wide issue and requires university-wide resources to support a solution.**

At the same time, awareness around neurodiversity and different modes of learning is increasing around campus, with ongoing conversations about support for neurodiversity among UConn students, faculty, neurodiverse populations, and the academic community at-large. There is a substantial overlap between these perspectives, given that many requested accommodations are related to the needs and learning styles of neurodiverse students. Moreover, research shows that course redesign and instructor awareness of neurodiverse learning (aka "Universal Design for Learning") can reduce the need for individualized accommodations, thus decreasing the burden on students, faculty and CSD.

Motion to Recommend:

- Development of a dedicated working group structured similarly to the very successful Academic Integrity committee, specifically to consider these issues and offer solutions that best support student and faculty success in the classroom.
- A mission statement including consolidation of resources made available to faculty, e.g., information on best practices to support students with documented disabilities (e.g., the CLAS FAQ for meeting CSD accommodations, CETL and interpreter resources, etc.)

Specific Charge and Scope of Work:

The purpose of the Taskforce is to analyze CSD and faculty data with respect to the nature and frequency of accommodations, obtain input from faculty and students on challenges and effective

strategies around accommodations, and evaluate faculty training and support in adopting Universal Design for Learning and inclusive teaching approaches that might reduce the need for accommodations.

Once identified, the task force should make recommendations on how the university can respond and fill these gaps, bearing in mind the statutory Federal requirements when responding to accommodations requests. **An update on the work of this task force's work should be shared with the University Senate Executive committee by the end of the spring 2024 semester and the final report should be presented to the University Senate in fall of 2024,** along with any other units relevant to the report.

YES 62, NO 2, ABSTAIN 1