

University Senate Meeting
March 4, 2024
McHugh 101 (hybrid via WebEx)

Moderator **Bontly** called the meeting to order at 4:02 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, 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.”

In Memoriam of Susana Marie Ulloa, Director of CAPS and Former member of the Senate.

We would like to take a moment to recognize and celebrate the life of Susana Ulloa, Director of CAPS Pre-College Programs and a former long-standing member of the University Senate, who passed away on February 9th of this year. Susana worked at UConn for 27 years, during which she had significant impact across the university and in the lives of countless students and colleagues. During her tenure at UConn, she served as the Director of the Upward Bound Program and supported the creation of a DCF Advising Corps, which helps high school students preparing for college. She dedicated her life to higher education and to making sure that the next generation of underserved students had the necessary access to resources and opportunities to change their lives. Please join in a moment of silence to honor the life of our colleague, Susana.

1. Approval of Minutes of February 5, 2024, meeting

The minutes of the meeting were approved as distributed.

2. Report of the President

Presented by President Radenka Maric

President **Maric** began by opening the floor for questions.

Senator **Siegle** asked for explanation the Huron Consulting Group contract and why it needed to exist, and asked for the President to share the purpose of that contract and what is the outcome from it. President **Maric** stated that the Office of Policy

Management recruited two people to look at the business analyst for higher education and the director of higher education and they compared UConn to other universities: Rutgers, Stony Brook, UMass Amherst, Vermont, and University of Maine. They compared the size of the classes, enrollment, undergraduate program size and size of the faculty and they sent all that data to UConn and wanted a response to issues such as the low ratio of faculty to students and the belief that the State supports UConn more than other students support their universities. UConn felt it was very important to have an independent agency validate our data. In our data when it is stated that they support us 29%, this includes the unpaid legacy cost and unpaid pensions and health care insurance which has grown from 20 million to 270 million. When the Governor says that he has been giving UConn more money, this has included the unpaid legacy. Last year the State removed the unpaid legacy costs and the components of the pensions, leaving UConn to pay the components of health insurance. When UConn is compared in 2024 to other schools, we are closer to the comparison and have added two other schools, University of North Carolina, Chapel Hill, because they have a medical school and hospital, and University of Kansas, because they are a state university with a large athletics department. The compiled data is then shared with the Legislators and questions are answered by Huron, which is more effective.

Senator **Dineen** asked about the Athletics budget and role of that budget in addressing the shortfall. President **Maric** stated that the Athletic Department has been asked to make the same 5-year budget reduction plan. UConn administration is constantly negotiating with the Legislators to present the value of education and the Athletics programs bring value to this discussion.

Senator **Nanclares** asked where the 15% budget cut comes from with regards to budget cuts. President **Maric** stated that in September there was a meeting with the Legislators and based on that meeting it was necessary to show what the University is willing to do to meet the budget shortfall. Tuition and Fee increases to students, such as what CSCU is planning, is not what the President feels is right to do to the students. President **Maric** asked for the CFO Jeffrey Geoghegan to be recognized to respond and he stated that this was based on a 70 million loss with a request into the State for 47 million and there were two other levers that were additional revenues by taking additional students to increase the enrollment for the coming academic year and increases to the Foundation contributions to support operations for next year and after that the differential was 18 million which resulted in the 3% forecasting over 5 years, which resulted in the total 15%. The five-year projection was requested by the Deans.

Senator **Cutter** asked who made the decision to hire Huron Consulting Group and why were they selected due to their reputation. President **Maric** stated that they were on retainer for 5 years and they have been addressing the questions that were being asked and providing information to the Office of Policy Management given that they were on retainer.

Senator **Dormidontova** asked if the cuts are purely restructuring and inclusive of Athletics. President **Maric** stated that the goal is to not any cuts, but if they are necessary then the priority is academics, and every unit will be equally impacted.

Senator **Green** asked about budgets within Schools that have already made cuts in advance of conclusive cuts. President **Maric** stated that they plan for the next town hall to include all the deans so that they can speak to the decision they have made, and she asked that the provost be recognized to speak on this further. Provost **D'Alleva** stated that they are working with the schools and colleges and there were no edicts given to make the cuts immediately, rather to look at their programs for ways to streamline and reskill as they move forward.

Senator **Harmon** asked about the budget shortfall and there have been different levels of cuts from the past and wondered why the University doesn't absorb the cut, hire more teaching faculty over research faculty and surveying students to identify ways to improve their graduation rates. President **Maric** stated that they are working to identify the cuts while they are asking the Governor and Legislators for the full \$70 million shortfall.

Senator **Monroe** asked for clarification if the Legislature meets the demand then rescission is off the table for next year and President **Maric** said that was correct.

Senator **Morrell** asked about new hires regardless of what OPM presented and recommended. President **Maric** stated that the State budget last year said to increase of research and enrollment, which means it is not possible for a hiring freeze in order to have more students in programs. Senator **Morrell** asked about the spending of the funds that were identified by OPM as one-time funds and spent them on non-one time expenses.

Senator **McCutcheon** asked if the Legislators have difficulties separating the bond funding versus the block grant. President **Maric** stated that they keep the discussion separate between conversation of the bond versus revenue generating.

President **Maric** asked for all to share the same message of the importance of UConn.

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

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

Attachment #1

Presented by Del Siegle, SEC Member, on behalf of Laura Burton, SEC Chairperson

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

Senator **McCutcheon** asked about faculty and staff representation on the Board of Trustees and asked about what role the SEC sees for the Senators on the Board of Trustees. Senator **Siegle** stated that there has been discussions to have representation on the BOT for faculty and staff, a change of this magnitude will require action from the Legislature.

Senator **Elliott** asked about the clarification on the issue of involvement on the BOT and Senator **Siegle** stated that there are members on committees that can contribute, but they cannot vote. Senator **Seigle** also mentioned that when the BOT goes into Executive session, that faculty are not invited to participate. Senator **McCoach** spoke in support of representation in the executive sessions of the BOT.

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

4. **Consent Agenda Items:**

Attachment #2

C & C Report

By voice vote, the consent agenda passed.

5. **SET Motions**

Attachment #3

Presented by Daniel Burkey, Faculty Standards Committee Chair

Senator **Burkey** presented the first motion: "In official university documentation, remove the "SET+" terminology, which implicitly foregrounds and prioritizes the SET as a primary and definitive assessment of teaching effectiveness. "Assessment of Teaching Effectiveness" (ATE) is the desired general descriptive language to be used moving forward." Discussion followed.

The vote on the motion carried with 63-yes, 0-no, 3-abstentions.

Senator **Burkey** presented the second motion: "Redefine the SET acronym from "Student Evaluation of Teaching" to 'Student Experience of Teaching", which reflects the subjective nature of the instrument and acknowledges the potential inherent biases present therein." Discussion followed.

The vote on the motion carried with 66-yes, 2-no, 1-abstention.

Senator **Burkey** presented the third motion: "That the senate endorse these recommendations and implementation strategies, as well as provide additional venues for their broad distribution, including appropriate websites and the Senate FSC/Provost Office PTR Information Sessions in the spring of each academic year." Discussion followed.

The vote on the motion carried with 62-yes, 2-no, 4-abstentions.

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

6. University Senate Safe Environment Adhoc Committee

Attachment #4

Presented by Joe MacDougald, Senate Executive Committee

Senator **MacDougald** shared the presentation and asked for any questions. Senator **Park Busch** asked if this would include active shooter or any other gun violence threat. Senator **MacDougald** stated that this would be looked at by this ad hoc committee within the parameters of the charge while working with the professionals that already do this type of work.

Senator **MacDougald** made a motion to support the creation of a Senate Safe Environment Ad Hoc Committee as presented by the SEC. There was no further discussion.

The vote on the motion carried with 62-yes, 1-no, 1-abstention.

7. New Business

No new business

8. Adjournment

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

Senator **Keilty** seconded.

Motion passed unanimously.

The meeting was adjourned at 5:15 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
March 4, 2024

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

1. AAAS 2010 Introduction to Refugee Studies (#24070)
Proposed Catalog Copy
AAAS 2010. Introduction to Critical Refugee Studies
3.00 Credits
Prerequisites: None
Grading Basis: Graded
Introduction to concepts, theories, and histories of refugees based on their lived experiences and engagement with local refugee communities.

2. ARE 2525 Sustainability Policy and Management (#21666)
[Note: This course is being added without its requested TOIs to start. It will remain with CCC+ until review is complete.]
Proposed Catalog Copy
ARE 2525. Sustainability Policy and Management
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Evaluating sustainability and its implementation, with special attention to how factors depend on the topic at hand. Provides perspectives and tools to better evaluate whether we should or should not pursue a particular sustainability option. Discussion of a wide array of topics in sustainability, such as waste, healthcare, energy, food, climate, and the production of animal agriculture.

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

1. HDFS 3182 Observing Early Childhood Development (#23830) [Revise Course Number]
Current Catalog Copy
HDFS 3182. Observing Early Childhood Development
1.00 credits
Prerequisites: HDFS 3102, which may be taken concurrently. May not be taken out of sequence after passing HDFS 3181.
Observing young children in early care and education settings.

Revised Catalog Copy
HDFS 2192. Observing Early Childhood Development

3.00 credits

Prerequisites: HDFS 2120, HDFS 3122 or 3123, which may be taken concurrently.

Observing young children in early care and education settings.

2. SOCI 2260/W Science, Medicine and Race (#22047) [Add W version]

Current Catalog Copy

SOCI 2260. Science, Medicine, and Race

3.00 credits

Prerequisites: Recommended preparation: SOCI 1001.

Grading Basis: Graded

An introduction to science, medicine, and the construct of race. Employs a variety of scholarly literatures but centers on the social constructionist approach to race. Topics may include colonialism, eugenics, and Darwinism; notions of biology and species; the causes and consequences of health inequities across the color-line; genetic and genomic research; and DNA and ancestry testing.

Revised Catalog Copy

SOCI 2260. Science, Medicine, and Race

3.00 credits

Prerequisites: Recommended preparation: SOCI 1001.

Grading Basis: Graded

An introduction to science, medicine, and the construct of race. Employs a variety of scholarly literatures but centers on the social constructionist approach to race. Topics may include colonialism, eugenics, and Darwinism; notions of biology and species; the causes and consequences of health inequities across the color-line; genetic and genomic research; and DNA and ancestry testing.

SOCI 2260W. Science, Medicine, and Race

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011. Recommended preparation: SOCI 1001.

Grading Basis: Graded

An introduction to science, medicine, and the construct of race. Employs a variety of scholarly literatures but centers on the social constructionist approach to race. Topics may include colonialism, eugenics, and Darwinism; notions of biology and species; the causes and consequences of health inequities across the color-line; genetic and genomic research; and DNA and ancestry testing.

III. Revised W or Q Courses

1. CE 4910W Civil Engineering Projects (#23332) [Revise number and description to replace CE 4900W]

Current Course Catalog

4910W. Civil Engineering Projects

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Design of Civil Engineering Projects. Students working singly or in groups produce solutions to Civil Engineering design projects from first concepts through preliminary proposals, sketches, cost estimations, design, evaluation, oral presentation and written reports. This course can be taken no sooner than the semester in which the student completes the Professional Requirements for the B.S. degree.

Proposed Course Catalog

CE 4910W. Civil Engineering Projects I

2.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011. Prerequisites or corequisites: CE 2251; CE 2411 or ENVE 2411; two courses from the list: CE 2710, CE 3610, CE 3510, ENVE 2310E, ENVE 3120. Open only to senior Civil Engineering majors. This course and CE 4900W may not both be taken for credit.

Grading Basis: Graded

Issues in the practice of civil and environmental engineering: management, business, public policy, leadership, importance of professional licensure, professional ethics, procurement of work, law/contracts, insurance/liability, global/societal issues (e.g., sustainable development, product life cycle), and construction management. Students working singly or in groups prepare proposals for civil engineering design projects, oral presentation and written reports.

2. CE 4920W Civil Engineering Projects II (#23333) [Revise prereqs]

Current Catalog Copy

CE 4920W. Civil Engineering Projects II

2.00 credits

Prerequisites: CE 4900W and ENGL 1007 or 1010 or 1011 or 2011. Open only to junior and senior Civil Engineering majors.

Grading Basis: Graded

Design of civil engineering projects. Students working singly or in groups implement previously developed proposals for civil engineering design projects from first concepts through preliminary proposals, sketches, cost estimations, design, evaluation, consideration of realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability, oral presentation and written reports.

Revised Catalog Copy

CE 4920W. Civil Engineering Projects II

2.00 credits

Prerequisites: CE 4900W or CE 4910W; and ENGL 1007 or 1010 or 1011. Open only to senior Civil Engineering majors.

Grading Basis: Graded

Design of civil engineering projects. Students working singly or in groups implement previously developed proposals for civil engineering design projects from first concepts through preliminary proposals, sketches, cost estimations, design, evaluation, consideration of realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability, oral presentation and written reports.

IV. Deleted W or Q Courses

1. CE 4900W Civil Engineering Projects I (#23430)
2. HDFS 4181W Early Childhood Development and Education: Supervised Teaching Practicum (#23890)

Note: The department wanted to remove the W and then revise the number, prereqs, and description for this course. Technically this must be handled as a deletion of the W and addition the new course rather than as a course revision. Only the deletion is the purview of Senate C&C, so that is all we've reported. The new non-W course being added can be viewed in the CAR form.

V. TRUCK Revision (See Appendix 1)

Note: Only PATH 2200 and PATH 2301 were Senate C&C's purview. The other courses are included below for reporting purposes only.

PATH 2200	PATH 2301
PATH 3401	PATH 3501
PATH 3810	PATH 3820
PATH 4230	

VI. Common Curriculum Course "Direct Transitions"

1. ANTH 1000/W Peoples and Cultures of the World [CA2, CA4-I to TOI-2, TOI-5]
2. ART 1000 Art Appreciation [CA1 to TOI-1, TOI-2]
3. ARTH 1141 From Sun Gods to Lowriders: Introduction to Latin American Art [CA1, CA4-I to TOI-2, TOI-3]
4. ARTH 2222 Race, Gender, Sexuality, and the Power of Looking [CA1, CA4 to TOI-2, TOI-3]
5. BIOL 1102 Foundations of Biology [CA3L to TOI-6L]
6. BIOL 1110 Introduction to Botany [CA3L to TOI-6L]
7. CAMS 1103 Classical Mythology [CA1 to TOI-2]
8. COGS 2201 Foundations of Cognitive Science [CA3 to TOI-6]
9. COMM 1000 The Process of Communication [CA2 to TOI-2, TOI-5]
10. DMD 2020 Design Thinking [CA1 to TOI-1]
11. EDCI 1100 If You Love It, Teach It [CA2 to TOI-5]
12. EDLR 2001 Contemporary Social Issues in Sport [CA4 to TOI-3]
13. ENGL 1401 Horror [CA1 to TOI-1, TOI-2]
14. ENGL 2055WE Writing, Rhetoric, and Environment [EL to TOI-1, TOI-4]
15. EPSY 1450W Mind, Body, Health [CA2, W to TOI-1, TOI-3]
16. EARTH 1000E The Human Epoch: Living in the Anthropocene [CA3, EL to TOI-4, TOI-6]
17. EARTH/GEOG 1070 Natural Disasters and Environmental Change [CA3 to TOI-4, TOI-6]
18. GEOG 3350E Global Change, Local Action: A Geography of Environmentalism [EL to TOI-4]

19. HIST/AMST 3542E New England Environmental History [EL to TOI-2, TOI-4]
20. PHIL 1106 Non-western and Comparative Philosophy [CA1, CA4-I to TOI-2, TOI-5]
21. PHIL 1107 Philosophy and Gender [CA1, CA4 to TOI-3, TOI-5]
22. PHIL 2410 Know Thyself [CA1 to TOI-5]
23. POLS 1202 Introduction to Comparative Politics [CA2, CA4-I to TOI-2, TOI-5]
24. SPSS 1150/W Agricultural Technology and Society [CA3 to TOI-2, TOI-5]

VII. Common Curriculum Course “Transitions with Revisions”

1. ENGL 2405 Drama (#21986) [CA1 to TOI-1, TOI-2] [Revise description]

Current Catalog Copy

ENGL 2405. Drama

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

An introduction to the chief forms and traditions of dramatic literature through the study of a broad range of major works. CA 1.

Revised Catalog Copy

ENGL 2405. Drama

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

An introduction to the chief forms and traditions of dramatic literature using a mix of creative and critical approaches. TOI 1 & 2. CA 1.

2. ENGL 2409 The Modern Novel (#21246) [CA1 to TOI-1, TOI-2] [Revise description]

Current Catalog Copy

ENGL 2409. The Modern Novel

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Major novels since 1900. CA 1.

Revised Catalog Copy

ENGL 2409. The Modern Novel

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

Grading Basis: Graded

The study of major novels since 1900 using a mix of creative and critical reading activities. CA 1. TOI 1. TOI 2.

VIII. Correction to the February 5, 2024 Senate Report

Note: ME 2016 was mistakenly reported under the wrong heading with the wrong CAR number at the last meeting. The catalog copy listed was correct, though. For the record, the course is being reported with its correct heading and CAR number here.

1. ME 2016 Introduction to Computational Fluid Dynamics (#23771)

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.

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, Laurie, McCarty (Ex-Officio), 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 2/7/24 and 2/21/24 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.				(If any earlier cell is highlighted in blue or green for this course revision, this course requires Senate C&C review.)		Senae C&C Review? (GEOC, 1000, 2000, and SU Graded Courses)	Additional Unit(s) Approval Date(s) For cross-listed courses. Note Unit and Date of Faculty Approval for this proposed change here.	PROPOSER CONTACT INFORMATION: In the box below, please include the Name and email address of the proposer coordinating the TRUCK form, to allow committee chairs and admins to contact you easily when necessary.
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? (CA-1, 4, W, or Q)	Senae C&C Review? (GEOC, 1000, 2000, and SU Graded Courses)	Additional Unit(s) Approval Date(s)	PROPOSER CONTACT INFORMATION: In the box below, please include the Name and email address of the proposer coordinating the TRUCK form, to allow committee chairs and admins to contact you easily when necessary.			
PATH	2200	BIOL 1107 or equivalent. Recommended preparation: PATH 1202	Modern Biomedical Laboratory Techniques	Comprehensive project-based laboratory course utilizing a variety of modern biomedical techniques to identify an unknown pathogen and express antigens for vaccine and diagnostic assay development. Topics covered include next-generation sequencing, CRISPR gene editing, mRNA technology, gene cloning and expression, protein purification and analysis, immunoassay, and reverse transcription quantitative PCR development.	2200	BIOL 1107 or equivalent	Modern Biomedical Laboratory Techniques	Comprehensive project-based laboratory course utilizing a variety of modern biomedical techniques to identify an unknown pathogen and express antigens for vaccine and diagnostic assay development. Topics covered include next-generation sequencing, CRISPR gene editing, mRNA technology, gene cloning and expression, protein purification and analysis, immunoassay, and reverse transcription quantitative PCR development.		3	Graded	No	Yes		Paulo Verardi, Department Head paulo.verardi@uconn.edu		
PATH	2301	PATH 2100	Health and Disease Management of Animals	Designed for students who plan to own and work with domestic animals. Its purpose is to develop student competence in disease management and to foster an intelligent working relationship with their veterinarian. The course will cover a systematic study of infectious and noninfectious diseases of domestic animals from the standpoint of economy and public health. Formerly offered as PVS 2301.	2301	BIOL 1107 or equivalent	Health and Disease Management of Animals	Designed for students who plan to own and work with domestic animals. Its purpose is to develop student competence in disease management and to foster an intelligent working relationship with their veterinarian. The course will cover a systematic study of infectious and noninfectious diseases of domestic animals from the standpoint of economy and public health. Formerly offered as PVS 2301.		3	Graded	No	Yes				
PATH	3401	BIOL 1107. Recommended preparation: Previous coursework in Cell Biology	Immunobiology	Principles of basic and clinical immunobiology; phylogeny and ontogeny of the immune response, characteristics of the immune response, cellular and humoral immunity; central and peripheral lymphoid tissues; mechanisms of immunologic injury and immunologic diseases; comparative and veterinary immunology; transplantation and tumor immunology.	3401	BIOL 1107 or equivalent	Immunobiology	Principles of basic and clinical immunobiology; phylogeny and ontogeny of the immune response, characteristics of the immune response, cellular and humoral immunity; central and peripheral lymphoid tissues; mechanisms of immunologic injury and immunologic diseases; comparative and veterinary immunology; transplantation and tumor immunology.		3	Graded	No					
PATH	3501	MCB 3414; open to juniors or higher; open to Agricultural Biotechnology minors. Recommended preparation: MCB 2000	Diagnostic Techniques for the Biomedical Sciences	Theoretical basis and practical exposure to modern laboratory methods used in the biomedical sciences for disease diagnosis. Formerly offered as PVS 3501.	3501	BIOL 1107 or equivalent	Diagnostic Techniques for the Biomedical Sciences	Theoretical basis and practical exposure to modern laboratory methods used in the biomedical sciences for disease diagnosis. Formerly offered as PVS 3501.		2	Graded	No					
PATH	3810	Recommended preparation: PATH 2800 or equivalent	Systems Pathophysiology I	Organ-based study of human and animal diseases. Use of gross, microscopic, and physiologic evidence to diagnose disease. Topics covered include respiratory, cardiovascular, hematopoietic, lymphoid, musculoskeletal, and urinary systems.	3810	Recommended preparation: Previous coursework in Cell Biology. PATH 3810 and 3820 can be taken in any order	Systems Pathophysiology I	Organ-based study of human and animal diseases. Use of gross, microscopic, and physiologic evidence to diagnose disease. Topics covered include respiratory, cardiovascular, hematopoietic, lymphoid, musculoskeletal, and urinary systems.		3	Graded	No					

PATH	3820	Recommended preparation: PATH 2800 or equivalent	Systems Pathophysiology II	Organ-based study of human and animal diseases. Use of gross, microscopic, and physiologic evidence to diagnose disease. Topics covered include central nervous, skin, hepatobiliary, endocrine, and digestive systems.	3820	Recommended preparation: Previous coursework in Cell Biology. PATH 3810 and 3820 can be taken in any order	Systems Pathophysiology II	Organ-based study of human and animal diseases. Use of gross, microscopic, and physiologic evidence to diagnose disease. Topics covered include central nervous, skin, hepatobiliary, endocrine, and digestive systems.	3	Graded	No			
PATH	4230	PATH 3401 or an equivalent course in immunology	Vaccines and Immunotherapeutics	Students develop an understanding of approaches for scientists and engineers to use the immune system to combat infectious and chronic diseases. Both traditional and modern molecular approaches to vaccine and immunotherapy design will be discussed. Students will gain an appreciation for the transition from basic research to practical applications.	4230	Recommended preparation: Previous coursework in Immunology or equivalent	Vaccines and Immunotherapeutics	Students develop an understanding of approaches for scientists and engineers to use the immune system to combat infectious and chronic diseases. Both traditional and modern molecular approaches to vaccine and immunotherapy design will be discussed. Students will gain an appreciation for the transition from basic research to practical applications.	3	Graded	No			

UNIVERSITY OF CONNECTICUT
Senate Faculty Standards Committee
March 4, 2024

1. Proposal to update official language surrounding evaluation of teaching.

Background

Following extensive discussion by the Faculty Standards Committee, a SET+ Senate Taskforce reviewed the SET and SET+ policies and implementation practices. The taskforce produced a number of recommendations, two of which focused on language surrounding the SET and SET+.

Motions:

1. In official university documentation, remove the “SET+” terminology, which implicitly foregrounds and prioritizes the SET as a primary and definitive assessment of teaching effectiveness. “Assessment of Teaching Effectiveness” (ATE) is the desired general descriptive language to be used moving forward.
2. Redefine the SET acronym from “Student Evaluation of Teaching” to ‘Student Experience of Teaching’, which reflects the subjective nature of the instrument and acknowledges the potential inherent biases present therein.

2. Recommendation that the Senate formally endorse and disseminate the Task Force’s ATE Guidance and Implementation Strategies.

Background

In addition to the suggested name changes in the above proposal, the SET+ Senate Taskforce also suggested a number of best practices for ATE as well as implementation strategies. These were disseminated to deans and department heads.

Motion:

1. That the senate endorse these recommendations and implementation strategies, as well as provide additional venues for their broad distribution, including appropriate websites and the Senate FSC/Provost Office PTR Information Sessions in the spring of each academic year.

“SET+” Task Force Recommendations

Preamble

This document provides various methods for evaluating teaching beyond the Student Evaluation of Teaching (SET) form and any accompanying discursive evaluations by students. Departments are not expected to implement all the following suggestions. They should, instead, draw upon them to identify those methods that will be most useful to their faculty considering the kinds of courses offered and the modalities in which they are taught.

Whatever the department/program chooses to deploy should be explained to faculty when they first join UConn so that they can begin to think about their teaching in terms of continuous improvement and development.

One general recommendation is to shift from the “SET+” terminology (which implicitly foregrounds and prioritizes the SETs) to the more general, descriptive terminology of “Assessment of Teaching Effectiveness.” We would also suggest that, though they remain a requirement, the acronym SET be redefined as “Student *Experience* of Teaching” to underscore the subjective nature of those forms (and their vulnerability to biases of various sorts).

Assessment of Teaching Effectiveness (ATE) should include three primary inputs, the relative value of each to be determined by departmental agreement:

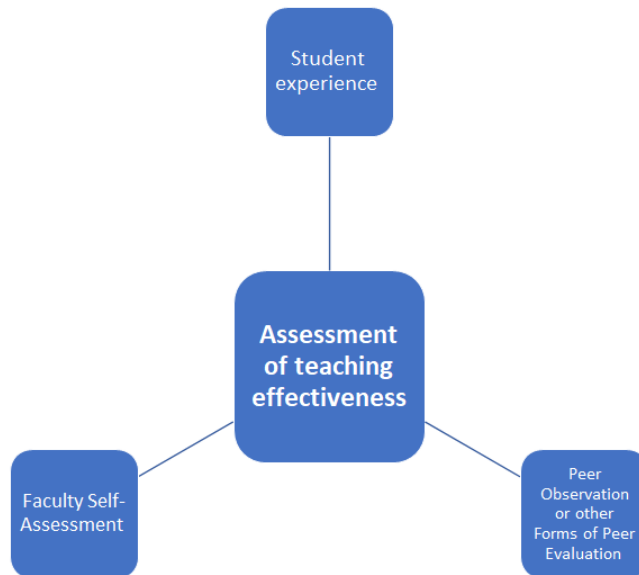
- I. Student experience
 - a. Any formative assessments done during the semester, especially as far as they have contributed to changes and improvements in the course and its pedagogy
 - b. Achievement of Learning Outcomes
 - c. Examples of student work
 - d. SETs
 - i. Minimize focus on a single class or even a single semester and consider them, instead, as reflective of a trajectory
 - ii. To the extent that comparisons are made, make sure that they are meaningful and relevant
 - e. Other forms of student evaluations in the case of clinical observations, etc.
 - f. Discursive student evaluations
 - i. Provide guidance to students on how to offer constructive feedback
 - ii. Such guidance could be offered early in students’ careers at UConn and reinforced and/or amplified by materials circulated at the time links to the SETs are sent out to the students at the end of each semester
 - iii. This guidance would include examples of constructive feedback, a brief video, and examples of how helpful feedback can result in course improvements
 - g. Letters from students
- II. Faculty Self-Assessment
 - a. Course materials, including syllabi, sample assignments, examples of student work, and other materials that may provide evidence of teaching approach
 - b. Summary of pedagogical goals for course
 - i. How are the instructor’s goals related to departmental/programmatic goals

- ii. How are they calibrated to student needs
 - c. List activities and assignments that have been used to help students reach these goals
 - d. How the instructor motivates students and encourages inclusion, accounting for the diversity of the students in the course
 - i. Communication strategies
 - ii. Community-building
 - iii. Incorporation of student feedback through formative assessments
 - iv. Adoption of Universal Design (UDL) principles in support of different learning needs
 - v. One helpful example is CU Boulder's "[Teaching Quality Framework Rubric—Diversity, Equity, Inclusion and Belonging Focus](#)," though departments and programs are encouraged to develop their own rubrics based on internal discussions.
 - e. Does the student work within the class meet expectations and course learning objectives? How do you know?
 - i. Which assignments are most effective in illustrating student learning?
 - ii. Are there any inequities in student performance? Have you taken steps to address them?
 - f. Has the course or its constitutive components changed over time, either within a single semester or from one semester to the next?
 - i. What prompted any changes?
 - ii. How has student feedback or evidence of student learning informed any such revisions?
 - iii. Are there new changes being planned? Any action plan and strategy for evaluating the plan's impact?
 - g. What has the instructor done with respect to professional development?
 - i. UConn-sponsored workshops or other teaching seminars?
 - 1. Evidenced by certificates and/or badges that can be included in the personnel file
 - 2. Require a certain number or sequence of these workshops
 - ii. Non-UConn workshops and professional development opportunities focused on pedagogy
 - iii. Participation in any faculty learning communities on teaching and learning
 - iv. Participation in pedagogical activities within professional associations
 - v. For all these examples, faculty should include, in their teaching statements, comments about how their participation in these enrichment opportunities has helped them to evolve in their approaches to teaching
- III. Peer Observation or other Forms of Peer Evaluation
- a. Define "peers" as senior colleagues within faculty member's department/program who have no conflict of interest (I.e., do not serve as PTR/PR review committee, etc.)
 - i. Identified by Department Head or Program Director, with approval of faculty member
 - ii. Peer-reviewers should be provided training by CETL (including a simulation)

- iii. At least two such observations of evaluations by at least two different faculty members
- b. For online and hybrid courses, make use of CETL's [Quality Matters](#) tools and rubrics
- c. We recommend using Civil and Environmental Engineering's approach to these peer reviews, as delineated in their *Procedure For Peer Observation Of Teaching* document.
- d. Peer observation should be preceded by a meeting between faculty member and peer reviewer, following the recommendations in the *Pre-Observation Conference Guiding Questions* document.
- e. Observation should be summarized with the help of the *Classroom Observation Comment Form* document.
- f. Peer observation should be followed by a post-observation meeting between faculty member and peer reviewer, as described in the *Post-Observation Meeting* document.

Implementation Recommendations

- I. Departmental questionnaire to determine participants in process, frequency of evaluation
- II. Departments and programs should designate a senior faculty member as leader or point-person to manage/coordinate these efforts internally
- III. Baseline recommendation for pre-tenure TT faculty, Associate Professors preparing for promotion to Full, and In-Residence Faculty in 1-year appointments:
 - a. 1 undergrad course and (where relevant) 1 grad course; in cases where faculty are responsible for pre-professional and professional clinical instruction, these activities should also be part of the evaluation
 - b. Any year prior to a midpoint review, review for promotion and/or tenure, reappointment for multi-year contract (in case of CIRE faculty)
 - c. At least two different peer-reviewers
- IV. Every 5-7 years for senior faculty (associate and full professors)
- V. Evaluations, especially when they include challenges, should always be accompanied by recommended resources for improvement



Student experience
1.Any formative assessments done during the semester
2.Achievement of Learning Outcomes
3.Examples of student work
4.SETs
5.Other forms of student evaluations in the case of clinical observations, etc.
6.Discursive student evaluations
7.Letters from students

Faculty Self-Assessment
1.Course materials, including syllabi, sample assignments, examples of student work, and other materials that may provide evidence of teaching approach
2.Summary of pedagogical goals for course
3.Activities and assignments have been used to help students reach these goals
4.Actions made by the instructor to motivate students and encourage inclusion, accounting for the diversity of the students in the course
5.Demonstration of the student work within the class that meet expectations and course learning objectives
6.Evidences that show the course or its constitutive components has changed over time, either within a single semester or from one semester to the next

Peer Observation or other Forms of Peer Evaluation
1.Important to define “peers” as senior colleagues within faculty member’s department/program who have no conflict of interest (i.e., do not serve as PTR/PR review committee, etc.)
2.For online and hybrid courses, make use of CETL’s Quality Matters tools and rubrics
3.We recommend using Civil and Environmental Engineering’s approach to these peer reviews, as delineated in this document .
4.Peer observation should be preceded by a meeting between faculty member and peer reviewer, following the recommendations in this document .
5.Observation should be summarized with the help of this document .
6.Peer observation should be followed by a post-observation meeting between faculty member and peer reviewer, as described in this document .

Safe Environment Ad Hoc Committee
University Senate
March 4, 2024

Charge:

The University Senate Safe Environment Ad Hoc committee will explore current and identify possible University policies and State Law safeguards that are available to enhance UConn Community Safety. The committee shall provide a report to the Senate Executive Committee as outlined below which provides policy recommendation and/or recommendations for further research.

This Ad Hoc Committee shall be empaneled by the end of the Spring 2024 semester and shall report on its progress to the Senate Executive Committee in the Fall 2024 semester with preliminary reports in December 2024 and February 2025.

Background:

Members of the UConn Community, faculty, staff, and students have experienced personal harassment. Further, there is unfortunately a national epidemic of physical violence on university campuses, and members of the UConn Community and members of other academic institutions throughout the country are being intimidated and their work interfered with by the misuse of state open information laws.

Objectives:

The SEC recognizes the following objectives, but the group may also identify additional objectives not mentioned here:

1. Meet with leading members of the UConn Administration, who oversee online harassment, physical safety, and personal information disclosure policies;
2. Survey, research, or interview experts, who can discuss state policies regarding harassment and/or information disclosure as well as the safety policies of educational institutions;
3. Engage in or review existing outreach to the UConn Community regarding issues of faculty, staff, and student harassment;
4. Research and discuss methods in which the number and characterization of incidents of harassment or misuse of disclosure policies are collected and studied by the UConn Administration.
5. Evaluate jurisdictional gaps, if any, among the current UConn organizations that respond to harassment reports;

6. The Ad hoc Committee can recognize that faculty, staff, and student populations may have different levels of current response and may choose to concentrate its attention on a subset of those populations as it deems appropriate.

For each of these objectives, the committee may provide data or other evidence of the challenges, recommend new initiatives or policy changes to be addressed by the Senate, or send recommendations to other standing committees or administrative offices.

Committee Membership & Terms:

Members of the University Senate Safe Environment Ad hoc Committee shall be appointed by the Senate Nominating Committee including recommendations by Campus Deans, Academic Leadership, and other constituencies. Members shall be added for the duration of the charge of this Ad Hoc Committee and members may be added or removed based on recommendations from the group or other parties.