

University Senate Meeting
April 1, 2024
McHugh 101 (hybrid via WebEx)

Moderator **Bontly** called the meeting to order at 4:04 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.”

1. Approval of Minutes of March 4, 2024 meeting

The minutes of the meeting were approved as distributed.

2. Report of the President

Presented by Provost Anne D’Alleva on behalf of the President

Provost **D’Alleva** began by apologizing for the President’s absence. The administration is continuing to meet with the Legislators regarding the Budget. The expectation is that by the end of this week Appropriations and Finance Committee will reach their decisions on their recommendations to the full General Assembly. UConn is advocating for the full \$158.6M and once those bills come out of committee they will be negotiated with the Governor. The Legislative session ends on May 8th, and it is expected to finish on time.

The Appropriations Committee is having a public meeting on the SEBAC wage reopener and those recommendations will then pass out of committee to the General Assembly to be debated and voted on before May 8th. There is no indication at this time that there will be a need for a special session.

There has also been a lot of interest from the incoming class with students packing ballrooms in Boston and New York City at the Administrations wants to say ‘Thank You’ to everyone for their team effort, especially in terms of UConn Bound days which are taking place on the 6th and the 13th resulting in a range of events going on at all the campuses. The President and Provost know that this involves faculty, staff

and students and they are all very, very appreciative of the work that everyone is putting in to form our new class of incoming students.

Thank you on behalf of President Maric for all the work done to create the pop-up courses, as some are being offered again and some are newly created under intense pressure as they are topical classes that are responding to current events. They appreciate the work that faculty and staff have done to create courses that are meaningful to our students. The enrollments for the current courses: "Why the Jews? Confronting Antisemitism", a repeat class, has 254 undergraduate students and 2 graduate students enrolled; "Confronting Anti-Muslim Racism", a new class has 326 undergraduate students and 4 graduate students enrolled, and "Feeling Well: The Science and Practice of Emotional Well-Being", a repeat class from last semester has 1,423 undergraduate students and 3 graduate students enrolled. Leadership of the pop-up courses will be transitioning to the Senate, as the most appropriate venue, for this type of curriculum development. There is a noted lack of graduate students availing themselves of these pop-up courses and they do want to look into this further to better understand that issue.

Provost **D'Alleva** asked if there were any questions.

Senator **Keilty** asked if the pop-up courses are being offered as 5000 or 6000 level courses, as this may make it less desirable or notable to them. Provost **D'Alleva** noted they are a lower-level course, and some graduate students may have reached their cap for lower-level courses, so these are all possible reasons and that is why they want to investigate it further.

Senator **Siegle** asked if there are plans to increase security on campus if the Men's and/or Women's Basketball teams should win the championships and are there things that faculty can do to help with this effort. Provost **D'Alleva** said that there is a group that has been meeting to plan for campus festivities around the Final Four weekend. There are a number of strategies that are being taken this time to help keep things fun and safe, such as reducing the number of tickets distributed within Gampel, increased police presence, keeping the traffic flowing around campus, and public service announcements to make students aware of the penalties associated with inappropriate behavior.

Senator **Zane** mentioned the surprise of the faculty that a full search wasn't conducted for the CLAS Dean and asked if there is an opportunity to hear the vision of the current interim CLAS Dean and be able to ask questions. Provost **D'Alleva**

stated that this is a short-term appointment, as has been done in the past with dean appointments when in a time of transition, and the interim Dean did provide a report of accomplishments and activities that can be shared out with the Community.

Senator **Jockusch** asked about projects that were deferred or canceled due to the need to redistribute funds to do repairs based on the post-game celebrations and asked if there is a list of those projects that were pulled and the status and/or plans for those projects. Provost **D'Alleva** stated that this information can be obtained from Stan Nolan and provided.

Senator **Grande** asked if the faculty will also have access to the survey results and the report of the committee associated with the interim CLAS Dean. Provost **D'Alleva** stated that survey results are not typically shared with the community but are only shared with the committee. The decision to appoint a short-term interim dean was based on a number of factors, such as the timing of the replacement and the budget transitions to name a few and has been done in other schools in the past.

Senator **McCutcheon** asked since the wage reopener has been approved by the unions, has the remediation plan changed the 15% reduction that is projected over 5 years changed and/or increase. Provost **D'Alleva** stated the 5-year plan was created with the consideration of wage increases so that is assumed in the model.

Senator **Dormidontova** asked about the sharing of data of CLAS with the whole school and asked if any new cuts will be implemented with the same short notice as was done within departments of CLAS. Provost **D'Alleva** stated that CLAS has had the same flow of funding from Central which resulted in a net neutral over the past 7 years, so the budget adjustments that have taken place in CLAS have been due within its own internal budgeting process.

Senator **Coundouriotis** asked the Provost to elaborate on the challenging environment that is currently happening in CLAS. Provost **D'Alleva** stated that the discussions are challenging within CLAS in terms of budget allocations, how recessions are handled, areas that are growing rapidly, areas that are experiencing a need to supply a lot of credits to other majors and this is one of the primary reasons that it was decided to proceed with a short-term interim dean at this time.

Moderator **Bontly** thanked Provost **D'Alleva** for their report and for answering the questions from the Senators.

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

Attachment #1

Presented by Laura Burton, Senate Executive Committee Chair

Save the Date – Wednesday, April 17th – Introduction and Kick-off Event for the Metanoia

Special thanks to Michelle Everard for their work on the University Senate website

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

4. **Consent Agenda Items:**

Attachment #2

C & C Report

By voice vote, the consent agenda passed.

5. **Report from the Nominating Committee**

Attachment #3

Presented by Laura Burton, Nominating Committee

Senator **Burton** reviewed the report that was submitted as part of the agenda and indicated that this will be voted on at the April 29th meeting.

Senator **McCutheon** asked if the Committee would take under their purview the nomination of the Senate representative to the Board of Trustees and if that's been part of their internal discussion. Senator **Burton** stated that this has been discussed and they have shared this with the BOT and are considering the next steps on how to do this in a way that is thoughtful and inclusive to better align with the Senate's standing committees and the Senate representation to the Board of Trustees. Senator **McCutheon** followed up by asking if this discussion has included any advocacy for placing a faculty and staff member on the Board of Trustees as an actual voting member of the Board. Senator **Burton** indicated that the Nominating Committee hasn't had this discussion, but they have started to have this discussion in the Senate Executive Committee based on the recent conversations.

Senator **Keilty** mentioned that the Enrollment Committee currently lacks a chair and Scholastic Standards currently lacks one of two co-chairs and asked for some context. Senator **Burton** stated that this was a timing issue and will be resolved before the vote at the next meeting.

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

6. Scholastic Standing and Dismissal By-Law Change Proposal Attachment #4

Presented by Karen Bresciano and Jamie Kleinman, Scholastic Standards Committee Co-Chairs, Erin Ciarimboli, Director of Undergraduate Advising, and Kelly Gilbert, Assistant Director for Engagement Learning and Development

Moderator **Bontly** first clarified that there was a motion from the Committee, so there is no need for a second and then asked if there are any questions regarding the motion.

Senator **Keilty** reiterated that students are encouraged to appeal an academic dismissal and asked if there are statistics on how likely students are to be successful with such an appeal. Assistant Director **Gilbert** stated that approximately 60% of the appeals have been successful.

Senator **Keilty** asked about justification for the removal of academic warning for first year students. Assistant Director **Gilbert** mentioned that the warning semester can persist in this warning due to the current credit limit and the language change from warning to notice would better recognize students in need of assistance. Senator **Kleinman** mentioned that there were a number of students who have not accumulated 24 credits by the end of their second semesters, which can cause them a greater negative economic impact.

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

Senator **Keilty** mentioned the language in the By-Laws regarding taking a repeat course over the Summer or Winter semesters being able to change your academic standing and asked taking such a course could negatively affect academic standing. Assistant Director **Gilbert** stated that a course in Summer or Winter could negatively affect a students' standing if it was taken for repeat forgiveness and resulted in a worse grade, however this has always been the policy and the student would not be dismissed immediately following.

Senator **Keilty** asked about a timeline for reapplying after dismissal. Senator **Armstrong** stated that any undergraduate student who is dismissed from the University and wishes to return would be eligible to reapply for the semester after their dismissal given the proposed By-Law changes. (example: dismissal in the Fall semester, sit out for the Spring semester and eligible to be readmitted for the next Fall semester.)

Senator **Bacher** stated concern about the reduction of semesters for readmission after dismissal and asked if there is data that supports successful completion to graduation for students returning after a shorter period. Assistant Director **Gilbert** stated that they have looked at the dismissal data going back to the Fall of 2020 and 15% of the students who were dismissed have returned. Of those 363 students who returned after dismissal, 73 have graduated, 73 are still actively in their program and the data on the remaining students' status is still being investigated. Senator **Armstrong** stated that these changes allow for return after one semester, but that does not mean that they would be guaranteed, and this is where the holistic review is extremely important to the process. These By-Law changes are providing a means for removing barriers for students who would be eligible sooner, but the schools/colleges are not required to readmit in after one semester. Senator **Bresciano** reinforced the importance of counseling each student case independently when considering these decisions to take into account whether positive changes have been made from the time of dismissal until the request for readmission.

Senator **Keilty** asked whether students are required to be enrolled full-time when on probation. Senator **Armstrong** stated that students are not required to be enrolled full-time while on probation, however a students' financial aid package may require full-time enrollment unless they have been approved for a reduced course load.

Senator **Keilty** asked if these By-Law changes affect graduate students, and the response was that they do not affect graduate students.

Senator **Keilty** asked about how the By-Law changes effect the eight-year policy. Senator **Bresciano** stated that the rule is officially that credits are supposed to be taken within 8 years of the time a student graduates and when a student is away due to a dismissal the time is still be accounted for on the courses they have taken so that can effect their program in that way based on the program.

Senator **Keilty** made a motion to amend the agenda so that the proposed By-Law changes can be voted on in this meeting and Senator **Scheidel** seconded the motion. By a show of hands both in the room and virtually, the motion carried.

Motion to approve the Scholastic Standing and Dismissal By-Law Change Proposals I-VII as submitted by the Committee. There was no further discussion. The vote on the motion carried with 51-yes, 2-no, 3-abstention, which does result in a 2/3rds majority as needed for this vote at its first hearing.

7. Regional Campus Report

Attachment #5

Presented by Provost Anne D'Alleva

Provost **D'Alleva** concluded by asking if there are any questions.

Senator **Keilty** mentioned the discussion of 4-year programs on the branch campuses and asked if there were any thoughts about getting Fine Arts or Engineering majors at any of the regional campuses. Provost **D'Alleva** stated that all campuses allow for Engineering programs to begin there but need to come to the Storrs campus to complete. The same is true for a few of the Fine Arts programs, but in both cases, there are constraints with regards to space, resources and staffing.

Senator **Jockusch** asked about the process for selecting which majors will be expanded to four-year programs at the regional campuses and how does the commitment to provide equal opportunities and resources to expand four-year degrees align with a trend that appears to be replacing faculty positions that would have been tenure-track on the Storrs campus to In-Residence position on the regional campuses. Provost **D'Alleva** stated that the process to identify which majors to expand takes place with the campus teams and the academic deans, with input from the students. Provost **D'Alleva** continued by stating that the decision of hiring tenure-line positions versus In-Residence is decided by the campus dean, the academic dean, and the department head to identify what best meets the campus needs.

Senator **McCutcheon** expressed concern for having four-year programs on the regional campuses due to a lack of resources and a limitation of funds. Provost **D'Alleva** agreed that this can be challenging, and they are working collaboratively with local businesses and other partnerships with regards to the regional campuses that could assist in this expansion, but they don't want to have 'cookie cutter' programs across all campuses without the need or interest at that location.

Moderator Bontly thanked the Provost **D'Alleva** for their presentation.

8. New Business

No new business

9. Adjournment

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

Senator **Keilty** seconded.
Motion passed unanimously.
The meeting was adjourned at 6:02 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
April 1, 2024

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

1. AAAS 2020 Introduction to Critical Muslim Studies (#23876)

Proposed Catalog Copy

AAAS 2020. Introduction to Critical Muslim Studies

3.00 Credits

Prerequisites: None

Grading Basis: Graded

Survey of Muslim cultures across Asia and the Pacific with an interdisciplinary focus on their transnational diasporas and the historical practice of Islamophobia and Anti-Muslim Racism.

Students gain knowledge of local Muslim communities in Connecticut and explore diverse ways of being Muslim.

II. Revised W or Q Courses

1. ANTH/HEJS 3050/W Anthropology of Jews and Jewishness (#22428) [Add W Version]

Current Course Catalog

ANTH 3050. Anthropology of Jews and Jewishness

Also offered as: HEJS 3050

3.00 credits

Prerequisites: None. Recommended preparation: ANTH 1000 or 1006; ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded Survey of the rich and growing ethnographic literature on Jews and Jewishness around the globe. Course materials include ethnographic texts, music, and videos/films.

HEJS 3050. Anthropology of Jews and Jewishness

Also offered as: ANTH 3050

3.00 credits

Prerequisites: None. Recommended preparation: ANTH 1000 or 1006; ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Survey of the rich and growing ethnographic literature on Jews and Jewishness around the globe. Course materials include ethnographic texts, music, and videos/films.

Proposed Course Catalog

ANTH 3050. Anthropology of Jews and Jewishness

Also offered as: HEJS 3050

3.00 credits

Prerequisites: None. Recommended preparation: ANTH 1000 or 1006; ENGL 1007 or 1010 or 1011.

Grading Basis: Graded

Survey of the rich and growing ethnographic literature on Jews and Jewishness around the globe. Course materials include ethnographic texts, music, and videos/films.

ANTH 3050W. Anthropology of Jews and Jewishness

Also offered as: HEJS 3050W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011. Recommended preparation: ANTH 1000 or 1006

Grading Basis: Graded

Survey of the rich and growing ethnographic literature on Jews and Jewishness around the globe. Course materials include ethnographic texts, music, and videos/films.

HEJS 3050. Anthropology of Jews and Jewishness

Also offered as: ANTH 3050

3.00 credits

Prerequisites: None. Recommended preparation: ANTH 1000 or 1006; ENGL 1007 or 1010 or 1011.

Grading Basis: Graded

Survey of the rich and growing ethnographic literature on Jews and Jewishness around the globe. Course materials include ethnographic texts, music, and videos/films.

HEJS 3050W. Anthropology of Jews and Jewishness

Also offered as: ANTH 3050W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011. Recommended preparation: ANTH 1000 or 1006

Grading Basis: Graded

Survey of the rich and growing ethnographic literature on Jews and Jewishness around the globe. Course materials include ethnographic texts, music, and videos/films.

III. Common Curriculum Course “Direct Transitions”

1. AH 2330/5330 Italy's Mediterranean Food and Our Health [CA4-I to TOI-2]
2. AMST 1201 Introduction to American Studies [CA4 to TOI-2, TOI-3]
3. ANTH 2600 Honors Core: Microscopy in Applied Archaeobotany Research [CA3L to TOI-6L]
4. ANTH 3150W Migration [CA4 to TOI-2, TOI-3]
5. ARE 1150 Principles of Applied and Resource Economics [CA2 to TOI-5]
6. EEB 2100E Global Change Ecology [CA3, EL to TOI-4, TOI-6]
7. EEB 2202 Evolution and Human Diversity [CA3, CA4I to TOI-6]
8. EEB 2208E Introduction to Conservation Biology [CA3, EL to TOI-4, TOI-6]
9. EEB 2222E Plants in a Changing World [CA3, EL to TOI-4, TOI-6]
10. EEB 2250 Introduction to Plant Physiology [CA3 to TOI-6]

11. ENGL 2635E Literature and the Environment [CA1, EL to TOI-4, TOI-5]
12. EARTH 1055 Geoscience and the American Landscape [CA3 to TOI-6]
13. HDFS 1060 Close Relationships Across the Lifespan [CA2 to TOI-5]
14. HDFS1070 Individual and Family Development (CA2 to TOI-5)
15. HDFS 2142E Exploring Conservation and Sustainability with Preschoolers [CA2, EL to TOI-4]
16. HDFS 3540 Child Welfare, Law and Social Policy [CA2 to TOI-5]
17. HDFS/DMD 2620 Human Development, Digital Media, and Technology [CA2, CA4 to TOI-5]
18. JOUR 3046E Environmental Journalism [EL to TOI-4]
19. KINS 2227 Exercise Prescription [CA3 to TOI-6]
20. MARN 1002E (1003E with Lab) Introduction to Oceanography [CA3/L, EL to TOI-4, TOI-6/L]
21. MARN 2801WE Marine Sciences and Society [EL to TOI-4]
22. MAST 2300E Marine Environmental Policy [EL to TOI-4, TOI-5]
23. MAST/POLS 2460E Maritime Politics [CA2, EL to TOI-4, TOI-5]
24. NRE 1000E Environmental Science [CA3, EL to TOI-4, TOI-6]
25. NRE 2215E Introduction to Water Resources [EL to TOI-4]
26. NRE 3245E Environmental Law [EL to TOI-4]
27. POLS 1002 Introduction to Political Theory [CA1 to TOI-5]
28. POLS 3208W Politics of Oil [CA2 to TOI-4, TOI-5]
29. PSYC 1100 General Psychology I [CA3 to TOI-6]
30. PSYC 3104E Environmental Psychology [EL to TOI-4]
31. SPSS 2500E Principles and Concepts of Agroecology [EL to TOI-4]

IV. Common Curriculum Course “Transitions with Revisions”

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 3/6/24 meeting

**Senate Nominating Committee Report:
Senate Standing Committee Rosters (AY24-25)
University Senate
April 1, 2024**

Student representatives will be appointed to Senate Standing Committees at the start of the fall semester

Curricula & Courses Committee

First Name	Last Name	School/College
<i>Senators</i>		
*Gustavo	Nanclares	CLAS (chair)
*John	Chandy	Engineering
*Dan	Mercier	Avery Point Campus
*Suzanne	Wilson	Neag
*Kristin	Bott	Nursing
*John	Cooley	CLAS (Hartford)
*Sarira	Motaref	Engineering
*Alvaro	Lozano-Robledo	CLAS
*Phoebe	Godfrey	CLAS
<i>Non-Senators</i>		
Sarah	Croucher	Academic Affairs
Marc	Hatfield	Office of the Registrar
Edward	Lim	Library
Laurie	McCarty	Academic Affairs
Matt	McKenzie	CLAS, Avery Point Campus
David	Ouimette	Academic Affairs
Sharyn	Rusch	CLAS
Steve	Stifano	CLAS
Pam	Bedore	CLAS

Enrollment Committee

Chair TBD

First Name	Last Name	School/College
<i>Senators</i>		
*Robin	Bogner	Pharmacy
*Jamie	Caruso	Waterbury Campus

*Miranda	Davis	CLAS
*Natalie	<i>Munro (on sabbatical)</i>	CLAS
*Nat	Trumbull	CLAS, Avery Point Campus
*Xiaojing	Wang	CLAS
*Douglas	Kaufman	Neag
*Beth	Ginsberg	CLAS (Stamford)

Non-Senators

Nathan	Fuerst	Enrollment
Vern	Granger	Office of Admissions
Jennifer	Morenus	Puerto Rican Cultural Center
Mansour	Ndiaye	CLAS Academic Services

Faculty Standards Committee

First Name	Last Name	School/College
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Senators

*Betsy	McCoach	Neag (Chair)
*Vicki	Magley	CLAS
*Elizabeth	Jockusch	CLAS
*Scott	Campbell	CLAS
*Anastasios	Tzingounis	CLAS
*Kimberly	Cuevas	CLAS (Waterbury)
*Horea Ilies	Ilies	Engineering
*Robert	Bird	Business
*Tracy	Rittenhouse	CAHNR

Non-Senators

Gladis	Kersaint	Academic Affairs
John	Richardson	SFA
Martina	Rosenberg	Academic Affairs

JEDI Committee

First Name	Last Name	Dept.
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Senators

*Martha	Cutter	CLAS (Chair)
*Eduardo	Urios-Aparisi	CLAS
*Becky	Bacher	Advising
*Micah	Heumann	ACES, ISS
*Diane	Lillo-Martin	CLAS
*Eleanor	Ouimet	CLAS
*Diandra	Prescod	Neag
*Yaowu	Yuan	CLAS

*Cindy	Zhang	CLAS
*Ingrid	Semaan	CLAS
*Mary Ann	Amalaradjou	CAHNR

Non-Senators

Greg	Bouquot	Registrar's Office
Stuart	Duncan	The Graduate School
Audrey	Silva	CSD
Frank	Tuitt	ODI

Scholastic Standards Committee

Co-Chair TBD

First Name	Last Name	School/College
<i>Senators</i>		
*Karen	Bresciano	The Graduate School (Co-Chair)
*Jamie	Kleinman	CLAS, Avery Point
*Maureen	Armstrong	Dean of Students
*Kelly	Burke	ENGR
*Holly	Fitch	CLAS
*Morty	Ortega	CAHNR
*Lawrence	Walsh	Office of Admissions
*David	Embrick	CLAS (Hartford)
*Jennifer	Terni	CLAS
<i>Non-Senators</i>		
Erin	Ciarimboli	Office of Undergraduate Advising
Sarah	Croucher	Academic Affairs
Lindsay	Cummings	SFA
Jennifer	Lease Butts	Honors & Enrichment
Brian	Rockwood	Office of the Registrar
Sharyn	Rusch	CLAS
Lauren	Schlesselman	CETL
Christine	Wenzel	CSD
Robin	Coulter	Business

Student Welfare Committee

First Name	Last Name	School/College
<i>Senators</i>		
*Leo	Lachut	ISS (Chair)
*Andrew	Bush	CLAS
*Kate	Fuller	Library
*Erica	Granoff	Waterbury Campus
*Tina	McCarthy	
*Jennifer	Pascal	ENGR
*Sarah	Scheidel	
*Fiona	Vernal	CLAS
*Alexis	Boylan	SFA
*Nathanael	Okpych	Social Work (Hartford)
*Mike	Shor	CLAS
<i>Non-Senators</i>		
Bryanna	Anderson	CSD
Kimberly	Duby	Dean of Students Office
Nathan	Fuerst	Student Life & Enrollment
Arthur	Galinat	International Student & Scholar Services
Mona	Lucas	Enrollment Planning & Management
Katherine	McCarthy	One Stop Student Services Office
Suzanne	Peters	Office of Financial Aid
Megan	Petsa	The Graduate School
Peter	Tribuzio	Student Services (Hartford)

University Budget Committee

First Name	Last Name	School/College
<i>Senators</i>		
Lisa	Park Boush	CLAS (Co-Chair)
Michael	Morrell	CLAS (Co-Chair)
*Eleni	Coundouriotis	CLAS
*Sandy	Grande	CLAS
*Jeff	McCutcheon	ENGR
*Michael	White	Dining Services
*Carrie	Fernandes	Office of Financial Aid
*Timothy	Folta	Business
*Bryan	Huey	ENGR
<i>Non-Senators</i>		
Jeffrey	Geoghegan	EVP & CFO
Anne	Langley	Library
Steve	Marchillo	Social Work
Dave	Weber	Business

Reka	Wrynn	BPIR
Jessica	Chrabaszcz	Athletics

University Planning Committee

First Name	Last Name	School/College
<i>Senators</i>		
*Bonnie	Burr	CAHNR (Chair)
*Amvrossios	Bagtzoglou	ENGR
*Oksan	Bayulgen	CLAS
*Justin	Rogowski	Law
*Del	Siegle	Neag
* Kenneth	Fuchs	SFA
*Christian	Brueckner	CLAS
<i>Non-Senators</i>		
Daniel	Schwartz	Office of the Provost
Carl	Rivers	Office of the Registrar

Undergraduate Scholastic Standing Background and Potential By-Law changes

Background:

The University's Scholastic Standing process (*impacting undergraduates only*) has been under review over the last several years.

A thorough review was compiled and submitted to the Provost's Office in October 2023 that shared an overview of the history of the process, identified areas of recent changes and challenges, and provided recommendations moving forward based on data and collaborative discussions with campus partners.

One of the review's recommendations was to explore and implement any potential UConn Senate By-Law policy changes or related procedural/process changes with a focus on clarity, simplicity, and student support before the end of Spring 2024, so that changes can be planned and implemented for the 2024-25 academic year.

Overview of Proposed By-Law Changes:

1. Name changes of overall process (for clarity) and probationary standing (less criminalistic¹):
 - a. Rename 'scholastic standing' to 'academic standing' when referring to overall process or individual academic standings.
 - b. Rename 'scholastic probation' to 'academic notice'
2. Removal of scholastic warning standing and credit-based scholastic standing criteria
Rationale: Impact on small number of students; simplifies and clarifies the process and required student supports/engagement; in line with peer/aspirant practices.
3. Change in minimum required time away from UConn after dismissal (before applying for readmission) from 2 semesters to 1 semester after the first academic dismissal and from 8 semesters to 4 semesters for second academic dismissal.

Rationales:

- a. Reducing the minimum required time away for students following academic dismissal to increase readmission rates of dismissed students (*currently about 15% of dismissed students are readmitted*) and align with national standards of practice (including peer institutions)
- b. Responding to student enrollment challenges and patterns as result of pandemic.

¹ Steele, David. (April 2022). A Positive Change for a Negative Label. Inside Higher Ed.

<https://www.insidehighered.com/news/2022/04/18/csu-fullerton-changes-term-academic-probation-notice>

4. Clarifying language added regarding the impact of summer and winter classes on academic standing

Rationale: Existing bylaws fail to account for summer and winter sessions and their implications for students on probationary statuses, resulting in confusion.

5. Change in how a student is returned to good academic standing
 - a. BOTH semester GPA (sGPA) and cumulative GPA (cGPA) must be above 2.0 for a student to return to good standing, regardless of number of earned credits (currently, academic standing is based on both GPA and number of earned credits)
 - b. No student with at least a 2.3 sGPA average after completing all courses for which they are registered at the end of a semester is subject to dismissal; the student will be continued on academic notice if such status is warranted, until both the sGPA and cGPAs are at least 2.0.

Rationale: Under current bylaws, students may return to good standing if they have less than 24 credits and achieve a 2.3 sGPA, even if their cGPA remains below 2.0.

6. Moving language about end of semester to II.H.1: University Calendar.
7. Small edits to readmission language to more accurately reflect the holistic readmission process for dismissed students.

Full Text of Proposed By-Law Changes (clean copy):

II.E.13: Academic Notice and Dismissal

Academic notice and dismissal from the University for academic reasons will be administered by the Vice Provost for Academic Affairs, at the recommendation of the schools and colleges or regional campuses, in accordance with the regulations that follow:

Academic notice serves as an identification of students whose academic performance is below University standards. The student and their academic advisor are informed that a marked academic improvement in future semesters is necessary to meet the university's minimum academic standards.

Students are placed on academic notice for the next semester in which they are enrolled if they have earned less than a 2.0 semester grade point average (GPA) or cumulative GPA.

The following conditions apply to any student placed on academic notice:

- Any student placed on academic notice because of a semester or cumulative GPA less than 2.0 is removed from academic notice when both the semester *and*

cumulative GPA reaches 2.0 or above, and academic standing is updated (fall or spring semesters only).

- A student who fails to meet these minimum academic standards for two consecutively registered academic semesters (fall and spring semesters only) is subject to dismissal.
 - However, no student with at least a 2.3 semester GPA after completing all courses for which they are registered at the end of a semester is subject to dismissal; the student will be continued on academic notice if such status is warranted, until both the semester and cumulative GPAs are at least 2.0.
 - Students who are subject to dismissal but who, for extraordinary reasons, are permitted to continue by the Vice Provost for Academic Affairs, may be subjected to other mandatory academic conditions for their continuance.

Incomplete and Absent grades ('I', 'X', and 'N') do not represent earned credit. A student in the academic standing process with unresolved grades is returned to good standing if completion of the work places their academic performance above the University's minimum standards.

Academic standing is calculated only for fall and spring semesters; no student is assigned an academic standing for summer or winter sessions.

- Summer and winter courses can impact a student's prior semester GPA when a course is taken for repeat forgiveness and the new course grade replaces a previous grade for the same course.
- Summer and winter coursework can impact a student's cumulative GPA.

When a student is dismissed from the University for academic reasons only, any certificate or transcript issued must contain the statement "Dismissed for academic deficiency but otherwise entitled to honorable dismissal."

Dismissal involves non-residence on the University campus and loss of status as a candidate for a degree effective immediately upon dismissal.

Students who have been dismissed may request an evaluation for readmission during a later semester to the University. Students wishing to return to UConn, whether at Storrs or a regional campus, must apply for readmission through the Dean of Students Office. The Dean of Students Office, in consultation with deans' designees, will conduct a holistic review of each application. Readmission will be considered favorably only when the evaluation indicates a strong probability for academic success. In their first regular semester after readmission, dismissed students will be continued on an academic standing of "academic dismissal" and will be subjected by the Vice Provost for Academic

Affairs to other conditions for their continuance. Students who have left the University for a reason other than academic dismissal are readmitted under the same academic standing status as designated at the time of their separation from the University.

Students who are dismissed from the University for the first time may, upon approval, matriculate no sooner than one academic semester (fall or spring) following dismissal, in accordance with the University's readmission process and deadlines. Students who are dismissed from the University for the second time may, upon approval, matriculate no sooner than four semesters following dismissal. No student will be readmitted to the University after a third dismissal. All readmitted students remain on academic notice with their respective academic standings (notice, subject to dismissal, dismissed) until both their semester and cumulative GPA are 2.0 or above. Students must follow the catalog requirements for the semester of their readmission.

Note: Move this section of By-Laws to II.H.1: University Calendar (after paragraph 2):

The end of the semester is defined as the day when semester grades must be submitted to the Registrar. This must occur no later than seventy-two hours after the final examination period ends.

Full Text of Proposed By-Law Changes (tracked changes copy):

II.E.13: ~~Scholastic Probation~~ Academic Notice and Dismissal

~~Scholastic probation~~ Academic notice and dismissal from the University for ~~scholastic~~ academic reasons ~~shall~~ will be administered by the Vice Provost for Academic Affairs, at the recommendation of the schools and colleges or regional campuses, in accordance with the regulations that follow:

~~Scholastic probation is~~ Academic notice serves as an identification of students whose ~~scholastic~~ academic performance is below University standards. The student and ~~the student's~~ their academic advisor are informed that a marked academic improvement in future semesters is necessary to ~~obtain~~ meet the university's minimum ~~scholastic~~ academic standards.

Students are placed on ~~scholastic probation~~ academic notice for the next semester in which they are enrolled if ~~their academic performance is such that they are included in any of the following conditions:~~

- ~~a. Students who have earned 0-11 credits (considered to be 1st semester standing) and who have earned less than a 1.8 semester grade point average.~~

- ~~b. Students who have earned 12-23 credits (considered to be 2nd semester standing) and who have earned less than a 1.8 semester grade point average.~~
- ~~c. Students who have earned 24 credits or more (considered to be 3rd semester or higher) and who have earned less than a 2.0 semester grade point average (GPA) or cumulative grade point average. GPA.~~
- ~~d.~~

The following conditions apply to any student placed on academic notice:

Any student placed on academic ~~probation~~notice because of a ~~semester or~~ semester or cumulative ~~GPA~~ GPA less than 2.0 ~~shall be is~~ removed from ~~probation~~academic notice when ~~both~~ both the ~~semester and~~ semester and cumulative ~~GPA~~ GPA ~~grade point average~~ reaches 2.0 or above, ~~and academic standing is updated (fall or spring semesters only).~~

~~The end of the semester is defined as the day when semester grades must be submitted to the Registrar. This must occur no later than seventy-two hours after the final examination period ends.~~

~~Incomplete and Absent grades ('I', 'X', and 'N') do not represent earned credit. A student placed on probation with unresolved grades will be relieved of probation status if satisfactory completion of the work places his or her academic performance above the probation standards.~~

~~Warning letters will be sent to students in good standing who have completed their first or second semester with less than a 2.0 semester grade point average. (note: move to II.H.1: University Calendar (after paragraph 2))~~

A student who fails to meet these minimum ~~scholastic~~academic standards for two consecutively registered ~~academic~~ academic semesters (~~fall or spring~~ fall or spring semesters only) is subject to dismissal. However, no student with at least a 2.3 semester ~~GPA~~ GPA ~~grade point average~~ after completing all courses for which ~~he or she is~~they are registered at the end of a semester ~~shall be is~~ subject to dismissal; the student will be continued on ~~scholastic~~ scholastic ~~probation~~academic notice if such status is warranted, ~~until both the semester and cumulative GPAs are at least 2.0.~~

Students who are subject to dismissal but who, for extraordinary reasons, are permitted to continue ~~may be subjected~~ by the Vice Provost for Academic Affairs, ~~may be subjected to other~~ mandatory academic conditions for their continuance.

Incomplete and Absent grades ('I', 'X', and 'N') do not represent earned credit. A student in the academic standing process with unresolved grades is returned to good standing if

completion of the work places their academic performance above the University's minimum standards.

Academic standing is calculated only for fall and spring semesters; no student is assigned an academic standing for summer or winter sessions.

- Summer and winter courses can impact a student's prior semester GPA when a course is taken for repeat forgiveness and the new course grade replaces a previous grade for the same course.
- Summer and winter coursework can impact a student's cumulative GPA.

When a student is dismissed from the University for ~~scholastic~~academic reasons only, any certificate or transcript issued must contain the statement, "Dismissed for ~~scholastic~~academic deficiency but otherwise entitled to honorable dismissal."

Dismissal involves non-residence on the University campus and loss of status as a candidate for a degree effective immediately upon dismissal.

Students who have been dismissed may ~~, during a later semester,~~ request an evaluation for readmission during a later semester to the University. Students wishing to ~~apply for readmission~~return to UConn, whether at Storrs or a regional campus, must ~~do so~~apply for readmission through the Dean of Students Office ~~who will convene a readmission board including the~~. The Dean of Students Office, in consultation with deans' designees, will conduct a holistic review of each application. Readmission will be considered favorably only when the evaluation indicates a strong probability for academic success. In their first regular semester after readmission, dismissed students will be ~~on scholastic probation~~continued on an academic standing of "academic dismissal" and ~~may~~will be subjected by the Vice Provost for Academic Affairs to other conditions for their continuance. Students who have left the University for a reason other than academic dismissal are readmitted under the same ~~scholastic~~academic standing status as ~~achieved~~designated at the time of their separation from the University.

Students who are dismissed from the University for the first time may, upon approval, matriculate no sooner than ~~two semesters~~one academic semester (fall and spring) following dismissal. ~~in accordance with the University's readmission process and deadlines.~~ Students who are dismissed from the University for the second time may, upon approval, matriculate no sooner than ~~eight~~four semesters following dismissal. No student will be readmitted to the University after a third dismissal. ~~Readmitted~~ All readmitted students ~~will~~ remain on ~~scholastic probation~~academic notice with their respective

academic standings (notice, subject to dismissal, dismissed) until both their semester and cumulative GPA are 2.0 or above. Students ~~will~~must follow the catalog requirements for the semester of their readmission.

Note: Move this section of By-Laws to II.H.1: University Calendar (after paragraph 2):

The end of the semester is defined as the day when semester grades must be submitted to the Registrar. This must occur no later than seventy-two hours after the final examination period ends.

51 YAY, 2 NAY, 3 ABSTAIN