

UNIVERSITY SENATE MEETING

April 29, 2024

A regular meeting of the University Senate will be held on

Monday, April 29, 2024, at 4:00 p.m.

Student Union Theatre (hybrid via WebEx)

Public Access Link: <http://www.kaltura.com/tiny/yjtgv>

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."

1. Approval of April 1, 2024 Meeting Minutes

The minutes of the meeting were approved as distributed.

2. Report of the President

Presented by President **Maric**

President **Maric** shared that she continues to work with OPM and legislators regarding the university's budget and anticipates the budget will be finalized by the end of this week. She added that the university is requesting the full amount to be funded, which is \$150 million, as well as \$650 million in capital projects. She stated that a retreat will be hosted this summer with the Board of Trustees regarding the budget and that Senate representatives to the Board of Trustees will be welcome to join this retreat. President Maric also added that they are working with the legislators on the proposed bill for the state to establish a committee overseeing financials of UConn and other State of Connecticut universities and colleges, sharing concerns that the establishment of such a committee could affect the university's rankings. President **Maric** requested that the moderator recognize UConn CFO Jeffrey **Geoghegan** to add additional details regarding the next steps.

Senator **Geoghegan** presented a series of slides focused on UConn's budget, in-state/out-of-state tuition, university expenses, and the financial plan moving

forward. Overall, he shared, compared to other flagship universities, UConn's tuition is at the high end. He stated that UConn is unique as a state agency due to the fact that state revenue is used exclusively to cover salaries and that it doesn't cover them in full; state support is 16% of the university's revenue, and it covers 26% of total salaries. He added that state support has gone down in recent years, and he anticipates that it will continue to be reduced. Senator **Geoghegan** stated that while the state budget is not yet finalized, and the legislative session is not yet closed, his office anticipates final numbers in the coming weeks.

President **Maric** thanked Senator Geoghegan for his report and stated that the delay in the FAFSA is also having an impact. The deposit deadline has been extended from May 1st to June 1st due to this FAFSA delay. President Maric stated that the state capital request of \$650 million has passed the state Finance and Bond Committees and is now with the Governor and added that there is a caveat that the university will need to do fundraising and provide 20% of this total budget. Moderator **Bontly** thanked the President for the report and opened the floor for questions.

Senator **McCutcheon** asked a clarifying question about the percentage of public funding that UConn receives, and asked why UConn's tuition is still high compared to other schools that may also be higher ranked, citing universities in Florida specifically. President **Maric** answered that UConn spends a significant amount of money on financial aid and the unpaid legacy costs until last year. She also cited the impact that UConn's ratio of in-state vs out-of-state students has on the budget, as well as industrial support for research. President **Maric** emphasized that the 60,000 student applications to UConn show the confidence in the quality of education that parents and students have in UConn. Senator **Burkey** asked how we arrived at the out-of-state tuition figure and asked if this hurts UConn in terms of attracting out-of-state students to come to UConn? Nathan **Fuerst** answered on behalf of the President, and shared that it is a number that is watched very carefully, as well as merit programs and scholarships. Senator **Dormidontova** asked if additional budget cuts compared to the 15% that was announced could happen, depending on the outcome of the budget hearings. President **Maric** responded that it is too premature to say anything, but that she and the team are hopeful that the university may receive additional one-time funding. Senator **Dormidontova** thanked the President for the response and added a suggestion that there should

be a survey sent to faculty and staff for their experience of services (such as Human Resources) at UConn. Senator **Weingart** asked regardless of whether or not the legislature funds the next fiscal year, will that impact the planned 15% cuts over the next 5 years. President **Maric** stated that there are several factors, and that particularly the university is looking into ways to improve fundraising and increase revenues. She added that regardless of what the budget is after this legislative session, there will be no layoffs.

Senator **Grande** raised a point of personal privilege and asked that the police officers who were present in the room to please step outside as she did not feel comfortable with their presence in the room. President **Maric** agreed and thanked Senator **Grande**. Senator **Grande** acknowledged that there is currently an encampment on the UConn campus and stated that they appreciate the restraint that's been exercised thus far and encouraged that direction. She read a letter that the President of Wesleyan University issued to their campus. Senator **Grande** also acknowledged the students in the room from the encampment and asked if they could be recognized to speak at some point during the meeting. President **Maric** thanked Senator **Grande** for the statement and stated that the objective is safety for everyone first and that they ask everybody to follow university policy. President **Maric** stated that she respects freedom of speech and the opportunity for students to peacefully protest. President **Maric** stated that Nathan Fuerst and Anne D'Alleva are available for additional questions. Moderator **Bontly** thanked President Maric for the report and added that any Senator who would like to recognize students to speak, may do so during new business, but that any motions related to students may not be raised because it is finals week, which goes against Senate regulations.

Moderator **Bontly** asked if there were questions for Senator Fuerst or Provost D'Alleva. Senator **McCutcheon** raised concerns regarding the recent change in summer salary funding policy, citing that these changes constitute a pay cut and therefore violates the AAUP contract. He added that he intends to raise a motion during New Business regarding these concerns. Provost **D'Alleva** invited Pamir Alpay to address these concerns. Senator **Alpay** stated that these concerns had been addressed via email to Senator McCutcheon, and recommended that a conversation be had between himself, Senator McCutcheon, and Michael Bailey of AAUP. Senator **McCutcheon** stated that he would still like to raise his motion during New Business, which was acknowledged by Moderator **Bontly**. Senator

Harmon asked Senator Geoghegan for an estimate on the budget impact of the cost of police surveillance on the student activists. Moderator **Bontly** acknowledged that Senator Geoghegan had left the meeting and there was no available person present who could address this question.

3. Report of the Senate Executive Committee

Presented by Laura Burton, Senate Executive Committee Chair

Senator **Burton** shared details of the SEC's meetings since the April 1st, 2024, Senate meeting, with university administrators, the President and the Provost and Senate Committee Chairs. Senator **Burton** also acknowledged the retirement of Vice Provost for Graduate Education and Dean of The Graduate School, Kent Holsinger, thanking him for his service at UConn. Senator **Burton** also gave special thanks to the Senate Committee Chairs who are leaving their posts, Senator Burkey for Faculty Standards and Senator Little, for the Enrollment Committee. General acknowledgements were issued for all committee chairs for their work throughout the academic year. Senator **Burton** also issued thanks for SEC members whose terms are ending and thanked both undergraduate and student members of the SEC for their work. They also welcomed new SEC members for the next Academic Year. Senator **Burton** also acknowledged the Senators whose terms are ending.

Senator **Burton** issued a special thank you to Jennifer Lease Butts and Jonathan Heiden for their report to the Board of Trustees regarding the Metanoia and their work on the Metanoia Kick-Off event scheduled for April 17th. They added that the Senate Representatives to the Board of Trustees will be added to the agendas of each Board of Trustees committee to issue regular reports and that this practice will continue going forward. She added that a report will be forthcoming from the SEC regarding the future of Pop-Up courses and that a presentation will be made during this meeting from the Multi-Campus Ad Hoc Committee.

Senator **Burton** thanked Moderator Bontly and Josh Schulman for their work this year both as Moderator and Parliamentarian. She also acknowledge Senator Bedore for their work on the CCC+ Committee, and thanked Michelle Everard for her work as Senate Administrator.

Senator **McCutcheon** raised concerns regarding the nature of the SEC reports to the Board of Trustees and asked for more information on how these reports are prepared for the Board of Trustees. Senator Burton shared that they solicit information from a Senate Committee Chairs regarding any major policy or bylaw changes, as that work is the most impactful and shared that this is a new process. Senator **Siegle** thanked Senator Burton for her service and congratulated her on being re-elected as SEC Chair for another term. Moderator **Bontly** thanked Senator Burton for the report.

4. **Consent Agenda Items**

Attachment #1

C & C Report

Senate Standing Committee Annual Reports

By voice vote, the consent agenda passed.

5. **Senate Standing Committee Annual Reports**

Attachment #2

Presented by Senate Standing Committee Chairs

Senate Committee Chairs presented a summary of their individual committee's report and Moderator **Bontly** opened the floor to questions on all reports following the presentation. Senator **Grande** asked Senator Cutter regarding the process now that Frank Tuitt is stepping down from his role. Moderator Bontly recognized Michelle Williams, Chief of Staff to address this question. Michelle **Williams** shared that there has not yet been a public announcement about this change, and that the interim role has not yet been filled, and an announcement is forthcoming. She stated that Frank Tuitt has received a prestigious fellowship with the American Educational Council and acknowledged the work that he has done for UConn. Senator **Magley** asked Senator Cutter if there has been discussion on the role of spousal hiring in the JEDI Committee. Senator **Cutter** said that the committee has discussed the changes in policy of spousal hiring, and that conversations on this will continue into the next year. Senator **McCutcheon** asked Senator Burr for more information on how the University Planning Committee is engaging on issues with Concur and the pain points referenced during their report. Senator Burr stated that Joe Thompson and Peggy McCarthy only reported to the

University Planning Committee in April, and that the work has just started and will continue into the next year. Senator **Cutter** asked a question regarding the new Common Curriculum and that it appears it may be possible for students to avoid taking many classes in arts and sciences and asked for an update. Senator **Bedore** replied that students will take the same numbers of credits, but they have much more flexibility in how they do that; Senator **Bedore** added that CLAS is still determining whether they want to have additional requirements or not and they hope to have news on that early next semester. Senator **Dormidontova** asked Senator Burr about new requirements on data sharing. Senator Burr shared that the University Planning Committee has not yet had that conversation with OVPR but will plan on bringing it up in September. Senator **Huey** asked for an update or plan for further discussion about the office of off-campus housing and student life, as there used to be an office for that. Provost **D'Alleva** shared that this is something that she and Nathan Fuerst are working on together and that they are restoring that position to the Office of the Dean of Students.

6. **Report from Nominating Committee**

Attachment #3

Presented by Laura Burton, Nominating Committee

Senator **Burton** asked Senators to refer to the report in their packet regarding Senate Committee assignments for the next academic year. She added that a few changes have been made since the April 1st, 2024, meeting when the initial lists were reviewed. Changes are reflected in the packet. Senator Burton made a motion for the Senate to vote to approve the Nominating Committee Report and Senate Committee appointments for the 2024-2025 Academic Year.

The motion passed by voice vote unanimously.

7. **Multi-Campus Ad Hoc Committee Report**

Attachment #4

Presented by Committee Co-Chairs Jennifer Dineen and Nathaniel Trumbull

Senators **Dineen** and **Trumbull** presented the Multi-Campus Ad Hoc Committee Report included with meeting materials. They reviewed the recommendations, rationale, and process that the committee used to come to the final

recommendation, outlined in the report. The Ad Hoc Committee unanimously recommends that the Senate establish a standing committee for the multiple campuses. Senator **Dineen** added that there are several details on how this committee should be established that still need to be worked out, and that the SEC will take the Ad Hoc Committee's recommendations and work on the details next semester, keeping the Ad Hoc group together in an advisory capacity. The anticipation is that the SEC will present a motion to the Senate in the fall for establishing a new standing committee for the multiple campuses. Moderator **Bontly** opened the floor to questions; there were none.

8. Metanoia Committee Report

Presented by Maureen Armstrong, Associate Dean of Students & Director, Dean of Students Office

Senator **Armstrong** invited Jennifer Lease Butts to the floor as one of the co-chairs of the Metanoia Committee. Senator **Armstrong** stated that the Metanoia Kick-Off event was held on April 17th to launch this process which will continue into the next academic year. The theme of the metanoia is "pathways to productive civil discourse." Senator **Armstrong** shared that the kickoff event included a mindfulness moment led by a student of Dr. Phoebe Godfrey, another Metanoia Committee co-chair, which then led into a conversation with Dr. Jeffrey Hines who led a session on communicating across differences, and a presentation from Bill Kania, SHAW-MH, on listening with empathy. The event was also followed by a student-led event hosted by the Democracy & Dialogues Initiatives hosted by the Human Rights Institutes with a focus on mental health. The event was livestreamed to regional campuses and a QR code was shared at the end of the event with participants, also being shared on the screen during this meeting. Interested parties can fill out the form following the QR form to become more involved in the Metanoia next semester. Jennifer Lease Butts re-emphasized participation next fall with the goal of the Metanoia being a high impact practice and common intellectual experience for all faculty, staff and students.

Moderator **Bontly** thanked them for their presentation and opened the floor to questions, indicating that there was a question online regarding the last presentation that was missed. Moderator **Bontly** asked Senator **Keilty** if he would like to ask his question from the last presentation. Senator **Keilty** said that he has

questions on both reports and started with sharing concerns about the charge or spirit behind the Metanoia and that it has been watered down to not make an impact. Senator Armstrong responded that the Metanoia charge is not just specific to the conflict in the Middle East, citing that there are other ongoing conflicts and issues that are impacting our campus community. She added that the rationale for having multiple events into the next year is to try to be informative and educational in a sustainable manner, and in a way that doesn't rush the topic. Jennifer **Lease Butts** added that given there is an election coming up in the fall, the ongoing Metanoia is an opportunity for the community to sustain learning and build skills.

Senator **Keilty** asked how the student voice will be integrated into how the new Multi-Campus Committee is going to function, given that summer is about to start. Senator **Dineen** shared that there are students on the Committee, and agreed that the timing isn't the best, however, the expectation is for the committee and the SEC to do the bulk of this work in the Fall.

9. New Business

Moderator **Bontly** opened the floor to the New Business item raised earlier in the meeting by Senator McCutcheon. Senator **McCutcheon** presented a slide including a proposed motion regarding summer salary as outlined below:

"The University Senate will form an ad hoc committee on Summer Salary Compliance that will review the proposed changes to summer salary funding policy. The Committee will report to the Senate during the FY 25 session about the proposed changes. Until the committee has had a chance to review the policy and provide this report, the summer salary funding policy will revert to the policy used in FY 23 and FY24."

The motion was seconded by Senator **Cutter**. Senator **McCoach** asked a clarifying question as to what policy change is being discussed. Senator **McCutcheon** clarified that the issue is that you go from one week of summer salary covered by OVPR to half a week of summer salary. The other half a week is supposed to be funded on discretionary accounts that are not grants, and not every faculty has access to these accounts. He also added concerns regarding administrative work done by faculty over the summer without adequate compensation. Senator **Keilty**

raised a point of order asking if the Senate has the authority to pause or revert policy made by the administration. Provost **D'Alleva** stated that no, the Senate does not have the authority to make the policy revert, if this motion were to pass, but that the Senate can pass a recommendation to ask the administration to do so. Senator **Chrysochoou** asked how this accomplishes anything other than making work for those involved in the committee, as the report would go to the administration but may not result in anything. Senator **McCutcheon** answered that the Senate doesn't have the authority to change policy, but that it does have the authority to comment on policy and communicate and that he believes that is worth the effort. Vice President **Alpay** made a clarifying statement that information was provided about this change to Department Heads, Associate Deans and Deans well in advance.

Senator Siegle proposed an amendment to the motion which would amend the second sentence "Until the committee has had a chance to review the policy and provide this report, **the Senate recommends** the summer salary funding policy will revert to the policy used in FY 23 and FY24." The amendment to the motion was seconded and passed unanimously with a voice vote.

Senator **Weingart** asked if there is a reason that, if allowed by a grant, which some may well not allow, the administrative cost couldn't be covered within the grant and must be paid via a discretionary account. Vice President **Alpay** answered the question by summarizing the policy and what the guidance entails. Senator **McCutcheon** added a comment that he would rather see faculty distribute effort across the 12 months through effort reporting mechanisms rather than sourcing funds for administrative load over the summer from different accounts. Senator **Bedore** shared concerns about the number of active Senate Ad Hoc Committees and said that she would not be comfortable voting for this committee without seeing it next to other priorities at the start of the next academic year. Senator **McCoach** asked a clarifying question regarding what "uncompensated labor" is being referred to. Senator **McCutcheon** answered that the uncompensated labor being referred to is whenever there is an administrative load placed on faculty time that could not be charged to grants (i.e. course planning time in the summer). He added that every faculty member is doing this work regardless of whether they pay themselves three months of salary in the summer or not. Senator **McCoach** pointed out that for faculty who don't have three months of summer funding, all of this

work is unpaid, so it is only being paid out for those people who have summer funding, and while she understands where the proposal is coming from, she sees that the large majority of faculty are not affected by this policy and are actually doing all of this work for free already. Senator **McCutcheon** agreed that the uncompensated labor argument is more pressing here and thinks that changing the pay structure to a 9-month weekly contract would alleviate these issues. Senator **Bontly** recognized Chief of Staff Michelle **Williams** who commented that there are federal compliance issues which make effort reporting compliance challenging, which have informed the policy. Senator **Chrysochoou** asked if this work could be done by an existing committee rather than the creation of a new committee. Senator **McCutcheon** replied that it is possible this could fall under the Budget Committee or Faculty Standards and appreciates the Senate's perspective on this. Senator **Weingart** asked if this could fall under the purview of Senate representatives to the Board of Trustees, as he is the current representative to the Board of Trustees Committee on Research, Entrepreneurship, and Innovation. Senator **Dineen** made a motion to postpone this motion until the September meeting.

The motion to postpone passed 33 yea, 11 nay, 1 abstention.

Senator **Bontly** welcomed Senator Grande to the floor, who shared additional comments regarding the recent student encampment and additional concerns on police presence as a measure of safety. She also shared sentiments in support of the right to free speech and academic freedom and asked permission of the Senate to recognize the group of students' presence in the room to be given the floor to make a statement. Permission was granted to Dylan **Steer**, an undergraduate student representing the encampment established on campus. The student read the demands of the student organizers, as well as the list of demands that were originally proposed at the beginning of the encampment. He added that the protest will continue until demands are met and shared the protesters' interest in negotiating and working with administration. He disagreed with the administration's focus on "safety first" and cited several incidents of aggressive conduct from police to students in the encampment. He ended his statement by re-emphasizing the group's commitment to their cause. Moderator **Bontly** thanked the students for their presentation.

A non-Senator, Professor **Allen**, asked to be recognized by the Senate to speak. This was not allowed due to New Business rules, and the Senate went to a vote to recognize Senator Allen to make a comment. The motion passed, 31 yay, 6 nay, 1 abstention.

Professor **Allen** made a statement in support of the student protestors and asked to suggest a resolution in support of the students. The motion was disallowed as it was out of order.

10. Adjournment

The meeting was adjourned at 6:47 p.m.

Respectfully Submitted,
Michelle Everard
University Senate Administrator

SENATE EXECUTIVE COMMITTEE

Laura Burton, Chair
Maureen Armstrong
Pam Bedore
Essam Boraey
Marisa Chrysochoou

Bob Day
Jennifer Dineen
Kate Fuller
Joe MacDougald
Sidratul Muntaha

Morty Ortega
Del Siegle
Peter Spinelli

For the benefit of the Moderator, Senators are asked to sit in the front/center and leave seating on the left and right side of the room for ex-officio members and the public

University Senate Curricula and Courses Committee
Report to the Senate
April 29, 2024

I. New W or Q Courses

1. ME 4974W Ethics for Engineers (#23816)

Proposed Catalog Copy

ME 4974W. Ethics for Engineers

1.00 Credit

Prerequisites: ENGL 1007 or ENGL 1010 or ENGL 1011. Corequisites: ME 4975

Grading Basis: Graded

Ethical decisions that challenge engineers, the impact of engineering decisions at multiple levels, the process and challenges of making ethical decisions, and the argument behind absolute vs relative good and evil. Diversity and inclusion in engineering.

2. PSYC 3701W Psychology of the Arts (#24851)

Proposed Catalog Copy

PSYC 3701W. Psychology of the Arts

3.00 Credits

Prerequisites: PSYC 1100 and PSYC 1101 or 1103 and three credits of 2000 or 3000 level Psychological Science coursework; ENGL 1007 or 1010 or 1011.

Grading Basis: Graded

The perception, emotion, motivation, cognition and cultural experience of art and artists.

II. Revised W or Q Courses

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

Current Course Catalog

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.

Proposed Course Catalog

WGSS 4994W. Capstone Seminar

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011; 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.

III. Revised S/U Graded Courses

1. ENGL 3082. Writing Center Practicum (#24671) [Revise repeatability]

Current Course Catalog

ENGL 3082. Writing Center Practicum

1.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011.

Grading Basis: Satisfactory/Unsatisfactory

Introduction to Writing Center pedagogy, theory and research methods. Intended primarily for Writing Center staff. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory).

Proposed Course Catalog

ENGL 3082. Writing Center Practicum

1.00 credits | May be repeated for a maximum of 4 credits.

Prerequisites: ENGL 1007 or 1010 or 1011.

Grading Basis: Satisfactory/Unsatisfactory

Introduction to Writing Center pedagogy, theory and research methods. Intended primarily for Writing Center staff. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory).

IV. Special Topics Iterations

1. ANSC 2685 Special Topics: Management Skills and Practices – Dairy (#25112)
2. ANSC 2685 Special Topics: Management Skills and Practices – Livestock (#25113)
3. UNIV 3995 Special Topics: Post-Baccalaureate Seminar: Preparing for Health Professions I(#25131)
4. UNIV 3995 Special Topics: Post-Baccalaureate Seminar: Preparing for Health Professions II (#25171)

V. Common Curriculum Course “Direct Transitions”

1. AAAS 2201 Introduction to Asian American Studies [CA1, CA4 to TOI-2, TOI-3]
2. ANTH 3902 North American Prehistory [CA4 to TOI-2, TOI-5]
3. ARE 1110E Population, Food, and the Environment [CA2, EL to TOI-4, TOI-5]

4. ARE 2434E Environmental and Resource Policy [EL to TOI-4]
5. ARE 3305E Economic Development, Environment, and Policy [EL to TOI-4]
6. ARE 3437E Marine Fisheries Economics and Policy [EL to TOI-4]
7. ARE 4462E Environmental and Resource Economics [EL to TOI-4]
8. ARIS 1211 Introduction to Islam [CA1, CA4INT to TOI-2]
9. ART 3375 Indian Art and Popular Culture [CA1, CA4INT to TOI-1]
10. ARTH 3050/W African-American Art [CA4, W to TOI-2, TOI-3]
11. CAMS 1101 Greek Civilization [CA1 to TOI-2]
12. CAMS 1102 Roman Civilization [CA1 to TOI-2]
13. CHEM 1124Q Fundamentals of General Chemistry I [CA3LAB, Q to TOI-6L]
14. CHEM 1128Q General Chemistry II [CA3LAB, Q to TOI-6L]
15. CHEM 1137Q Enhanced General Chemistry I [CA3LAB, Q to TOI-6L]
16. CHEM 1138Q Enhanced General Chemistry II [CA3LAB, Q to TOI-6L]
17. CHIN 1121 Traditional Chinese Culture [CA1, CA4INT to TOI-2, TOI-5]
18. CHIN 3280 Networking in China [CA4INT to TOI-2, TOI-5]
19. CLCS 1101 Classics of World Literature I [CA1, CA4INT to TOI-1, TOI-2]
20. DRAM 1811 Dance Appreciation [CA1 to TOI-1, TOI-2]
21. DRAM 3131 African-American Theatre [CA4, TOI-1, TOI-2]
22. DRAM 3132 African-American Women Playwrights, 1900 to the present [CA1, CA4 to TOI-1, TOI-2]
23. ENGL 2100 British Literature I [CA1 to TOI-2]
24. ENGL 2101 British Literature II [CA1 to TOI-2]
25. ENGL 2276/W American Utopias and Dystopias [CA1, W to TOI-2, TOI-5]
26. ENGL/AFRA 3213/W Eighteenth- and Nineteenth-Century African American Literature [CA4, W to TOI-2, TOI-3]
27. ENGL/AFRA 3217/W Studies in African American Literature and Culture [CA4, W to TOI-2, TOI-3]
28. GEOG 1300E Climate, Weather and the Environment [CA3, EL to TOI-4, TOI-6]
29. GEOG 2300E Introduction to Physical Geography [CA3, EL to TOI-4, TOI-6]
30. GEOG 3410E Human Modifications of Natural Environments [EL to TOI-4, TOI-6]
31. HIST 3540/WE Environmental History of the Americas [CA1, CA4, EL, W to TOI-2, TOI-4]
32. HIST/AAAS 3830E Environmental History in East Asia [CA4INT, EL to TOI-2, TOI-4]
33. MARN/MAST 1001E The Sea Around Us [CA3, EL to TOI-4, TOI-6]
34. MARN 3000E The Oceans and Global Climate [CA3, EL to TOI-4]
35. NRE 2600E Global Sustainable Natural Resources [CA4INT, EL to TOI-4, TOI-5]
36. PHIL 3220/W Philosophical Foundations of Human Rights [CA1, W to TOI-5]
37. PHIL/HRTS 2170W Bioethics and Human Rights in Cross-Cultural Perspective [CA1, W to TOI-2, TOI-3, W]
38. PHYS 1201Q General Physics I [CA3LAB, Q to TOI-6L]
39. PHYS 1402Q General Physics with Calculus II [CA3LAB, Q to TOI-6L]
40. PHYS 1501Q Physics for Engineers I [CA3LAB, Q to TOI-6L]
41. PHYS 1502Q Physics for Engineers II [CA3LAB, Q to TOI-6L]

42. PHYS 1602Q Fundamentals of Physics II [CA3LAB, Q to TOI-6L]
43. POLS 1402/W Introduction to International Relations [CA2, CA4INT, W to TOI-3, TOI-5]
44. POLS 1602/W Introduction to American Politics [CA2, W to TOI-3, TOI-5]
45. POLS 3642 African-American Politics [CA4 to TOI-2, TOI-3]
46. SPSS 1060 The Great American Lawn: History, Culture and Sustainability [CA2, CA3 to TOI-4, TOI-6]
47. URBN 2400 City in Film [CA1 to TOI-1, TOI-2]

VI. New Common Curriculum Courses

1. ARE 2525 Sustainability Policy and Management (#21666) [New TOI-1, TOI-3]
Proposed Catalog Copy
ARE 2525. Sustainability Policy and Management
Factors to consider for evaluating sustainability and its implementation and how those factors depend on the topic at hand. Perspectives and tools to better evaluate whether we should or should not pursue a particular sustainability option. A wide array of topics in sustainability, such as waste, healthcare, energy, food, climate, and the production of animal agriculture are discussed. TOI-1. TOI-3.
2. ARTH 2230 Curating Contemporary Art: Issues, Themes, Theories, and Practices (#22830) [New TOI-1, TOI-2; See revised syllabus as a separate PDF]
Proposed Catalog Copy
ARTH 2230: Curating Contemporary Art: Issues, Themes, Theories, and Practices
3.00 Credits
Prerequisites: None
Grading Basis: Graded
Explores premises, concepts, and practices of mounting art exhibitions. TOI-1. TOI-2.
3. HEJS 2201 Diversity and Inclusion in Israeli Society: A Cinematic View (#21806) [CA4-Int, TOI-1, TOI-3]
Proposed Course Catalog
HEJS 2201. Diversity and Inclusion in Israeli Society: A Cinematic View
3.00 Credits
Prerequisites: None
Grading Basis: Graded
Overview of Israeli films with a particular focus on contemporary cultural, social, and political tensions. Topics may include the uneasy relationship between an ancient patriarchal conservative religion and modern western secular society; Jerusalem as a holy city for three monotheistic regions, as a modern metropolis, and as a tourist attraction; the culture of masculinity promoted by the Israeli military; the status of women; attitudes toward the LGBTQ+ community; the treatment of minoritized groups in general, including those based on race or religion; and questions of citizenship and immigration, both legal and illegal. Taught in English. CA 4INT. TOI-1. TOI-3.

VII. Common Curriculum Course “Transitions with Revisions”

1. CHEM 1125Q Fundamentals of General Chemistry II (#23510) [Adding CA3L and TOI-6L to existing Q]

Current Catalog Copy

CHEM 1125Q. Fundamentals of General Chemistry II

3.00 credits

Prerequisites: CHEM 1124Q; Open by consent of instructor for 1 credit to students who have passed CHEM 1127, 1137 or 1147. Not open to students who have passed CHEM 1128, 1138 or 1148.

Grading Basis: Graded

Follows CHEM 1124Q. Topics include the properties of aqueous solutions and chemical equilibria.

Revised Catalog Copy

CHEM 1125Q. Fundamentals of General Chemistry II

3.00 credits

Prerequisites: CHEM 1124Q; Open by consent of instructor for 1 credit to students who have passed CHEM 1127Q, 1137Q or 1147Q. Not open to students who have passed CHEM 1128Q, 1138Q or 1148Q.

Grading Basis: Graded

Follows CHEM 1124Q. Topics include the properties of aqueous solutions, thermochemistry, properties of gases and chemical equilibria. CA 3LAB. TOI-6L.

2. CHEM 1126Q Fundamentals of General Chemistry III (#23570) [Adding CA3L and TOI-6L to existing Q]

Current Catalog Copy

CHEM 1126Q. Fundamentals of General Chemistry III

3.00 credits

Prerequisites: CHEM 1125Q; not open to students who have passed CHEM 1128, 1138 or 1148.

Grading Basis: Graded

Follows CHEM 1125Q. Topics include the properties of kinetics, complex ions, thermodynamics and electrochemistry.

Proposed Catalog Copy

CHEM 1126Q. Fundamentals of General Chemistry III

3.00 credits

Prerequisites: CHEM 1125Q; not open to students who have passed CHEM 1128Q, 1138Q or 1148Q.

Grading Basis: Graded

Follows CHEM 1125Q. Topics include the properties of kinetics, complex ions, thermodynamics and electrochemistry. CA 3LAB. TOI-6L.

3. CHIN 3270 Chinese Film (#21786) [CA1, CA4-Int to TOI-2, TOI-3; Revise prereqs; Intensive session]

Current Catalog Copy

CHIN 3270. Chinese Film

3.00 credits

Prerequisites: CHIN 1121-1122.

Grading Basis: Graded

Chinese film from the silent era to the present. Analytical skills and critical vocabulary to study Chinese film in its social and historical contexts. Taught in English. CA 1. CA 4-INT

Proposed Catalog Copy

CHIN 3270. Chinese Film

3.00 credits

Prerequisites: None

Grading Basis: Graded

Chinese film from the silent era to the present. Analytical skills and critical vocabulary to study Chinese film in its social and historical contexts. Taught in English. CA 1. CA 4-INT. TOI-2. TOI-3.

4. ENGL 2413/W The Graphic Novel (#21247) [CA1 to TOI-1, TOI-2; Revise description]

Current Catalog Copy

ENGL 2413. The Graphic Novel

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Not open to students who have passed ENGL 3621 when taught as "The Graphic Novel."

Grading Basis: Graded

The graphic novel as a literary form. CA 1.

ENGL 2413W. The Graphic Novel

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Not open to students who have passed ENGL 3621 when taught as "The Graphic Novel."

Grading Basis: Graded

The graphic novel as a literary form. CA 1.

Proposed Catalog Copy

ENGL 2413. The Graphic Novel

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011. Not open to students who have passed ENGL 3621 when taught as "The Graphic Novel."

Grading Basis: Graded

The study of the graphic novel as a literary form using a mix of creative and critical reading activities. CA 1. TOI-1, TOI-2.

ENGL 2413W. The Graphic Novel

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011. Not open to students who have passed ENGL 3621 when taught as "The Graphic Novel."

Grading Basis: Graded

The study of the graphic novel as a literary form using a mix of creative and critical reading activities. CA 1. TOI-1, TOI-2.

5. FREN 3272 French Philosophy (#22668) [Adding CA1, TOI-3, TOI-5; Revise prereqs and description]

Current Catalog Copy

FREN 3272. French Literary Theory

3.00 credits

Prerequisites: Recommended preparation: FREN 3268 or instructor consent.

Grading Basis: Graded

Introduction to French literary theory, as informed by linguistics, semiotics, historical materialism, psychoanalysis, philosophy, feminist studies, postmodernism and postcolonialism. Critical practice applied to French and Francophone literatures, popular culture, advertising, the media, electronic writing.

Proposed Catalog Copy

FREN 3272. French Philosophy

3.00 credits

Prerequisites: None

Grading Basis: Graded

Introduction to the French philosophical tradition from the Enlightenment to the post-structuralist revolution. Topics include theories of freedom, knowledge, power, language, subjectivity, sexuality, and the mind/body dialectic. Critical practice applied to literature, film, and other genres. Taught in English. CA 1. TOI-3. TOI-5.

6. FREN 3280 Fiction and Nonfiction by French and Francophone Women (#22648) [Adding CA1, TOI-2, TOI-3; Adding description]

Current Catalog Copy

FREN 3280. Fiction and Nonfiction by French and Francophone Women

3.00 credits | May be repeated for credit.

Prerequisites: Recommended preparation: FREN 3261 or 3262 or instructor consent.

Grading Basis: Graded

Proposed Catalog Copy

FREN 3280. Fiction and Nonfiction by Women

3.00 credits

Prerequisite: None Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level

Grading Basis: Graded

Study of a range of topics related to female subjectivity and freedom in the context of feminism, the LGBTQ movement, postcolonialism, and critical race theory. Examples include autonomy, rebellion, justice, love, sexuality, motherhood, fantasy, anxiety, mortality, and other themes that women writing in French have explored over the centuries. Taught in French. CA 1. TOI-2. TOI-3.

7. WGSS 2204 Feminisms and the Arts (#20087) [CA1, CA4 to TOI-1, TOI-3; Revise description]

Current Catalog Copy

WGSS 2204. Feminisms and the Arts

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Interdisciplinary exploration of drama, the visual arts, music, literature, social action art, and/or film through feminist, queer, and trans theory and criticism. Formerly offered as WGSS 1104. CA 1. CA 4.

Proposed Catalog Copy

WGSS 2204. Feminisms and the Arts

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Interdisciplinary exploration of drama, the visual arts, music, literature, social action art, and/or film through feminist, queer, and trans theory. Includes creative projects and activities. Formerly offered as WGSS 1104. CA 1. CA 4. TOI-1. TOI-3.

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 4/3/24 and 4/17/24 meeting

**Annual Report of the Curricula & Courses Committee
to the University Senate**

April 29, 2023

During the 2023-2024 Academic Year, the Curricula and Courses Committee met 13 times before the April 1 Senate meeting and brought the following actions. They are scheduled to meet twice more before the end of the semester.

I. 1000-level course actions:

New courses added:

ENGR 1025	Engineering for Impact – Emerging Leaders (2/5/24)
ENGR 1195	Special Topics in Engineering (11/6/23)
KINS 1300	Fundamentals of Resistance Training (2/5/24)
NRE 1250	Community Engagement for Environmental Action (12/4/23)

Courses revised:

ENGL 1003	Academic Literacies for Multilingual Students (2/5/24)
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II. 2000-level course actions:

New courses added:

AAAS 2020	Introduction to Critical Muslim Studies (4/1/24)
ARE 2525	Sustainability Policy and Management (3/4/24)
CHIN 2800	Chinese Calligraphy [CA1, CA4-Int] (9/11/23)
CSE 2600	Introduction to Data Science and Engineering (2/5/24)
ENGR 2195	Special Topics in Engineering (11/6/23)
HDFS 3182 (2192)	Observing Early Childhood Development (3/4/24)
HIST 2204	History of Technology [CA1, CA3] (9/11/23)
HIST 2208	Science, Technology, and Society [CA1, CA3] (9/11/23)
HIST/WGSS 2525	LGBTQ+ History in the United States (2/5/24)

ME 2015	Introduction to Computing for Mechanical Engineers (2/5/24)
ME 2016	Introduction to Computational Fluid Dynamics (2/5/24)
ME 2017	Introduction to Finite Element Analysis (2/5/24)
ME/CE 2120	Applied Mechanics II (2/5/24)
ME 2140	Computer-Aided Design and Manufacturing (2/5/24)
ME 2250	Fluid Dynamics I (2/5/24)
PATH 1100E	One Health: People, Animals, Plants, and the Environment [CA3, EL] (9/11/23)
PATH 2200	Modern Biomedical Laboratory Techniques (9/11/23)
PATH 2710	Medical Microbiology: Bacteria and Fungi (9/11/23)
PATH 2720	Medical Microbiology: Viruses and Parasites (9/11/23)
PATH 2800	Medical Cell Biology (9/11/23)
URBN 2600	Work and Economic Justice (12/4/23)
AAAS 2010	Introduction to Refugee Studies (3/4/24)
<i>Courses revised:</i>	
BLAW/BADM 2238	Legal Aspects of Name, Image, and Likeness Representation (12/4/23)
CE 2211	Engineering Economics I (12/4/23)
CE 2710	Transportation Engineering and Planning (2/5/24)
ECON 2103	Honors Core: Deep Roots of Modern Societies (10/2/23)
HDFS 3120 (to 2120)	Introduction to Programs for Young Children (2/5/24)
HIST 2100/W	The Historian's Craft (9/11/23)
JOUR 2065	Mobile Storytelling (12/4/23)
MSE 2053	Materials Characterization and Processing Laboratory (2/5/24)
POLS 3429 (to 2429)	Political Violence (12/4/23)

SOCI 2310	Introduction to Criminal Justice (10/2/23)
STAT 2255	Statistical Programming (2/5/24)
SOCI 2260/W	Science, Medicine and Race (3/4/24)
HDFS 3182 (to 2192)	Observing Early Childhood Development (3/4/24)

III. Additions of 3000- and 4000-level Courses Recommended by the General Education Oversight Committee:

ENGL/WGSS 3020W	Professional and Technical Writing for Social Justice (2/5/24)
HIST/AAAS 3830E	Environmental History in East Asia [CA4-Int, EL] (9/11/23)
HRTS/ARTH 3580/W	Image as Witness: Testimony, Witness, Confession (9/11/23)
KINS 4511W	Scientific Writing in Advanced Topics in Health and Sport Performance (9/11/23)
ME 3256W	Data-Driven Decisions and Technical Communications (2/5/24)
NRE 3175W	Wetland Techniques (2/5/24)
NRE 3250W	Contaminants in the Environment (2/5/24)

IV. Revisions of 3000- and 4000-level Courses Recommended by the General Education Oversight Committee:

ANTH/HEJS 3050/W	Anthropology of Jews and Jewishness (4/1/24)
CE 4910W	Civil Engineering Projects (3/4/24)
COMM 3430/W	Science Communication (9/11/23)
CSE 4939W	Computer Science and Engineering Design Project I (2/5/24)
DRAM 3141/W-ENGL 3705/W	Playwriting (2/5/24)
ENGL 3115/W	Restoration and Eighteenth-Century British Literature (9/11/23)
HIST/AFRA 3753	History of Modern Africa [CA1, CA4-Int] (9/11/23)

LLAS/COMM/WGSS 3264 Latinas and Media [CA4] (9/11/23)

MARN 4210Q Experimental Design in Marine Ecology (2/5/24)

PHIL 3247/W Philosophy of Psychology (10/2/23)

PP 3030/POLS 3625 Public Opinion (9/11/23)

STAT 4916W Writing in Data Science (2/5/24)

WGSS 4994W Senior Seminar (2/5/24)

CE 4920W Civil Engineering Projects II (3/4/24)

IV. Deletion of 3000- and 4000-level Courses Recommended by the General Education Oversight Committee:

HIST 3204W Science and Social Issues in the Modern World (9/11/23)

KINS 4510W Advanced Topics in Health and Sport Performance (9/11/23)

CE 4900W Civil Engineering Projects I (3/4/24)

HDFS 4181W Early Childhood Development and Education: Supervised Teaching Practicum (3/4/24)

V. General Education Courses Recommended for Intensive Session

WGSS 2204 Feminisms and the Arts [CA1, CA4 to TOI-1, TOI-3] (12/4/23)

WGSS 2217 Women, Gender, and Film [CA1, CA4 to TOI-1, TOI-2] (12/4/23)

VI. Common Curriculum Course “Direct Transitions”

11/6/24

ENVE 1000E Environmental Sustainability [CA2, EL to TOI-4, TOI-5]

12/4/24

MAST/HIST 2210E History of the Ocean [CA1, EL to TOI-2, TOI-4]

PHIL 3212E Philosophy and Global Climate Change [EL to TOI-4]

WGSS 2217 Women, Gender, and Film [CA1, CA4 to TOI-1, TOI-2; Intensive session approved]

2/5/24

AMST 1700 Honors Core: American Landscapes [CA1 to TOI-2, TOI-4]

ANSC/NUSC 1645 The Science of Food [CA3 to TOI-6]

BIOL 1108 Principles of Biology II [CA3L to TOI-6L]

EPSY 1830 Critical and Creative Thinking in the Movies [CA2 to TOI-1]

EPSY 2810 Creativity: Debunking Myths and Enhancing Innovation [CA2 to TOI-1]

ERTH/GEOG 2310E Creating and Sustaining National Parks [EL to TOI-4]

EVST 1000E Introduction to Environmental Studies [CA2, EL to TOI-4, TOI-5]

MAST/HIST/LLAS 2507 New England and the Caribbean Plantation Complex, 1650-1900 [CA1, CA4 to TOI-2, TOI-5]

NUSC 1165 Fundamentals of Nutrition [CA3 to TOI-6]

NUSC 1167 Food, Culture, and Society [CA4INT to TOI-2]

NUSC/AH 1030 Interdisciplinary Approach to Obesity Prevention [CA3 to TOI-6]

PATH 1100E One Health: People, Animals, Plants, and the Environment [CA3, EL to TOI-4, TOI-6]

PHIL 1101 Problems of Philosophy [CA1 to TOI-5]

PHIL 1103 Philosophical Classics [CA1 to TOI-2, TOI-5]

PHIL 1108E Environmental Philosophy [CA1, EL to TOI-4]

PHIL 1109 Global Existentialism [CA1, CA4INT to TOI-2, TOI-5]

PHIL 1175 Ethical Issues in Health Care [CA1 to TOI-5]

PHIL 3216E/W Environmental Ethics [EL to TOI-4, TOI-5]

3/4/24

ANTH 1000/W Peoples and Cultures of the World [CA2, CA4-I to TOI-2, TOI-5]

ART 1000 Art Appreciation [CA1 to TOI-1, TOI-2]

ARTH 1141	From Sun Gods to Lowriders: Introduction to Latin American Art [CA1, CA4-I to TOI-2, TOI-3]
ARTH 2222	Race, Gender, Sexuality, and the Power of Looking [CA1, CA4 to TOI-2, TOI-3]
BIOL 1102	Foundations of Biology [CA3L to TOI-6L]
BIOL 1110	Introduction to Botany [CA3L to TOI-6L]
CAMS 1103	Classical Mythology [CA1 to TOI-2]
COGS 2201	Foundations of Cognitive Science [CA3 to TOI-6]
COMM 1000	The Process of Communication [CA2 to TOI-2, TOI-5]
DMD 2020	Design Thinking [CA1 to TOI-1]
EDCI 1100	If You Love It, Teach It [CA2 to TOI-5]
EDLR 2001	Contemporary Social Issues in Sport [CA4 to TOI-3]
ENGL 1401	Horror [CA1 to TOI-1, TOI-2]
ENGL 2055WE	Writing, Rhetoric, and Environment [EL to TOI-1, TOI-4]
EPSY 1450W	Mind, Body, Health [CA2, W to TOI-1, TOI-3]
ERTH 1000E	The Human Epoch: Living in the Anthropocene [CA3, EL to TOI-4, TOI-6]
ERTH/GEOG	1070 Natural Disasters and Environmental Change [CA3 to TOI-4, TOI-6]
GEOG 3350E	Global Change, Local Action: A Geography of Environmentalism [EL to TOI-4]
HIST/AMST 3542E	New England Environmental History [EL to TOI-2, TOI-4]
PHIL 1106	Non-western and Comparative Philosophy [CA1, CA4-I to TOI-2, TOI-5]
PHIL 1107	Philosophy and Gender [CA1, CA4 to TOI-3, TOI-5]
PHIL 2410	Know Thyself [CA1 to TOI-5]
POLS 1202	Introduction to Comparative Politics [CA2, CA4-I to TOI-2, TOI-5]
SPSS 1150/W	Agricultural Technology and Society [CA3 to TOI-2, TOI-5]
4/1/24	
AH 2330/5330	Italy's Mediterranean Food and Our Health [CA4-I to TOI-2]
AMST 1201	Introduction to American Studies [CA4 to TOI-2, TOI-3]

ANTH 2600	Honors Core: Microscopy in Applied Archaeobotany Research [CA3L to TOI-6L]
ANTH 3150W	Migration [CA4 to TOI-2, TOI-3]
ARE 1150	Principles of Applied and Resource Economics [CA2 to TOI-5]
EEB 2100E	Global Change Ecology [CA3, EL to TOI-4, TOI-6]
EEB 2202	Evolution and Human Diversity [CA3, CA4I to TOI-6]
EEB 2208E	Introduction to Conservation Biology [CA3, EL to TOI-4, TOI-6]
EEB 2222E	Plants in a Changing World [CA3, EL to TOI-4, TOI-6]
EEB 2250	Introduction to Plant Physiology [CA3 to TOI-6]
ENGL 2635E	Literature and the Environment [CA1, EL to TOI-4, TOI-5]
ERTH 1055	Geoscience and the American Landscape [CA3 to TOI-6]
HDFS 1060	Close Relationships Across the Lifespan [CA2 to TOI-5]
HDFS1070	Individual and Family Development (CA2 to TOI-5)
HDFS 2142E	Exploring Conservation and Sustainability with Preschoolers [CA2, EL to TOI-4]
HDFS 3540	Child Welfare, Law and Social Policy [CA2 to TOI-5]
HDFS/DMD 2620	Human Development, Digital Media, and Technology [CA2, CA4 to TOI-5]
JOUR 3046E	Environmental Journalism [EL to TOI-4]
KINS 2227	Exercise Prescription [CA3 to TOI-6]
MARN 1002E/1003E	Introduction to Oceanography [CA3/L, EL to TOI-4, TOI-6/L]
MARN 2801WE	Marine Sciences and Society [EL to TOI-4]
MAST 2300E	Marine Environmental Policy [EL to TOI-4, TOI-5]
MAST/POLS 2460E	Maritime Politics [CA2, EL to TOI-4, TOI-5]
NRE 1000E	Environmental Science [CA3, EL to TOI-4, TOI-6]
NRE 2215E	Introduction to Water Resources [EL to TOI-4]
NRE 3245E	Environmental Law [EL to TOI-4]
POLS 1002	Introduction to Political Theory [CA1 to TOI-5]

POLS 3208W	Politics of Oil [CA2 to TOI-4, TOI-5]
PSYC 1100	General Psychology I [CA3 to TOI-6]
PSYC 3104E	Environmental Psychology [EL to TOI-4]
SPSS 2500E	Principles and Concepts of Agroecology [EL to TOI-4]

VII. Common Curriculum Course “Transitions with Revisions”

ENGL 2405	Drama [CA1 to TOI-1, TOI-2] (3/4/24)
ENGL 2409	The Modern Novel [CA1 to TOI-1, TOI-2] (3/4/24)
ERTH 2800	Our Evolving Atmosphere [CA3 to TOI-4, TOI-6] (2/5/24)
WGSS 2204	Feminisms and the Arts [CA1, CA4 to TOI-1, TOI-2] (12/4/23)

VIII. Common Curriculum Courses NOT Transitioning

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] - Archiving
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
GERM 3252W	Studies in Early German Literature [CA1, W]
GERM 3254W	Studies in 19th Century German Literature [CA1, W]
HEJS 3201	HEJS 3201 Selected Books of the Hebrew Bible [CA1]
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]

IX. Other CC Business

Common Curriculum Program-Level Student Learning Objectives (PLOs) (12/4/23)

Writing Competency Student Learning Objectives (12/4/23)

X. "Pop-Up" Courses:

UNIV 3088 Confronting Anti-Muslim Hatred (2/5/24)

XI. TRUCK Approvals

FREN-ARAB TRUCK [Revise prereqs] (2/5/24)

ARAB 3102	FREN 3211W	FREN 3224	FREN 3261
ARAB 3551	FREN 3216	FREN 3231	FREN 3262
ARAB 3559	FREN 3218	FREN 3234	FREN 3267
ARAB 3570	FREN 3220	FREN 3235	FREN 3268
FREN 3210	FREN 3222	FREN 3251	FREN 3268W

HIST TRUCK [Revise numbers] (10/2/23)

AAAS/HIST 2688 (to 2868) AAAS/HIST 2688W (to 2868W)

AAAS/HIST 2101 (to 2225) AMST/HIST 2810 (to 2550)

HIST 2845 (to 2230) HIST 2845W (to 2230W)

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

UNIV 3294 Entrepreneurial Approaches to Community-Centered Innovation (2/5/24)

XIII. New S/U-Graded Courses

ANSC 3492 Fidelco Guide Dog Puppy Training (10/2/23)

XIV. Revised S/U-Graded Courses

SAAS 291 Professional Internship (12/4/23)

XV. Other Business

Program Learning Objectives (PLOs) for Common Curriculum (12/4/23)

XVI. Additional Action Items and Discussions

In addition to these action items, the committee discussed and worked on several proposals, five of which are worth including in this report.

1. The first one was the **report on the so-called ‘pop-up’ courses**. This was an item carried over from last year. Suzanne Wilson, the former Chair of the committee, led this effort and wrote the report with the support of the C&C Committee. The report was approved by the committee and submitted to the Senate Executive Committee (SEC). (10/17/23)
2. At the request of the Registrar, the committee discussed and approved a **recommendation regarding the process of archiving courses** that haven’t been taught in five years or longer. The main change in the process is that, instead of departments requesting the archiving of courses as is currently the case, the Registrar will automatically archive courses that haven’t been taught in five years unless departments ask to not have them archived for valid reasons. The recommendation was approved by the committee and submitted to the SEC. (10/17/23)
3. The C&C committee has discussed a **proposal regarding the creation of a syllabus repository** for all students to be able to check syllabi before enrollment. Different offices and committees

at the university have been involved in this discussion. The discussion is ongoing, and no action has been taken regarding this matter at this time.

4. Finally, the C&C committee reviewed and provided feedback on an **Academic Programs Glossary of Terms**, per a request from Gladis Kersaint, and a **Guide to Drafting Catalog Copy** that was created by various people involved in curricular review and oversight to help faculty draft more standardized catalog copy, especially for new and revised courses.

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

Common Curriculum Committee+ (CCC+)
Chair: Pamela Bedore
Program Support: Karen Piantek McDermott
Annual Report to the Senate
4/29/2024

Executive Summary

AY 2023-24 is year 2 of 3 in the transition from the General Education (GE) curriculum to the Common Curriculum for Leadership and Global Citizenship (CC), which will launch in Fall 2025. The members of the CCC+, the faculty navigators, and the faculty assessment fellow have worked with faculty, staff, and students across the University and across campuses to build a strong foundation for the final transitional year in AY 2024-25.

The CCC+ has made substantial progress or completely met all of its goals for this academic year and has also tackled several additional issues. With excellent faculty assessment fellows and faculty navigators in place for AY 2024-25, all appears to be in order for the launch of CC in Fall 2025.

This report covers: 1) progress on the goals set for 2023-24, 2) additional issues addressed or actions taken by the committee; 3) a preview of Senate by-law changes possibly to come from the CCC+ in AY 2024-25, and 4) a list of some of the 100+ amazing people who have made possible this work.

Goals for CCC+

In a report to the Senate on 9/11/2023, the CCC+ listed its goals for the year as follows:

1. Complete the **course migration** of the 694 GE courses (Content Area and E) to the Common Curriculum (CC);
2. Encourage the development of **many new CC courses**, partly through the Provost's CC Development Grants;
3. Encourage and oversee the **revision of many courses** for inclusion in the CC, partly through the Provost's CC Revision Grants;
4. Produce a **report of course capacity by Topic of Inquiry (TOI)**, including a breakdown by regional campus, for presentation at the Senate in October 2024;
5. Produce a process for the development and approval of **Themes**;
6. Work with the Office of Program Assessment to create a more engaged culture of **Assessment** as well as a specific assessment plan for the CC;
7. Work with CETL to continue nurturing a culture of **Accessibility** through the course design process as well as the syllabus review process;
8. Deliver **faculty development workshops** as needed;
9. Continue to **communicate regularly** with all identified stakeholder; and
10. **Maintain the current General Education (GE)** curriculum by reviewing all added, revised, and deleted courses.

Additional Issues and Actions

Over the course of the year, the CCC+ also discussed and in some cases took action on:

1. Revision of Quantitative Competency (Q) Criteria
2. New Student Learning Objectives (SLOs) for Competencies
3. Regional campus considerations
4. Additional/specific requirements of schools and colleges
5. Changes to the CAR system
6. Student Learning Objectives in the catalog
7. "Common Curriculum" in the catalog
8. The generic transfer general education course list
9. Information, Digital, and Media Literacy (IDML) and Dialogue competencies

Potential By-law Changes for AY 2024-25:

In preparing for AY 2024-25, the CCC+ anticipates the possibility of by-law change proposals regarding the following issues currently under discussion:

1. Course reserve caps for 1000-level GE/CC courses
2. Block transfer proposal
3. CCC membership

PROGRESS ON GOALS

1. Course Migration

In Spring 2023, the CCC+'s Streamlining subcommittee designed a course migration progress for the approximately 700 courses approved for Content Area and E designations. This process did not require Course Action Request (CAR) forms and instead provided each unit that offers CA or E courses with a spreadsheet of all courses taught by that unit. The unit was to submit the spreadsheet along with syllabi that clearly indicate the courses fulfill the learning objectives of the new TOIs by 11/1/2023.

Any courses needing catalog changes would require a CAR that could be submitted at the college level by 9/1/2024 (to receive full approval in time for the catalog deadline of 2/5/25 for AY 2025-26).

The course migration process represents hundreds of hours of work by faculty navigators as well as faculty throughout the University who assessed courses and revised syllabi to align existing courses to the new TOI student learning objectives.

Faculty navigators worked with several of the 70 units migrating courses in:

- filling out their course migration spreadsheets;
- revising their syllabi with attention to student learning objectives and the alignment of those objectives to assignments;
- organizing departmental workshops on course migration;
- facilitating meetings between departments about cross-listed courses and their transition to CC;
- working with faculty to identify existing courses that could transition to CC (especially TOI-1); and
- working with faculty to identify ideas for new CC courses (especially TOI-1).

The CCC+ and faculty navigators provided extensive assistance to proposers, including:

- documentation available on the website;
- several online workshops on various stages of the process;
- department-level course migration workshops; and
- individual consultation on syllabus revision.

In preparation for the course review process that is usually CCC's main task, the committee discussed processes, developed new guidelines, and had four faculty navigators preview all syllabi to ensure that they had essential components before they were sent to subcommittees.

CCC+'s subcommittees rose to the challenge of course review this academic year, with each of the subcommittees making significant progress on their dockets. Course transition spreadsheets were due to CCC+ by 11/1/2023, so it should be noted that review did not get underway in earnest until mid-Fall. Review began slowly as subcommittees wrangled members and established procedures for processing

the avalanche of courses, but the numbers below are a testament to their success in these endeavors.

Subcommittees with less than 100 courses (TOI-1, TOI-4, TOI-6, and Q) largely finished their review with the exception of a few proposals that are awaiting requested revisions. Meanwhile, subcommittees with more than 100 courses (TOI-2, TOI-3, and TOI-5) made impressive progress and faculty navigators will continue the review work into the summer.

Table 1. Subcommittee Review Progress

	TOI-1	TOI-2	TOI-3	TOI-4	TOI-5	TOI-6	Q	W
Approved	28	76	34	62	55	45	17	57
Still Under Review	17	46	29	10	51	18	1	23
Remaining	3	128	114	5	54	9	3	56

*Note: Courses approved include those submitted by CAR form as well. Courses “Still Under Review” and “Remaining” are Direct Transitions only.

Existing Courses Approved for Topics of Inquiry (TOIs)

The courses below have been approved to transition to TOIs under the new Common Curriculum as of the 4/1/2024 Senate Meeting.

As the numbers in Table 1 suggest, far more courses have been approved than what is represented below in Table 2, but it should be remembered that for a course to be considered “fully approved,” it must have all TOI designations approved as well as all competency designations (W or Q). In the case of most courses then, this means lining up at least two or three separate approvals from various subcommittees. Therefore, a significant number of courses are currently partially approved and awaiting their other designations to catch up to them before they can move on. In many cases, these courses are also seeking the TOIs that have the largest number of courses to review (TOI-2, TOI-3, and TOI-5).

In Summer 2024, faculty navigators will work in teams to process many of the remaining TOI-2, TOI-3, and TOI-5 course proposals. CCC+ expects to see most remaining course proposals moving forward to Senate C&C and full Senate for approval in Fall 2025.

For the most up-to-date lists moving forward, please see either the [Registrar's Catalog Changes website](#) (Select the report for "GEOC/Common Curriculum Courses" and sort as desired) or the [approval list](#) under our “Resources” tab on the [Common Curriculum website](#).

Courses Fully Approved for the Common Curriculum as of 4/1/2024

Course Number	Title and TOIs
AH 2330/5330	Italy's Mediterranean Food and Our Health [CA4-I to TOI-2]
AMST 1201	Introduction to American Studies [CA4 to TOI-2, TOI-3]
AMST 1700	Honors Core: American Landscapes [CA1 to TOI-2, TOI-4]

ANSC/NUSC 1645	The Science of Food [CA3 to TOI-6]
ANTH 1000/W	Peoples and Cultures of the World [CA2, CA4-I to TOI-2, TOI-5]
ANTH 2600	Honors Core: Microscopy in Applied Archaeobotany Research [CA3L to TOI-6L]
ANTH 3150W	Migration [CA4 to TOI-2, TOI-3]
ARE 1150	Principles of Applied and Resource Economics [CA2 to TOI-5]
ART 1000	Art Appreciation [CA1 to TOI-1, TOI-2]
ARTH 1141	From Sun Gods to Lowriders: Introduction to Latin American Art [CA1, CA4-I to TOI-2, TOI-3]
ARTH 2222	Race, Gender, Sexuality, and the Power of Looking [CA1, CA4 to TOI-2, TOI-3]
BIOL 1102	Foundations of Biology [CA3L to TOI-6L]
BIOL 1108	Principles of Biology II [CA3L to TOI-6L]
BIOL 1110	Introduction to Botany [CA3L to TOI-6L]
CAMS 1103	Classical Mythology [CA1 to TOI-2]
COGS 2201	Foundations of Cognitive Science [CA3 to TOI-6]
COMM 1000	The Process of Communication [CA2 to TOI-2, TOI-5]
DMD 2020	Design Thinking [CA1 to TOI-1]
EDCI 1100	If You Love It, Teach It [CA2 to TOI-5]
EDLR 2001	Contemporary Social Issues in Sport [CA4 to TOI-3]
EEB 2100E	Global Change Ecology [CA3, EL to TOI-4, TOI-6]
EEB 2202	Evolution and Human Diversity [CA3, CA4I to TOI-6]
EEB 2208E	Introduction to Conservation Biology [CA3, EL to TOI-4, TOI-6]
EEB 2222E	Plants in a Changing World [CA3, EL to TOI-4, TOI-6]
EEB 2250	Introduction to Plant Physiology [CA3 to TOI-6]
ENGL 1401	Horror [CA1 to TOI-1, TOI-2]
ENGL 2055WE	Writing, Rhetoric, and Environment [EL to TOI-1, TOI-4]
ENGL 2405	Drama [CA1 to TOI-1, TOI-2]
ENGL 2409	The Modern Novel [CA1 to TOI-1, TOI-2]
ENGL 2635E	Literature and the Environment [CA1, EL to TOI-4, TOI-5]
ENVE 1000E	Environmental Sustainability [CA2, EL to TOI-4, TOI-5]
EPSY 1450W	Mind, Body, Health [CA2, W to TOI-1, TOI-3]
EPSY 1830	Critical and Creative Thinking in the Movies [CA2 to TOI-1]
EPSY 2810	Creativity: Debunking Myths and Enhancing Innovation [CA2 to TOI-1]
ERTH 1000E	The Human Epoch: Living in the Anthropocene [CA3, EL to TOI-4, TOI-6]
ERTH 1055	Geoscience and the American Landscape [CA3 to TOI-6]
ERTH 2800	Our Evolving Atmosphere [CA3 to TOI-4, TOI-6]
ERTH/GEOG 1070	Natural Disasters and Environmental Change [CA3 to TOI-4, TOI-6]
ERTH/GEOG 2310E	Creating and Sustaining National Parks [EL to TOI-4]
EVST 1000E	Introduction to Environmental Studies [CA2, EL to TOI-4, TOI-5]
GEOG 3350E	Global Change, Local Action: A Geography of Environmentalism [EL to TOI-4]

HDFS 1060	Close Relationships Across the Lifespan [CA2 to TOI-5]
HDFS 1070	Individual and Family Development (CA2 to TOI-5)
HDFS 2142E	Exploring Conservation and Sustainability with Preschoolers [CA2, EL to TOI-4]
HDFS 3540	Child Welfare, Law and Social Policy [CA2 to TOI-5]
HDFS/DMD 2620	Human Development, Digital Media, and Technology [CA2, CA4 to TOI-5]
HIST/AMST 3542E	New England Environmental History [EL to TOI-2, TOI-4]
JOUR 3046E	Environmental Journalism [EL to TOI-4]
KINS 2227	Exercise Prescription [CA3 to TOI-6]
MARN 1002E/1003E	Introduction to Oceanography [CA3/L, EL to TOI-4, TOI-6/L]
MARN 2801WE	Marine Sciences and Society [EL to TOI-4]
MAST 2300E	Marine Environmental Policy [EL to TOI-4, TOI-5]
MAST/HIST 2210E	History of the Ocean [CA1, EL to TOI-2, TOI-4]
MAST/HIST/LLAS 2507	New England and the Caribbean Plantation Complex, 1650-1900 [CA1, CA4 to TOI-2, TOI-5]
MAST/POLS 2460E	Maritime Politics [CA2, EL to TOI-4, TOI-5]
NRE 1000E	Environmental Science [CA3, EL to TOI-4, TOI-6]
NRE 2215E	Introduction to Water Resources [EL to TOI-4]
NRE 3245E	Environmental Law [EL to TOI-4]
NUSC 1165	Fundamentals of Nutrition [CA3 to TOI-6]
NUSC 1167	Food, Culture, and Society [CA4INT to TOI-2]
NUSC/AH 1030	Interdisciplinary Approach to Obesity Prevention [CA3 to TOI-6]
PATH 1100E	One Health: People, Animals, Plants, and the Environment [CA3, EL to TOI-4, TOI-6]
PHIL 1101	Problems of Philosophy [CA1 to TOI-5]
PHIL 1103	Philosophical Classics [CA1 to TOI-2, TOI-5]
PHIL 1106	Non-western and Comparative Philosophy [CA1, CA4-I to TOI-2, TOI-5]
PHIL 1107	Philosophy and Gender [CA1, CA4 to TOI-3, TOI-5]
PHIL 1108E	Environmental Philosophy [CA1, EL to TOI-4]
PHIL 1109	Global Existentialism [CA1, CA4INT to TOI-2, TOI-5]
PHIL 1175	Ethical Issues in Health Care [CA1 to TOI-5]
PHIL 2410	Know Thyself [CA1 to TOI-5]
PHIL 3212E	Philosophy and Global Climate Change [EL to TOI-4]
PHIL 3216E/W	Environmental Ethics [EL to TOI-4, TOI-5]
POLS 1002	Introduction to Political Theory [CA1 to TOI-5]
POLS 1202	Introduction to Comparative Politics [CA2, CA4-I to TOI-2, TOI-5]
POLS 3208W	Politics of Oil [CA2 to TOI-4, TOI-5]
PSYC 1100	General Psychology I [CA3 to TOI-6]

PSYC 3104E	Environmental Psychology [EL to TOI-4]
SPSS 1150/W	Agricultural Technology and Society [CA3 to TOI-2, TOI-5]
SPSS 2500E	Principles and Concepts of Agroecology [EL to TOI-4]
WGSS 2217	Women, Gender, and Film [CA1, CA4 to TOI-1, TOI-2; Intensive session approved]

An ancillary benefit of the course migration has been that departments and units (henceforth referred to as “units” collectively) had an opportunity to evaluate their course offerings in general education and clean up their catalogs. In preparing their documents for submission, many units discovered they had older courses that have not been offered recently and/or were unlikely to be offered again in the near future.

To this end, units indicated to CCC+ that the courses below would not transition to the CC. Where available, the department plans for the course have been indicated. The options were to:

- **Delete** – The course will be fully removed from the catalog and will need to be re-added via CAR (or eventually CourseLeaf) if the unit wishes to offer it again. The course deletion itself needs a CAR request. These will be handled by the CCC+ Admin over the summer.
- **Archive** – The course will be ‘shelved’ until such time that the unit decides to offer it again. The course is removed from print or online versions of the catalog, but it remains in the Student Administration system. To offer the course again, a unit need only request that the course be unarchived by contacting the Office of the Registrar.
- **Phase Out** – In some case, the unit wanted to continue offering a course but did not want it to count for CC credit. In these cases, the course will continue to run and count for applicable Content Area credit under the old GE system until that system is phased out in a few years.

Courses Departments have Chosen Not to Transition to the Common Curriculum

Department/Unit	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	CA3	Archive

		Biology		
CHEG	1200	Introduction to Food Science and Engineering	CA3	Archive
CLCS	1002	Reading Between the Arts	CA1	Archive
CLCS	3211	Indigenous Film World Wide	CA1, CA4INT	Phase Out
ECON	1179	Economic Growth and the Environment	CA2	Archive
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	
HEJS	3201	HEJS 3201 Selected Books of the Hebrew Bible	CA1	
HIST	1800	The Roots of Traditional Asia	CA1, CA4INT	
HIST	3204W	Science and Social Issues in the Modern World	CA4, W	Archive
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	Archive
POLS	3023/W	Politics and Literature	CA2, W	Archive
POLS	3208	Politics of Oil	CA2	Archive
POLS	3211	Politics of Water	CA2	Archive
POLS	3211W	Politics of Water	CA2, W	Archive
POLS	3237/W	Democratic Culture and Citizenship in Latin America	CA2, W	Archive
POLS	3240E	Environmental and Climate Justice	CA2, EL	Archive
POLS	3472/W	South Asia in World Politics	CA4INT, W	Archive
POLS	3615/W	Electoral Realignment	CA2, W	Archive
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	Archive regular, Phase out W
SOCI	2720E/ W	Environmental Racism, Colonialism and Justice	EL	Archive
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	Archive
SOCI/HRTS/AFR A	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	

Intensive Session Offerings

CCC+ reviews proposals to offer existing GE courses and now CC courses in intensive sessions (4 weeks or less). Courses are approved either fully or provisionally, depending on the measure of

assurance the committee had that the GE or CC objectives of a given course could be maintained in the intensive course format.

Going into the CC transition, there were 111 courses approved for intensive session, 101 of which were eligible to be considered for TOIs. The other 10 were Q-only courses.

Departments were instructed to send an intensive session syllabus for any courses that wished to remain on or be put on the approved list. At the time of this report, CCC+ has received only 17 intensive session syllabi. Additionally, six courses on the list are not transitioning to TOIs at all and will thus be phased out. Since they are eventually losing their GE designations, they will no longer need CCC+ approval to be offered in intensive session.

CCC+ has approved the following courses for intensive session offering thus far:

- COMM 1000 The Process of Communication [CA2 to TOI-2, TOI-5]
- POLS/AFRA 3642 African-American Politics [CA4 to TOI-2, TOI-3]
- WGSS 2204 Feminisms and the Arts [CA1, CA4 to TOI-1, TOI-3]
- WGSS 2217 Women, Gender, and Film [CA1, CA4 to TOI-1, TOI-2]

2. New Course Development

CCC+ provided extensive instructions and held several workshops in preparation for two Provost Grant Common Curriculum competitions, one for new courses and one for course revisions. With many thanks to the ad hoc reviewers and the grant review committee (listed in Appendix I), the CCC+ is pleased to announce that it awarded the following grants to create new courses for the Common Curriculum, which will be taught for the first time in AY 2025-26.

Please note that a significant number of both new and revised courses funded by grants will be seeking the TOI-1 designation for Creativity: Design, Expression, Innovation. There was concern that TOI-1 would be short of courses, but the enrollment projections for TOIs (see Section 4, Table 2 below) coupled with this influx of new TOI-1 courses give us cause for optimism that students will be suitably covered in this area.

- Chathura Abeywickrama & Kyle Hadden - PHAR 2XXX Fundamentals in Chemical Biology (TOI-1, TOI-6)
- Melissa Arganaraz Gomez - URBN 2XXX Participatory Action Research (TOI-1, TOI-6)
- Ellen Carillo - ENGL 2XXX Introduction to Fan Studies (TOI-1, TOI-2)
- Andrea Celli - ILCS 1102 From Baghdad to Florence: Medieval storytelling in Modern Perspective (TOI-1, TOI-2)
- Tina Chiappetta-Miller - ILCS 3268/W Views of the Environment from Italy (TOI-2, TOI-4)
- Jeanne Ciravolo - ART 1XXX Creativity and Visual Art Practices (TOI-1)
- Martha Cutter - ENGL 2XXX/W Reading and Writing the Medical Humanities (TOI-1, TOI-3)
- Elizabeth Della Zazzera - HIST 2XXX/W Revolution and Social Change (TOI-3, TOI-5)

- Jill Desimini - ART/DMD/ENGR/LAND/(DRAM) 1XXX Design Appreciation (TOI-1)
- Rodolfo Fernandez - LLAS/HIST 16XX/W Latin American Histories through Popular Cultures (TOI-1, TOI-2)
- Rodolfo Fernandez - LLAS/HIST 26XX Role Playing Revolutionary Mexico (TOI-1, TOI-3)
- Anke Finger - GERM 2600 Sensation, Perception, Expression: Media Aesthetics and Environmental Humanities (TOI-1, TOI-4)
- Beth Ginsberg - POLS 36XX LGBTQ+ Politics in the United States (TOI-3, TOI-5)
- Phoebe Godfrey - SOCI 2XXXE/W Human Societies and the Living Earth (TOI-1, TOI-2)
- Anna Horakova - GERM 3210W Engineering Texts: German Culture and Technology in the 20th and 21st Centuries (TOI-1, TOI-2)
- Najnin Islam - ENGL 2XXX Literature of Migration (TOI-2, TOI-3)
- Tiffany Kelley - NURS 1150 Introduction to Healthcare Innovation (TOI-1)
- Greg Kneidel - ENGL 2XXX Texts Images Objects (TOI-1, TOI-2)
- Raphael Koenig - FREN 1057 Medicine, Disability, and Literature (TOI-1, TOI-2)
- Hassanaly Ladha - FREN 1155 Literature and Sexuality (TOI-1, TOI-3)
- Leslie LaPointe - NURS 2XXX Planetary Health (TOI-1, TOI-6)
- Meng Liansu - CHIN/AAASI 2660E Chinese Eco-Literature and Eco-Cinema (TOI-1, TOI-4)
- Nora Madjar - MENT/BADM 2XXX Creative Synergies: Mastering Creativity and Innovation for Individuals, Teams and Organizations (TOI-1)
- Mia Maltz - SPSS 2XXX Fungi, Fire and Floods: Soil Microbes and Global Change (TOI-4, TOI-6)
- Nan Meng - CHIN 2360 Chinese Dishes and Drinks (TOI-2, TOI-5)
- Jonathan Moore - OPIM 2XXX Navigating the Future of Technology (TOI-1)
- Elva Orozco Mendoza - WGSS 2256W Latin American and Latinx Feminist Theory and Praxis (TOI-1, TOI-3)
- Melina Pappademos et al. - AH/PHARX/SOCI 22XX Truth, Racial Healing, & Transformation in Health Equity & Its Social Determinants (TOI-3, TOI-5)
- Sohyun Park - LAND 2XXX Biophilic Cities and Landscapes (TOI-1, TOI-4)
- Mallory Perry - Eaddy & Michelle Cole - NURS 2176 Global Politics of Child Health and Development (TOI-2)
- Gregory Pierrot & Debapriya Sarkar - ENGL 2XXX/W Creative Criticism (TOI-1)
- Erin Scanlon et al. - PHYS 1050Q The Physics of Movies (TOI-1, TOI-6)
- Marie Shanahan - JOUR 1XXX Navigating Misinformation: News Literacy for the Digital Age (TOI-5)
- Jungmin Song - DRAM/AAAS 2XXX Asian American Theater and Performance (TOI-2, TOI-3)
- Geoffrey Tanner - PNB 3XXX/W Neurotechnology: Thinking and Writing on the Cutting Edge of (Neuro)Science (TOI-1, W)
- Harry van der Hulst - LING 2XXX The Origin and Evolution of Language (TOI-2, TOI-6)
- Manuela Wagner - GERM 2500 Fostering Intercultural Citizenship for Sustainable Futures through Creative Solutions and Human Rights Advocacy (TOI-1, TOI-4)
- Scott Wallace - JOUR/HRTS 2XXX Global Press Freedom (TOI-2, TOI-5)

- Matthew Worwood - DMD/OPIM 2030 Generative AI for Creative Minds and the Future of Work (TOI-1)

3. Revised Course Development

The following units were also awarded grants to revise existing courses for the Common Curriculum.

- The School of Business
 - BUSN/BADM 2235 Personal Financial Literacy (TOI-5)
 - MENT/BADM 2236 Content Entrepreneurship (TOI-1)
 - MKTG/BADM 2237 Personal Brand Management (TOI-1, TOI-2)
 - BLAW/BADM 2238 Legal Aspects of Personal Brand Management (TOI-5)
 - MENT/BADM 2234 The Entrepreneurial Journey (TOI-1, TOI-3)
- Dramatic Arts
 - DRAM 1101: Introduction to Theatre (TOI-1)
 - DRAM 2134: Honors Core: Sports as Performance (TOI-1, TOI-5)
 - AFRA/DRAM 3131 African American Theatre (Title change to Black Theatre) (TOI-1, TOI-2)
 - AFRA/DRAM 3132: African American Women Playwrights (Title change to Black Women Playwrights) (TOI-1, TOI-2)
- English
 - ENGL 1101/W Classical and Medieval Western Literature (TOI-1, TOI-2)
 - ENGL 1103/W Renaissance and Modern Western Literature (TOI-1, TOI-2)
 - ENGL 2401/W Poetry (TOI-1, TOI-2)
 - ENGL 2407 The Short Story (TOI-1, TOI-2)
- French
 - FREN 1169 Modernity in Crisis: France and the Francophone World From 1850 to Today (TOI-2, TOI-3)
 - FREN 1171 French Cinema (TOI-1, TOI-2)
 - FREN 3210 French Art and Civilization (TOI-1, TOI-2)
 - FREN 3211W Contemporary France (TOI-1, TOI-2)
 - FREN 3218 Postcolonial Studies (TOI-2, TOI-3)
 - FREN 3224 Issues in Cultural Studies, the Media, and the Social Sciences (TOI-2, TOI-5)
 - FREN 3234 Romanticism, Realism, Fin de Siecle: 19th century literature (TOI-1, TOI-2)
 - FREN 3235 French Modernity (TOI-1, TOI-3)
 - FREN 3261 From the Holy Grail to the Revolution: Introduction to Literature (TOI-2, TOI-3)
 - FREN 3262 From the Romantics to the Moderns: Introduction to Literature (TOI-1, TOI-2)
 - FREN 3268/W Grammar and Composition (TOI-1, TOI-2)
- Geography

- GEOG 2100 Economic Geography (TOI-1, TOI-5)
- GEOG 1010 New Digital Worlds of Geographic Information Science (TOI-6)
- GEOG 3410E Human Modifications of Natural Environments (TOI-4, TOI-6)
- Literatures, Cultures, and Languages
 - CAMS 3245 Ancient World in Cinema (TOI-1, TOI-2)
 - CHIN 2800 Chinese Calligraphy (TOI-1, TOI-2)
 - CHIN 3280 Networking in China (TOI-2, TOI-5)
 - GERM 1175 Human Rights and German Culture (TOI-3, TOI-5)
 - GERM 3251 German Culture and Civilization (TOI-2)
 - GERM 3255 Studies in Twentieth-Century German (TOI-2)
 - GERM 3258 Germans in Africa, Blacks in German-Speaking Countries, and Post-Colonial Perspectives (TOI-2, TOI-3)
 - ILCS 1168 Adaptation: Italian Literature into Film (TOI-1, TOI-2)
- School of Nursing
 - NURS 3070 Culturally Informed Communication with Spanish-Speaking Healthcare Consumers (TOI-3)
- Nutritional Science
 - NUSC 2200 Nutrition and Human Development (TOI-6)
- Sustainable Plant and Soil Systems
 - SPSS 3210/PLSC 5210 Molecular Laboratory Technology (TOI-6L)
 - SPSS 3230 Biotechnology-Science, Application, Impact, Perception (TOI-5, TOI-6)
 - SPSS 2120 Environmental Soil Science (TOI-4, TOI-6)
 - SPSS 2125 Environmental Soils Laboratory (TOI-6L)
- Women's, Gender, and Sexuality Studies
 - WGSS 3264 Gender in the Workplace (TOI-3, TOI-5)
 - WGSS 3253/W Gender Representations in U.S. Popular Culture (TOI-1)
 - WGSS 2217 Women, Gender, and Film (TOI-1, TOI-2)
 - WGSS 2267 Women and Poverty (TOI-3, TOI-5)

4. Anticipated Enrollment Capacities

With thanks to the Office of the Registrar, we are able to project the anticipated enrollment capacities for each TOI based on previous offerings of currently existing courses. Data reflects the capacity for courses offered across campuses during the period of Summer 2022 through Spring 2024 (six semesters). These capacities assume that courses seeking each TOI are actually approved for the requested TOI.

Table 2. Anticipated Enrollment Capacities by TOI for a 2-Year Period

	TOI-1	TOI-2	TOI-3	TOI-4	TOI-5	TOI-6	TOI-6L
Storrs	10,792	46,597	34,129	15,958	55,416	28,189	25,605
Avery Point	488	1577	1746	1034	2919	1184	1381
Hartford	1026	5624	4389	1046	8145	2622	2529
Stamford	1132	6913	5296	1480	10,496	4749	2885
Waterbury	493	2806	2394	399	3984	1591	1733

For comparison purposes, the enrollment capacities below by CA give us an idea of what is sustainable. In particular, the capacity for Environmental Literacy (EL) provides a baseline for the minimum number of seats needed for a 3-credit requirement in any one area. Students are only required to take one 3-credit course in EL, and we are at the point where all current students must fulfill this requirement. There does not appear to be a significant shortage of seats in EL at this time, so we can infer that the numbers below (13,767 seats at Storrs, etc) are sufficient for UConn’s student population.

When Common Curriculum was first approved, there was significant concern about the enrollment capacity for the TOI-1 area, but in comparing numbers, TOI-1 is not far from EL in terms of its capacity. Moreover, only one cohort of student will be subject to TOI-1 requirements starting Fall 2025, so there is time to build the capacity needed. As noted above, most of the proposals awarded course development grants for this year’s competition include the TOI-1 designation, so we expect an influx of additional seats as of Fall 2025. In short, the numbers above and below suggest that Common Curriculum will launch in Fall 2025 with more-than-adequate capacity in all areas.

Table 3. Enrollment Capacities by CA for a 2-Year Period from Summer 2022 to Spring 2024

	CA1	CA2	CA3	CA3-L	CA4	CA4-I	EL
Storrs	40,178	43,309	16,089	25,801	12,841	27,690	13,767
Avery Point	1852	1942	719	1381	590	879	968
Hartford	5101	5467	1384	2529	1580	2601	986
Stamford	6112	7086	2587	3029	1967	2900	1480
Waterbury	2458	2666	991	1733	979	1481	399

5. Themes

The ad hoc Themes subcommittee was formed in Spring 2023 and was charged with the following:

- Develop criteria for Themes,
- Develop a form for faculty to fill out when proposing a new Theme, and
- Develop two FAQs about Themes (one for faculty and one for students).

The Themes subcommittee was co-chaired by Mary Donegan and Emma Bojinova in Fall 2023 and met twice to finalize initial recommendations for guidelines that were begun in Spring 2023. These

guidelines were shared with CCC+ for feedback.

The subcommittee's work was difficult given that no one knew what to expect in terms of interest in Themes. The Themes guidelines might need to differ based on 1) whether CCC+ received five Themes proposals or 50 proposals, 2) what areas Themes were proposed for, and/or 3) how much overlap there was among proposed Themes, among other factors.

CCC+ therefore requested proposals for pilot Themes in order to work with an actual sample set. Our request for proposals garnered significant interest, especially from the College of Agriculture, Health, and Natural Resources (CAHNR). The proposals received were as follows:

- Climate and Society
- Climate System Science
- Crossing Boundaries: The Movement of People, Goods, and Ideas
- Earth Systems Science and Society
- Economic Systems for the 21st Century
- Environmental Leadership for Change
- Environmental Systems Conservation
- Examining Cities and Urban Communities
- Food and Water for the Future
- Mind-Body Justice: Disability, Gender, and Race
- Sustainable Futures
- Sustainable Landscapes
- Transition to a Low-Carbon Economy
- Utopia, Imaginaries, Techno-Futurisms, and Rights

In Spring 2024, the Themes subcommittee transitioned to pilot review, and this group is chaired by CCC+ Chair Pam Bedore. They will consider these proposals and refine guidelines based on their observations from this sampling.

Both the draft form and the two FAQs are in development. The subcommittee is working with draft guidelines and criteria for the proposal and management of Themes. In particular, the subcommittee has so far determined that:

- By nature, every course within a Theme must carry at least one TOI. Courses that only have a W and/or a Q designation are not eligible for Themes.
- Themes must contain a minimum of three (3) courses and up to a maximum of ten (10) courses. CCC+ highly recommends that Themes strive to include at least four (4) courses. Under some circumstances, managing departments or units can petition to have more than ten courses in a Theme.
- For a Theme to be considered available at a given campus, course availability must be such as to allow a student to complete the Theme in two years.
- Faculty must be mindful of how often courses in a Theme are offered. If there are only three

courses in the Theme, all three courses must be offered at least once a year. Otherwise, at least three courses in a Theme must be offered every year or every other year (i.e. within 4 semesters).

- One course offering in the Theme must be at the 1000-level. If there are more than three courses in a Theme, students are not required to take the 1000-level course.
- Special Topics courses, Variable Topics courses, and courses that offer a variety of topics under one number cannot be approved for a Theme; each section of a course must fulfill the Theme.
- Themes are not required to cross colleges, but at least two or more departments or units must be represented in each Theme. Cross-listed courses may satisfy this requirement.
- Themes cannot be closed. All Themes must be available to all students.
- Only approved courses within a Theme can be used. No substitutions are allowed.
- Schools and colleges may require some of the courses within a Theme but cannot require that their students complete the Theme itself. We highly encourage schools and colleges to allow students agency in their choice of Common Curriculum courses.
- Once a Theme is approved, the syllabi for all courses in that Theme should mention that the course fulfills part of “XX” Theme.

The committee is also considering making two strong recommendations:

- Themes should include more than one TOI, but students may choose courses all in the same TOI from within a Theme.
- Ideally, no Theme will include more than three courses from a single subject area.

The subcommittee has concerns about creating Themes that students cannot reasonably complete in four years based on the availability of classes, so the group felt that there needed to be careful oversight of this. Therefore, the subcommittee suggests that CCC+ should add a standing Themes subcommittee responsible for reviewing and approving Themes and checking them for continued compliance.

6. Assessment

The Assessment subcommittee was chaired by Jamie Kleinman, the CCC+ faculty assessment fellow. The subcommittee met a total of eight times during this academic year (9/6/2023, 9/20/2023, 10/4/2023, 10/18/2023, 11/1/2023, 11/15/2023, 11/29/2023, and 2/5/2024).

Charge

The CCC+ charged the ad hoc assessment subcommittee to:

1. Synthesize the descriptive language for the Common Curriculum into clear, measurable, program-level learning outcomes (October 2023);
2. Develop a long-term assessment plan for the Common Curriculum (March 2024); and
3. Produce materials for an assessment tab on the Common Curriculum website (March 2024).

Progress

The members of this subcommittee met regularly throughout the fall to discuss the three charges. To accomplish the first charge, they worked from a draft document created by subcommittee members who attended the week-long James Madison Assessment 101 Summer Institute in June 2023.

Charge 1

On 10/9/2023 the following program-level learning outcomes were presented to the CCC+ committee for feedback and approval:

After completing the requirements of the Common Curriculum, students will graduate as responsive global citizens capable of working within communities and systems to create innovative solutions in an ever-changing world.

After completing the Common Curriculum, students will be able to:

PL01: Demonstrate versatility and adaptability in a rapidly changing world

PL02: Combine knowledge in innovative or creative ways

PL03: Apply learning strategies to new contexts

PL04: Collaborate to address challenges on both a local and global scale

PL05: Recognize human differences and the ways in which those differences can enhance our lives

PL06: Express quantitative and qualitative ideas effectively in written, visual, aural, and/or oral forms

PL07: Interpret, solve, and/or model problems

Charge 2

After the program-level learning outcomes were approved by the CCC+ on 11/6/2023, the focus shifted to drafting an Assessment Plan Structure. The subcommittee identified five areas:

Completed and current work

Assessment components

Assessment process

Reporting and feedback

Administrative needs

They determined that there should be a 3-year assessment cycle. A variety of student work samples would be assessed representing all Topics of Inquiry (TOIs) and Competencies. The Common Curriculum launches in Fall 2025. They proposed the following timeline:

AY 24-25: Focus groups and surveys about student experiences

AY 25-26: Pre-pilot with small group of instructors to determine best ways to obtain student work and data

AY 26-27: Pilot Year with new course and course revision grant recipients from AY 24-25 and anyone else who wants to be a part of this process. Full walk-through of data collection and analysis. This would be considered YEAR ONE of the first three-year cycle. Need to determine which TOIs and Cs to measure.

AY 27-28: Pilot + year, adding in additional courses and departments to measure the TOIs and Cs for that cycle.

AY 28-29: Complete sampling by assessing the remaining TOIs and Cs and refining the sampling and reporting process.

They discussed assorted options for conducting and assessing the data and determined that feedback should be formative and not evaluative, especially for the first several full assessment cycles. One of the major objectives for the first several cycles is increasing fidelity of students learning objectives through different sections of the same course. This plan was presented to the CCC+ on 1/29/2024 for feedback and approval and to determine next steps.

One suggestion was that an additional Assessment Fellow be included, and these two individuals will co-chair this subcommittee for AY 24-25. It is recommended that this group should move from an ad hoc to a permanent subcommittee within CCC+, and the membership should include one person from each of the TOI and Competency committees to increase alignment and cohesion throughout the curriculum.

Charge 3

Materials have been added to the website on an ongoing basis. Workshops and information sessions have been held throughout the year. There will be several CCC+ sessions in the upcoming Assessment Institute sponsored by the Office of Academic Program Assessment.

Future Work

It is the recommendation of the members of the subcommittee that this work be carried forward during the next academic year as proposed. The focus will be on determining specific procedures for collecting and assessing data using existing student artifacts and developing a culture of assessment within the Common Curriculum and University.

7. Accessibility

One of the CCC+ faculty navigators, Erin Scanlon, is leading a small team of navigators in providing in-depth accessibility review of syllabi for departments seeking such review. Scanlon is also working with CETL in gathering resources for best practices regarding syllabus accessibility. All unit heads with courses in the migration process have received an invitation to receive a detailed accessibility review of a sample of their syllabi. This work will be ongoing over Summer and Fall 2024.

8. Faculty Development Workshops

CCC+ provided the following online workshops for faculty:

- Preparing Course Migration Spreadsheets and Syllabi (Weds, 9/13/2023 and Thurs, 9/14/2023 3-4PM, online)

- Developing new Creativity Courses (Weds, 9/28/2023 and Thurs, 9/29/2023, 3-4PM, online)
- Applying for a Provost's Grants (Weds, 10/11/2023 and Thurs, 10/12/2023, 3-4PM, online)

CCC+ and CETL are working together to offer a full-day Common Curriculum Course Design Retreat for Weds, 5/8/2024, 9AM-4PM, in person at Storrs. This retreat will offer sessions on course design, working effectively with student learning objectives, and Themes. Although it is specially designed for recipients of Provost Grants for new and revised courses, it is open to anyone teaching or designing Common Curriculum courses.

CCC+ will provide refreshments and lunch, as well as travel reimbursement for regional campus faculty.

The Course Design Retreat will be followed in summer by learning communities led by faculty navigators as well as by a series of synchronous and asynchronous online workshops.

9. Communications

The Communication & Coordination subcommittee was formed in Spring 2023 and was charged with the following:

- Develop a communication plan for announcing the new CC to various stakeholders (students, faculty, staff),
- Develop language to more describe the two new competencies—Information, Digital & Media Literacy and Dialogue—that will be infused throughout the curriculum, and
- Consider the proposal to add Skill Codes to each CC course.

The Communication & Coordination subcommittee is chaired by Brandy Nelson. It met regularly throughout the academic year.

The subcommittee reviewed the proposal to add a Skill Code for each CC courses and recommended against it, citing concerns with the proposal's potential to confuse students and future transcript readers as well as to reduce the effectiveness of the advising tools in Student Admin. The CCC+ reviewed the response (please see Appendix II) and will vote on the proposal in Fall 2025 after the Course Leaf tool is fully live and CC course tools can be viewed.

The subcommittee identified several stakeholders that will need communications regarding the Common Curriculum:

- New Undergraduate Fall 2025 Students
- Prospective Students
- Community Colleges
- Early College Experience (ECE)
- Employers
- Parents

- UConn Advisors
- UConn Admissions
- UConn Faculty
- UConn General Staff

The subcommittee has begun the development of FAQs for the various groups and has completed an FAQ for advisors (shared with CCC+ on 4/8/2024, see Appendix III) for distribution by the end of Spring 2024.

Working with University Communications, the subcommittee has developed a communications toolkit to ensure a consistent look for all CC materials. Over Summer 2024, the subcommittee will work with CCC+ Admin Karen Piantek McDermott to reorganize the CC website with attention to multiple audiences, as that website is currently targeted primarily at course proposers and reviewers.

The CCC+ chair has continued to meet with stakeholders around the university in preparing to launch the Common Curriculum. This includes:

Regular meetings with:

- The Provost's Office
- The Registrar's Office
- CETL Faculty Development
- The CLAS C&C chair

Occasional meetings with several groups:

- School and College C&C chairs
- Regional Campus schedule managers
- Advisors

Ad hoc meetings with individuals from several offices:

- ACES/BGS
- Career Center
- Early College Experience
- eCampus
- Honors
- Student Success
- Summer/Winter Programs
- Transfer Office

10. Maintenance of the Current General Education Curriculum

General Education Course Substitutions, Adjustments, and ECE Transfers Status

Course Substitutions

There are two processes for reviewing and approving substitutions for General Education courses. Most substitutions are made at the School or College level. Of these, most are for transfer students who completed coursework at their previous institution or abroad. General Education credits in these cases are carried in a generic course code. The Registrar’s office kindly supplies CCC+ with a list of all substitutions made for enrolled students during the academic year.

After peaking at 230 total course substitutions in 2016-2017, substitutions declined every year until 2020-2021 when they jumped back up due in large part to the addition of the EL requirement. Course substitutions were at a several-year low of 109 in 2021-2022, but surged again last year to 213, driven largely by EL and Second Language. This year’s number falls in between these two extremes. Please see Tables 4, 5, and 6 for various breakdowns of this data.

EL substitutions continue to be relatively high, but a conversation with Jim Hill from BGS revealed that most of these are for students whose coursework was largely completed before the EL requirement was adopted in order not to delay their progress toward graduation. Students who have matriculated since the adoption of the EL requirement will receive a substitution only under extraordinary circumstances.

Table 4. Category Substitutions by School or College 2023-24.

Sch/Col	CA1	CA2	CA3	CA3-Lab	CA4	CA4-Int'l	Q	W	EL	SL	FYW	Total
ACES												0
AGHNR	11	7			8	19				4		49
BUSN	1			1	6	1			1	1		11
CLAS					1		15		3	23	1	43
CTED		1			1		8		26	2		38
EDUC	1	1		2					1		1	6
EGBU												0
ENGR	3				1							4
FNAR		1			1		3	1		5		11
NURS												0
PHAR									1			1

SOCW												0
Total	16	10	0	3	18	20	26	1	32	35	2	163

*Note: There is overlap between this data and substitutions reported in Table 7 for Q and SL courses.

Table 5. Category Substitutions by Campus 2023-24.

Sch/Col	CA1	CA2	CA3	CA3-Lab	CA4	CA4-Int'l	Q	W	EL	SL	FYW	Total
Avery Point												0
Hartford						1	1		4	1		7
Stamford		1				1	2		3			7
Storrs	16	9		3	18	17	21	1	23	32	2	142
Waterbury						1	2		2	2		7
Total	16	10	0	3	18	20	26	1	32	35	2	163

*Note: There is overlap between this data and substitutions reported in Table 7 for Q and SL courses.

Table 6. Longitudinal Data on Course Substitutions

	23-24	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16	14-15
CA1	16	8	10	11	12	10	16	31	13	17
CA2	10	6	3	3	4	6	13	18	18	11
CA3	0	5	8	4	1	0	2	4	4	6
CA3-L	3	6	3	5	11	9	19	21	20	15
CA4	18	15	11	16	21	19	29	40	31	31
CA4-I	20	12	6	13	22	18	28	43	29	29
Q	26	23	19	15	8	4	8	13	6	15
W	1	2	2	8	5	7	12	13	25	34
EL	32	44	22	96	N/A	N/A	N/A	N/A	N/A	N/A
SL	35	92	25	40	22	34	22	47	30	24
FYW	2									
TOTAL	163	213	109	211	106	107	149	230	176	182

*Note: There is overlap between this data and substitutions reported in Table 7 for Q and SL courses.

Academic Adjustments

After school and college substitutions, the remainder of the substitutions are made at the University level through an academic adjustments process. Adjustments may be granted for students with a significant disability whose documentation and educational history provide compelling evidence of an inability to

complete graduation expectations. In 2006, the university adopted a policy on academic adjustments for general education competencies, specifically Quantitative Reasoning and Second Language. Under this policy, academic adjustments are granted only when it is clear that the completion of the requirement is impossible due to a disability. Waivers of General Education Competencies are never granted. Academic adjustments, which may include course substitutions, are granted on a case-by-case basis.

The Center for Students with Disabilities approved 41 course substitutions, 16 for Q requirements and 25 for Second Language requirements at the time this report was drafted (Table 7). The committee received 58 requests, one less overall than last year. Q substitutions granted increased from 11 to 16, and SL substitutions granted decreased from 32 to 25. Two requests for a Second Language adjustment were denied, and there are still 10 requests in progress. There are 5 requests in progress for Quantitative adjustments. Inclusively, 8 students requested adjustments for *both* Quantitative adjustments and Second Language adjustments, and all were approved.

Table 7. Academic Adjustments

Competency	Sought 2023-2024	Approved 2023-2024	Sought 2022-2023	Approved 2022-2023	Sought 2021-2022	Approved 2021-2022
Quantitative	21	16	20	11	3	1
Second Language	37	25	39	32	27	22

Early College Experience (ECE) Transfer Credits

Another source of General Education credits is through the Early College Experience (ECE) program. These are University of Connecticut courses taught by high school teachers throughout the State under the supervision of University departments. Numbers of ECE-related General Education substitutions are provided by the ECE program. Data include course substitutions granted for students matriculating to UConn in the Fall semester, for ECE courses taken during the year prior to their matriculation. There are no W ECE substitutions.

Students matriculating at UConn in 2023-2024 used 5,594 ECE course enrollments from their studies the previous year towards their General Education requirements (Table 8).

Christopher Todd, the Director of ECE, noted that when the university completes the transition to the Common Curriculum, his office will use that as an opportunity to update some of their methodology for this report, but currently they are keeping it consistent with past reports.

It should also be noted that EL was moved from being listed under Content Areas to being listed under Competencies, and Info Lit and Second Language were also added to the data for the first time in 2021-22.

Table 8. ECE transfers into General Education, 2014-Present*

UConn ECE General Education Course Substitutions											
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2011-2024 Sparkline
CA1	147	227	202	194	736	942	994	659	861	942	
CA2	62	118	182	167	303	409	477	377	447	494	
CA3	39	63	96	104	152	190	205	172	158	249	
CA3-LAB	369	495	591	565	982	1,291	1,303	778	976	907	
CA4	7	10	6	21	89	86	99	62	75	76	
CA4-INTL	6	19	13	24	82	122	132	110	154	178	
CA Total	630	932	1,090	1,075	2,344	3,040	3,210	2,158	2,671	2,846	
Info Lit								738	839	858	
Q	476	561	798	698	1,248	1,347	1,402	876	1,095	1,129	
Sec Lang								474	526	504	
W	0	0	0	0	0	0	0	0	0	0	
E					140	172	195	154	197	257	
CompTotal	476	561	798	698	1,388	1,519	1,597	2,242	2,657	2,748	
Grand Total	1,106	1,493	1,888	1,773	3,732	4,559	4,807	4,400	5,328	5,594	

* Starting 2018-2019, a more inclusive methodology was applied. It takes three previous years of UConn ECE students and compares it to the incoming class. Previously the request reflected only the previous year's students.

General Education Alignment

The alignment of General Education courses has been suspended during the transition period and will, as per the implementation plan, be recommenced five years after the launch of the Common Curriculum.

ADDITIONAL ISSUES AND ACTIONS

1. Revision of Q Criteria

A Q Criteria Revision group was chaired by Sara Stifano and Diego Valente, co-chairs of the Q subcommittee. At the beginning of AY 23-24, the Q Working Group was charged with the following:

1. prepare a working definition of what constitutes *quantitative competency*, and explain the rationale underlying the definition, as well as why quantitative competency is an important component of the Common Curriculum, keeping in mind that the overarching goal of the quantitative competency requirement is to make our graduates informed citizens of the future and prepared for jobs (of today and tomorrow) demanding enhanced quantitative skills;
2. prepare a set of Q-specific Student Learning Objectives (SLO) in light of the definition prepared in item #1 above that faculty can insert, either as-is or with minor edits, into their syllabi;
3. review the existing criteria for determining whether a course should be labelled a Q course in light of the definition prepared in item #1 above, and recommend appropriate broadening of these

criteria; and

4. identify courses that might no longer meet the Q criteria and recommend steps for revising those courses to meet the newly drafted SLOs.

As of 4/8/2024, the group had achieved their first three objectives and was awaiting approval. The Working Group found the current definition of quantitative competency acceptable, though needing an update to improve clarity and efficiency. The current criteria for Q courses were revised in line with the updated definition. They had three primary goals in mind for the updated definition and criteria:

1. The definition and criteria should be more flexible to include more courses across units, but not less rigorous. The goal was not to lower academic standards, but ensure standards reflect how courses incorporate quantitative reasoning and skills in their discipline.
2. The definition and criteria should include a variety of courses across programs. STEM programs have the Q designation built into their curricula, but students in non-STEM programs may find it more difficult to identify a Q course relevant to their discipline.
3. The definition and criteria should emphasize quantitative *reasoning*, in addition to computation. This includes the ability to identify and utilize the appropriate quantitative tools, including relevant software and technology. Rather than discouraging the use of calculators, software, and other programming and analytical applications, students should learn which ones will be most utilitarian, how to use them, and how to interpret quantitative information or output. These computational tools should not be the centerpiece of a Q designated course. They should be treated as practical tools that require some degree of expertise and skill to be adequately utilized for computations. So long as there is an emphasis on reasoning, using technology and other resources should not be viewed as a limiter of quantitative understanding.

The Working Group examined the quantitative requirements of peer and aspirant institutions and reviewed an article published in 2009 that outlines Macalester College's Quantitative Thinking requirement (Bressoud, 2009). They found many of these programs to be useful exemplars for resetting the standards for quantitative competency at UConn, namely because they emphasized the importance of reasoning, rather than simply performing computations. In other words, courses that focus on computation only do not meet the requirements at other institutions and will not meet the requirements for the Q Competency at UConn. Therefore, the group revised the definition and criteria as follows:

Quantitative Competency Definition and Criteria

Courses appropriate for a Q designation should make continued use of mathematics or statistics throughout the course at or above the basic algebra level. These courses might include comprehensive analysis and interpretation of data. The mathematical and/or statistical methods and skills required are those specific to the particular course and discipline. Q courses should also have the following attributes:

1. Courses should include mathematical or statistical descriptions of abstract, natural, or social systems and phenomena. This may include, but is not limited to linear and nonlinear functions, graphs, systems of equations, algorithms, formal abstract structures, data analysis and

interpretation.

2. Courses should require students to understand and carry out mathematical or statistical manipulations to solve problems, make inferences, and draw conclusions. Students should select appropriate tools and techniques to aid in their analyses, which may include inputting and transforming quantitative information using a software program or calculator and interpreting the output or results.

Quantitative Competency Student Learning Objectives (SLOs)

In line with the definition and criteria, the Q Working Group developed a set of Learning Objectives for students across all Q courses. Specifically, they developed four Learning Objectives required for all courses with the Q designation, and one recommended objective, depending on a course's content, discipline, or scope. This fifth Learning Objective, they acknowledge, is not likely to be assessed across all disciplines, though they do encourage all instructors to seek ways to incorporate an evaluative component when students are working with various sources of quantitative information.

Q courses should meet all of the following learning objectives:

LO1: Students will be able to **identify** a model or **describe** a dataset using terminology appropriate for the course's field of study.

LO2: Students will be able to **develop** models or set up problems using quantitative tools and techniques appropriate for examining a given system or phenomenon.

LO3: Students will be able to accurately **interpret** quantitative information and explain their reasoning.

LO4: Students will be able to **perform** manipulations and computational steps using mathematical concepts and rules.

If applicable to the course method and content, Q courses should also meet the following learning objective:

LO5: Students will be able to **evaluate** the quality (e.g., identify strengths and weaknesses) of sources of quantitative information.

CCC+ passed the proposed definition, criteria, and student learning objectives unanimously on 4/8/2024. The document has since been sent on to the Senate Curricula and Courses Committee for review.

References

Bressoud, D. (2009). Establishing the quantitative thinking program at Macalester. *Numeracy*, 2(1), 3.

2. Student Learning Objectives (SLOs) for Competencies

Given that the course approval process for TOIs relies largely on the alignment of SLOs to the TOI objectives, the CCC+ tasked its competency subcommittees, in consultation with the faculty assessment fellow, to develop SLOs for each of the competencies.

In addition to the Quantitative (Q) competencies above, the CCC+ also reviewed SLOs for Writing (W) and Second Language (SL). These are:

W courses must meet SLO 1 and 2, and ideally all four of these objectives:

1. Students will compose work that demonstrates engagement with the writing habits of the course's field of study.
2. Students will practice writing processes by drafting and revising written work based on feedback by instructors.
3. Students will demonstrate an awareness of the relationship between writing and the content of the course.
4. Students will reflect on the relationship between writing and their own thinking and learning.

Approved by CCC+ (11/13/2023) and by Senate C&C (11/14/2023).

For **SL courses**, students successfully completing the exit requirements will be able to:

1. Respond to simple, direct questions or requests for information; ask formulaic questions, and negotiate meaning by relying heavily on learned phrases in the second language, as befitting a novice high level of competency according to the American Council of Teachers of Foreign Language (ACTFL).
2. Use the language to make connections and comparisons regarding people, objects, places and cultures, past and present.
3. Demonstrate awareness of the tools of language construction by comparing and contrasting constructions as they observe them in at least 2 languages.
4. Show sensitivity toward and awareness of cultural differences and the contexts that shape communication, behavior, and perspectives.
5. Articulate enhanced understanding of diverse perspectives, approaches and applications of cultural knowledge to chosen career paths, to courses of study, and to world events.

Presented to CCC+ (4/8/2024) with a vote to follow 4/22/2024.

3. Regional Campus Considerations

The CCC+ chair and program assistant met with regional campus scheduling coordinators to discuss:

- Scheduling implications for regional campuses, with their much smaller schedules,
- Potential Themes that could be developed at each regional campus, and
- Development of a list of courses that might be offered online with priority for regional campus students in order to temporarily fill any curricular gaps caused by the transition.

As a result, several plans are completed or underway for:

- Each regional campus scheduling coordinator to provide a list of courses to be prioritized in the review process, and the CCC+ has provided a spreadsheet with enrollment data for that campus to help with the schedule planning process.
- Each regional campus to add an advisor to the Communications and Coordination subcommittee;
- The CCC+ chair and other CCC+ members or faculty navigators to spend one day on each regional campus in September or October 2024 to provide: a Themes meeting (in conjunction with a local faculty member); an advising workshop for faculty and professional advisors; and an open forum for discussing the CC.
- Meetings of regional campus scheduling coordinators (and any other interested staff or faculty members) to be held throughout AY 2024-25.

4. Additional/Specific Requirements of Schools and Colleges

In college C&C chair meetings, additional and specific requirements of schools and colleges have been discussed. Two colleges currently have additional and/or specific requirements: the College of Liberal Arts and Sciences (CLAS) and the School of Business. Both are working on reconsidering these requirements in light of the move to the CC and will complete catalog updates regarding those requirements by Fall 2024.

5. Changes to the CAR System

In Summer 2023, the CAR system was updated to accommodate the need to add and revise courses into the CC.

In November 2023, additional tweaks were made to better indicate to proposers that:

1. New W courses must click that they are applying for CC designation (W is part of CC); and
2. New CC courses should select a gen ed designation for the transition period.

6. Student Learning Objectives in the Catalog

The Provost's Office would like to see Student Learning Objectives (SLOs) in the catalog. This will help align courses to the program objectives of the CC and will make it convenient (and possible) for instructors to access approved learning objectives for courses they are teaching.

This is an exciting opportunity but also adds a level of difficulty to an already challenging task as we migrate hundreds of courses from GE to CC and develop new ones to fill in the gaps. CCC+ provides high-quality feedback on syllabi including SLOs, but we do not currently follow up with departments to ensure they've implemented the feedback. Indeed, given the volume of course proposals currently being processed, all feedback is being held until Summer 2024, when it will be compiled and sent to departments. If SLOs are to be published, it will be necessary to ensure that they are of the highest

quality (clear, measurable, appropriate).

In consultation with CCC+, the Provost's Office, and the Registrar's Office, we have determined that Fall 2026 would be a reasonable timeline for all CC catalog copy in Course Leaf to include SLOs. A second assessment fellow is being secured for AY 2024-25 to help prepare the groundwork for this transition.

7. “Common Curriculum” in the Catalog

The term “Common Curriculum” appears several times in the catalog to refer to curriculum required by all students in a particular major. With thanks to the Registrar's Office, the CCC+ will reach out in Summer 2024 to notify departments who use this term that it should be changed by 2/5/2025 in advance of adding the CC to the 25-26 catalog. A faculty navigator can assist with this catalog copy change if needed.

8. The Generic Transfer General Education Course List

A list of transfer equivalencies (outside the articulation agreements with other state institutions) has long been used to assign Content Area designation to frequently-seen transfer courses.

After discussion with the Registrar's Office (M. Hatfield and C. Rivers), the Transfer Office (L. Walsh), and the CLAS Dean's Office (M. Ndiaye), the CCC+ Chair is confident that no action needs to be taken on this matter. This list developed organically over time, and there is no need or expectation that those courses should be reviewed proactively to create a similar Common Curriculum list.

9. IDML and Dialogue competencies

The Informal, Digital, and Media Literacy (IDML) and Dialogue competencies that are to be infused throughout the CC have been deferred until after the course migration process. The CCC+ and faculty navigators will return to this project in AY 2024-25. In preparation for this move, the CCC+ is sponsoring two faculty members to attend a week-long institute on Dialogue in Summer 2024. We are currently looking for a similar opportunity to build expertise in IDML.

POTENTIAL BY-LAW CHANGES FOR AY 2024-25:

In preparing for AY 2024-25, the CCC+ anticipates the possibility of by-law change proposals coming to the Senate regarding the following issues currently under discussion:

1. Course reserve cap by-law change

On 11/14/2022, the Senate approved changes to the bylaws for the transition from General Education to Common Curriculum that will be effective Fall 2025 (<https://senate.uconn.edu/wp-content/uploads/sites/3636/2023/03/Gen-Ed-to-Common-Curriculum-Bylaws-APPROVED-11.14.2022.pdf>). This comprehensive bylaw change made no alterations to the rules around course reserve caps, which are allowed for 2000-level or above courses (at 50%), but not for 1000-level courses, whose seats should be available for any student within the general education/Common Curriculum.

As the CCC+ implements the transition to the CC, questions have arisen about the practice of reserving seats for majors for general education classes. There are two main concerns on this point:

1. Current practice is in violation of the bylaws. In fact, many 1000-level gen ed courses regularly reserve some portion of seats for their majors.
2. Some faculty would like to propose 1000-level courses for the new Common Curriculum, but would be unwilling to do so if they could not reserve seats for their majors, who require the courses as part of their plan of study.

The CCC+ conducted a review of all general education courses currently in violation of the bylaw and found that in many cases, reserve caps were being used largely as an advisory to students (and this could be accomplished through advising and/or clearer catalog copy). In most cases, far less than 50% of seats were actually required. At the same time, many faculty believe it is important to have some reserve capacity in introductory courses to ensure timely progress towards graduation for majors.

The CCC+ is currently considering recommending a change to the bylaws that allows for some reserve capacity in 1000-level Common Curriculum courses (the exact % or number is under discussion, as is the approval process for such a change).

If a change is recommended, the CCC+ will review all exceptions once per year and will undertake a full review of this policy in Fall 2028, when we have three years of data on Common Curriculum course enrollments.

2. Block Transfer Proposal

The Provost's Office and the Transfer Office have drafted a proposal to consider revising the University's transfer practices, which currently require a course-by-course evaluation of each general education course. This proposal is nearly ready to be reviewed by relevant Senate committees. Should the committees recommend a change to transfer practices, such a proposal would be presented to and voted on by the Senate.

3. CCC Membership

Over AY 2024-25, the CCC+ has considered adding two new permanent subcommittees to CCC: an

Assessment subcommittee and a Themes subcommittee. Should this be voted on, such a move would require an amendment to the by-laws regarding the constitution of this committee.

Concluding Remarks

AY 2023-24 has seen an enormous amount of thoughtful, energetic, and intellectually stimulating activity as UConn moves toward the launch of its new Common Curriculum.

CCC+ is grateful to countless faculty, staff, and students for their work in developing the new Common Curriculum. Special thanks to Eric Schultz (GEOC Chair and DGE Chair), to Manuela Wagner (GEOC Chair and D2GE Co-Chair), to Thomas Long (D2GE Co-Chair), and to Suzanne Wilson (Senate C&C chair) for setting up the CCC+ for success in the implementation process.

Please take a moment to review the long list of faculty, staff, and students who have served on the CCC+, its TOI and competency subcommittees, its ad hoc transitional subcommittees, and its Provost Grant reviewers (see Appendix I).

And finally, CCC+ is tremendously indebted to Karen Piantek McDermott for her outstanding administrative support, her exceptional competence, and her delightful sense of humor throughout the process.

Respectfully submitted, 4/29/2024

Pamela Bedore

Administrative Note

CCC+ Administrator Karen Piantek McDermott would also like to recognize the immense amount of work done by CCC+ Chair Pam Bedore this year. CCC+ was given a Herculean task, and the impressive progress made toward its success is due in very large part to Pam Bedore's excellent leadership, extensive curricular expertise, and inexhaustive efforts. Both I and the university are indebted to her.

Appendix I

CCC+ Committee Membership, 2023-2024

Name	Position
Pamela Bedore	Chair
Emma Bojinova	TOI-4 Co-Chair
Anne Borsai Basaran	TOI-2 Co-Chair
Scott Campbell	TOI-2 Co-Chair
Erin Ciarimboli	Advising Office
Michelle Cole	TOI-2 Co-Chair
Sarah Croucher	Provost's Office Representative
Tom Deans	TOI-5 Co-Chair
Mary Donegan	TOI-5 Co-Chair
Carrie Eaton	TOI-3 Co-Chair
David Embrick	TOI-3 Co-Chair
Tim Folta	TOI-1 Co-Chair
Anne Gebelein	SL Competency Co-Chair
Lori Gresham	W Competency Co-Chair
Marc Hatfield	Registrar's Office
Oliver Hiob-Bansal	W Competency Co-Chair
Andy Jolly-Ballantine	TOI-4 Co-Chair
Adrienne Macki	TOI-1 Co-Chair
Gustavo Nanclares	Senate C&C Chair (Ex-Officio)
Mansour Ndiaye	CLAS Enrollment
Brandy Nelson	Communication & Coordination

Kamara Nyahuma	Undergrad Representative, Fall 2023
Jorge Paricio Garcia	TOI-1 Co-Chair
John Redden	TOI-6 Co-Chair
Carl Rivers	Registrar's Office
Erin Rizzie	TOI-6 Co-Chair
Erin Scanlon	TOI-6 Co-Chair
Stephanie Singe	TOI-5 Co-Chair
Sara Stifano	Q Competency Co-Chair
Jennifer Terni	SL Competency Co-Chair
Diego Valente	Q Competency Co-Chair
Olivia Viel	Undergrad Representative, Spring 2024
Sherry Zane	TOI-3 Co-Chair

CCC+ Subcommittee Membership, 2023-2024

<p>TOI-1: Creativity: Design, Expression, Innovation Tim Folta, MENT (Co-Chair) Adrienne Macki, DRAM (Co-Chair) Jorge Paricio Garcia, ENGR (Co-Chair) Kyle Booten, ENGL Jeanne Ciravolo, ARTH Douglas Degges, ART Tom Doran, ENGL Olga Glebova, CSE Tiffany Kelley, NURS Alison Paul, ARTH Rogerio Victor, MENT Matt Worwood, DMD</p>	<p>TOI-2: Cultural Dimensions of Human Expression Anne Borsai Basaran, COMM (Co-Chair) Scott Campbell, ENGL (Co-Chair) Michelle Cole, NURS (Co-Chair) Eileen Condon, NURS Christina Ross, NURS Noga Shemer, ANTH Bhoomi Thakore, SOCI Poly Tocheva, Law Library</p>
<p>TOI-3: Diversity, Equity, and Social Justice Carrie Eaton, NURS (Co-Chair) David Embrick, SOCI/AFRA (Co-Chair)</p>	<p>TOI-4: Environmental Literacy Emma Bojinova, ARE (Co-Chair) Andrew Jolly-Ballantine, GEOG (Co-Chair)</p>

<p>Sherry Zane, WGSS (Co-Chair) Bede Agocha, AFRA Thomas Craemer, PP Sarah DeCapua, ENGL Janet Kim, MUSI Evan Lentz, PSLA Christin L. Munsch, SOCI Ryan Talbert, SOCI</p>	<p>Syma Ebbin, ARE Barbara Gurr, WGSS Morty Ortega, NRE Janet Pritchard, ART & ARTH Robert Thorson, EARTH Friedemann Weidauer, LCL</p>
<p>TOI-5: Individual Values and Social Institutions Tom Deans, ENGL (Co-Chair) Mary Donegan, URBN (Co-Chair) Stephanie Singe, KINS (Co-Chair) David Atkin, COMM Phil Birge-Liberman, URBN Bob Day, BUSN Melanie Newport, HIST Kenneth Perez, PSYC</p>	<p>TOI-6: Science and Empirical Inquiry John Redden, PNB (Co-Chair) Erin Rizzie, MATH (Co-Chair) Erin Scanlon, PHYS (Co-Chair) Rhonda Brownbill, NUSC Stacey Hanlon, MCB Nicole Kraus, PNB Sarira Motaref, CE Niluka Wasalathanthri, CHEM Roderick Wilson, EEB Arash Zaghi, CE</p>
<p>Writing Lori Gresham, PSYC (Co-Chair) Oliver Hiob, ENGL (Co-Chair) Sharon Casavant, NURS Elaine Choung-Hee Lee, KINS Nicole Fusco, EEB Danielle Gilman, ENGL Beth Ginsberg, POLS Heon Jeon, ENGL Sharon Lattig, ENGL</p>	<p>Quantitative Sara Stifano, COMM (Co-Chair) Diego Valente, PHYS (Co-Chair) Matthew Badger, MATH Robert Lupton, POLS Oleksii Mostovyi, MATH Jennifer Tufts, SLHS</p>
<p>Second Language Anne Gebelein, El Instituto (Co-Chair) Jennifer Terni, LCL (Co-Chair)</p>	<p>“Plus” Members Erin Ciarimboli, Advising Office Sarah Croucher, Provost’s Office Marc Hatfield, Office of the Registrar (voting) Mansour Ndaiye, CLAS Enrollment Gustavo Nanclares, Senate C&C Brandy Nelson, Advising, Communication & Coordination Chair Carl Rivers, Office of the Registrar (non-voting)</p>

Ad Hoc Subcommittee Members

<p>Themes Subcommittee Pam Bedore, ENGL, CCC+ (Chair, Spring 2024) Emma Bojinova, ARE (Co-Chair, Fall 2023) Mary Donegan, URBN (Co-Chair, Fall 2023) Karen McDermott, CCC+ (Admin) Scott Campbell, ENGL Bob Day, OPIM Anne Gebelein, El Instituto Marc Hatfield, Office of the Registrar Andy Jolly-Ballantine, GEOG Laura Mlyniec-Beam, Office of the Registrar Eduardo Urios-Aparisi, LCL</p>	<p>Assessment Subcommittee Jamie Kleinman, PSYC, Assess. Fellow (Chair)* Karen McDermott, CCC+ (Admin) Emma Bojinova, ARE Michelle Cole, NURS Jessica Malek, AH* Stephanie Singe, KINS Diego Valente, PHYS* Rogerio Victor, MENT</p> <p>*These members, along with Erin Scanlon (PHYS) also reviewed hundreds of syllabi to ensure CC alignment prior to review by CCC+ subcommittees.</p>
<p>Communication & Coordination Subcommittee Brandy Nelson, School of Business (Chair) Karen McDermott, CCC+ (Admin) Shoshana Armington, Engineering Advising Rebecca Bacher, CLAS Advising Nancy Bilmes, Career Development Center Erin Ciarimboli, Undergraduate Advising Tom Deans, ENGL Lori Gresham, POLS Marc Hatfield, Office of the Registrar JP Lappen, Engineering Advising Amanda Wilde, Fine Arts Advising Suzanne Wilson, EDCI</p>	<p>Revision of Q Criteria Working Group Sara Stifano, COMM (Co-chair) Diego Valente, PHYS (Co-chair) Matthew Badger, MATH Shinae Jiang, CE Eric Loken, EPSY Annelie Skoog, MARN Charles Towe, ARE Yuping Zhang, STAT</p>
<p>Faculty Navigators Ariana Codr, WGSS Dwight Codr, ENGL Michelle Cole, NURS Bob Day, OPIM (Former CA2 Co-Chair) Lori Gresham, PSYC (W Co-Chair) Frank Griggs, POLS Oliver Hiob-Bansal, ENGL (W Co-Chair) Andy Jolly-Ballantine, GEOG (TOI-4 Co-Chair)</p>	<p>Course Grant Review Committee Pam Bedore, ENGL, CCC+ (Chair) Phil Birge-Liberman, URBN Anna Mae Duane, ENGL David Embrick, SOCI Anke Finger, LCL Matt Guthrie, PHYS Tiffany Kelley, NURS Jessica Malek, AHS</p>

<p>Jessica Malek, AHS Nan Meng, LCL Jorge Paricio Garcia, ENGR (TOI-1 Co-Chair) Ricardo Salazar-Rey, HIST Erin Scanlon, PHYS (TOI-6 Co-Chair) Brad Simpson, HIST Stephanie Singe, KINS (TOI-5 Co-Chair) Diego Valenti, PHYS (Q Co-Chair) Rogerio Victor, MENT</p>	<p>Laurie McCarty, CETL Stephanie Singe, KINS Rogerio Victor, MENT</p> <p>Ad Hoc Grant Proposal Reviewers</p> <p>Emma Bojinova, ARE Alaina Brenick, HDFS Ellen Carillo, ENGL James Chrobak, PSYC Jeanne Ciravalo, ART & ARTH Ariana Codr, WGSS Michelle Cole, NURS Lindsay Cummings, DRAM Annamaria Csizmadia, HDFS Danielle Gilman, ENGL Beth Ginsberg, POLS Jamie Kleinman, PSYC Olivier Morand, ECON Nancy Naples, SOCI Sara Stifano, COMM</p>
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Appendix II

The CCC+ Subgroup for Communication recommends that skill codes attached to the course number would be redundant and unnecessary. Furthermore, we believe that it will diminish the student’s perception of the need to always use the Academic Requirements Report and course descriptions. We have outlined two sections of concerns below regarding the impact on the transcript and the advising experience of students.

Concerns with Skill Codes on Transcript:

1. Adding skill codes to courses could be a source of confusion- as it has been in the past with the new skill code E. It is impossible to tell from the transcript if these all meet the same requirement. Here are three examples to consider:
 - a. MARN 1004ESL, whereas others may have MARN 1004, MARN 1004E, or MARN 1004ESL on their record.
 - b. PSYC 1100 001L could be perceived as a laboratory course in TOI 6.
2. Because there are many courses that meet major, minor, and core curriculum requirements, adding skill codes would complicate an official transcript that is already challenging for non-academics to read/understand. Here are three examples of courses and how they would be listed with the skill

codes:

- a. WGSS 2217WCD
 - b. PHYS 1201QSL
 - c. STAT 1000QWESL (This is also an example of how the skill codes can represent other common terms – English as Second Language)
3. Some of the proposed skill codes already exist in previous catalogs or are used to identify other course components. This would add to confusion for students seeking to return to the University to complete their degree requirements or for current students who may misread or understand the reference.
 - a. D is used to identify discussion sections.
 - b. L is used to identify laboratory sections.
 - c. V is used to identify computer literacy.
 4. Since the timeline for course review/approval for TOI may overlap multiple semesters, it will be essential to indicate what semesters a course/catalog year is approved for as a TOI, which adds an administrative burden and less flexibility if we add these codes to the transcript.
 5. Additionally, by not having any notations on the transcript, if a course is approved as a TOI, it can quickly be added to the Academic Requirements Report, creating an immediate benefit to students. The change would not need to be delayed until the following catalog year when course numbers are updated.

Concerns with Impact to Advising:

6. In terms of student appreciation of what the codes represent, we feel this approach will diminish the goals of the new curriculum and reduce it to a set of letters they seek. Today, students simply look for Ws, without any thought of the course competency.
7. Students/advisors do not need skill codes in the course number to identify classes that meet particular requirements in the schedule of classes. There are already mechanisms in Student Admin that allow students to determine how a class fits into their general education requirements and how to search for these in the schedule. There is no need for another avenue to identify the courses.
8. The Academic Requirements Report is available and accessed in the same manner as the transcript. Therefore, it requires no more work than accessing a transcript.
9. An advising appointment cannot be fully completed by only reviewing a student's transcript because we could not depend on them to be accurate since TOI reviews are ongoing. Other supporting documents will always be necessary to guide the conversation since codes do not exist for requirements like major and minor courses on the transcript. However, an advising appointment can communicate degree completion progress by only reviewing the Academic Requirements Report.
10. Students should rely on the Academic Requirements Report to take ownership in working towards their degree progress. By making this the source for reviewing TOI completion, all advising appointments across UConn will consistently reinforce and educate students on the tool they should use to ensure degree completion.

11. The Academic Requirements Report should be the tool that faculty or professional advisors use to inform students of their degree completion.
12. The Academic Requirements Report protects faculty and professional advisors from misreading a transcript and providing students with inaccurate advising information.
13. Making skill codes readily available in the course number scheme could contribute to the “check a box” mentality. Students seek information in the course description in the catalog to intentionally select a course. Using skill codes could eliminate this process. Students will see the codes and register in coursework to “check the Core Curriculum” box, assuming they correctly identify them.

Appendix III

FAQs Document for Advising

Question: What is the abbreviation for new Common Curriculum?

Answer: While no one abbreviation has been set, those working with the curriculum daily often, write “CC” to shorten new Common Curriculum. When referring to the current General Education, we will refer to it as the former General Education to distinguish it from the new Common Curriculum.

Question: Why are we changing curriculums?

Answer: UConn, like all universities, updates its curriculum regularly to prepare students for the challenges of our time. The new Common Curriculum, developed and informed by faculty, staff, and students, offers several advantages over the former General Education requirement:

- It foregrounds student agency, providing more choices for students to pursue their general interests (6 across and 3 deep instead of a 2x4 grid),
- It aims to develop the skills students need to address the challenges and opportunities they will face as citizens and leaders in a rapidly changing, global society (interdisciplinary topics of inquiry instead of siloed content areas), and
- It takes both current and new elements and reimagines them in a more cohesive and streamlined design.

Question: How is this being considered at all campuses?

Answer: The new Common Curriculum team is working with regional campuses to ensure they have adequate course offerings for each of the new TOIs. The CC Chair will host advising and faculty workshops at each of the regional campuses in Fall 2024 and again as needed. Faculty Navigators at the regional campuses are also working towards implementing and planning for this transition.

Question: What are the important dates for the new Common Curriculum?

Answer: While the timeline has many milestones, here are a few highlights.

- **Fall 2024 Tools for Communicating new Common Curriculum:** Communication guidelines will be provided in Fall 2024 to show some consistency around the New Common Curriculum.
- **Winter 2025 Requirements by Schools/Colleges:** By early Spring 2025, all catalog changes due to the impact of the new Common Curriculum on Schools/Colleges requirements and courses will be determined.
- **Spring 2025 The new Common Curriculum Requirements:** Content will be ready in detail by early Spring 2025 for orientation and advising as students prepare for Fall 2025.
- **Fall 2025 Former General Education and New Common Curriculum Both Active:** Starting in Fall 2025, there will be students in both the former General Education and new Common Curriculum. Students admitted before Fall 2025 can advance to the new Common Curriculum. Students admitted in Fall 2025 will not be able to change to the former General Education. Former General Education will remain active for the next four to eight years as students admitted before Fall 2025 complete their degrees.

The following questions address how students will engage with the new Common Curriculum. They have been written to address early questions we anticipate staff and faculty will need to be prepared to answer.

Question: Who can opt into the new Common Curriculum?

Answer: It will be available starting Summer 2025, so any continuing students or readmitted students active *after* Spring 2025 are able to switch from the former General Education to new Common Curriculum requirements.

Question: I have heard that students' catalog year will not change for the new Common Curriculum. Is that true?

Answer: This is true, but only for the new Common Curriculum. This means students may have a different catalog year for their School/College requirements for the major. The Registrar's staff will provide detailed information on how to assess the difference for students, staff, and faculty as we get closer to Fall 2025. "All students entering the University of Connecticut or changing school or college within the University are expected to complete the new Common Curriculum of the academic year in which they enter the University. "[2022-11-Proposed-Common-Curriculum-By-Laws.cleancopy.pdf \(uconn.edu\)](#)

Question: How can I talk to students about the new Common Curriculum?

Answer: Here is a framework on how you can begin to build towards helping students learn about the change from the former General Education to new Common Curriculum. "Ideally, the *new* Common Curriculum does not stand alone but instead provides a foundation for future learning of students in their majors and future careers. It is vital to the University's mission that a balance between professional and

general education be established and maintained in which each is complementary to and compatible with the other.” Learn more at: [About | New Common Curriculum for Leadership and Global Citizenship \(uconn.edu\)](#)

Question: What are the requirements of the new Common Curriculum?

Answer:

- [Topics of Inquiry | New Common Curriculum for Leadership and Global Citizenship \(uconn.edu\)](#)
The Topics of Inquiry are replacing the current Content Areas. There is no increase in the number of courses needed to fulfill the current former General Education requirements. We do not yet have the full list of which courses fulfill each TOI but expect that information to be available by Spring 2025.
- [Competencies | New Common Curriculum for Leadership and Global Citizenship \(uconn.edu\)](#) The competencies (Q, W, and Second Language) will not be changing from the current curriculum.
- [Student Guidelines for Themes | New Common Curriculum for Leadership and Global Citizenship \(uconn.edu\)](#) In addition to one course in each of the 6 Topics of Inquiry, students must complete one area of focus (3 courses). Each TOI is considered an area of focus. By the time the new Common Curriculum is implemented, faculty will also have developed themes of courses around an idea that can be used to accomplish an area of focus.

Question: How will students, staff, and faculty know if a student is completing the former General Education or new Common Curriculum?

Answer: Students and advisors will be notified exactly where to look in Student Admin to know confidently if a student is following the new Common Curriculum or the former General Education. Students admitted prior to Fall 2025 must choose either the new Common Curriculum or the former General Education. They cannot do both.

Question: Are students graduating before Summer 2025 able to declare and complete the new Common Curriculum in place of the former General Education?

Answer: Students graduating in Spring 2025 cannot utilize the new Common Curriculum. Students graduating in Summer 2025 may be able to change into the new Common Curriculum. They should work with their School/College to determine the impact.

Question: Can students who will still be active undergraduates after Summer 2025 change to the Common Curriculum when it becomes effective?

Answer: Yes, this will be possible. By Summer 2025, students and advisors will be notified of the process to move from the former General Education to the new Common Curriculum. Students will not be able to choose between completing parts of both curriculums.

Question: Where can I find a list of courses approved for TOIs?

Answer: This list is available on the [website for the new Common Curriculum](#). You will start to see announcements through the advising list when this list is publicly available.

Question: I am interested in learning more information about the courses and opportunities for proposing/creating courses in the new Common Curriculum.

Answer: Please navigate to this website to learn more about the following topics: [Faculty Resources | New Common Curriculum for Leadership and Global Citizenship \(uconn.edu\)](#)

- Who can I talk to for support?
- How do I propose or update courses?
- What funding opportunities are available for course development?
- Timeline for Courses and Catalog Proposals:
 - In Fall 2023, Content Area courses from the former General Education curriculum were submitted for transition to TOIs in the new Common Curriculum. They will be fully reviewed by Spring 2025.
 - In Summer 2024, 90+ new and revised courses supported by Provost Grants will be prepared for inclusion in the new Common Curriculum. They will be fully reviewed by Spring 2025.
 - Over the 24-25 Academic Year, the CCC+ Senate committee will be evaluating the enrollment capacity of courses and offerings across the undergraduate campuses.
 - All catalog changes for the 25-26 Undergraduate Catalog are due by February 5, 2025. Courses must have all their approvals by this date to be included, so plan accordingly to ensure courses have time to make it through all required committee reviews.

Question: If I have questions, where do I direct questions or seek more information? (Please help us provide answers to your pressing questions by letting us know what else is on your mind. If we do not have answers ready, we will keep track of your question and provide a response when we do have that answer.)

Answer: commoncurr@uconn.edu

**Annual Report to the University Senate
Academic Year 2023-2024
Senate University Budget Committee**

Committee Charge: This committee shall review the planning, and allocation of the University operating, capital, and other budgets, the process of making budgetary and financial decisions and the determination of priorities among academic and other programs having financial implications.

2023/2024 University Budget Committee Members:

***Lisa Park Boush, Co-Chair, CLAS, Earth Sciences**

***Michael Morrell, Co-Chair, CLAS, Political Science**

*Eleni Coundouriotis, CLAS, English

*Elena Dormidontova, CLAS, Physics

*Sandy Grande, CLAS, Political Science

*Jeffrey McCutcheon, Engineering, Chemical & Biomolecular Engineering

*Mohammed Ruwaid, Undergraduate Student

**Dave Weber, School of Business, Accounting

*Michael White, Dining Services

Erin Carney, Undergraduate Student

Jessica Chrabaszcz, Executive Associate Athletic Director For Competitive Excellence, UConn Athletics

Jeffrey Geoghegan, EVP for Finance & CFO UConn and UConn Health (Ex-Officio Member)

Mannat Kadian, Undergraduate Student

Anne Langley, UConn Library

Steve Marchillo, SSW, Director of Finance

Michael Vertefeuille, SFA, Digital Media and Design

Reka Wrynn, AVP for Budget, Planning and Institutional Research

Gopi Yalavarthi, Graduate Student

**indicates 2023/2024 Senate member*

***indicates Spring 2024 Senate member*

Summary: The central focus of the Senate University Budget Committee during the 2023/24 Academic Year has been understanding the University's overall budget situation. We have aimed to communicate our understanding of this situation to the Senate, the Senate Executive Committee, Senate Committee Chairs and Co-Chairs, and University constituents who have approached us directly. We have also strived to communicate to administrators the questions and concerns we have had and that we have heard from our constituents. Before they were announced, we recommended that the administration hold town halls on the budget. In addition to the administrative members of the committee—Associate Vice President for Budget, Planning and Institutional Research Reka Wrynn and [Executive Vice President for Finance and Chief Financial Officer](#) Jeffrey Geoghegan—we have met with or communicated concerns to Provost and Executive Vice President for Academic Affairs Anne D'Alleva and interim Dean of the College of Liberal Arts and Sciences Ofer Harel. Committee members have also asked questions of administrators at

University Senate meetings, the Budget Town Halls, and the Board of Trustees meetings. We also met with representatives from the Office of the Vice President for Research and the Athletics departments to discuss budget issues and concerns in those areas.

Specific Topics Addressed:

Throughout the 2023/2024 Academic Year, we addressed numerous topics in our meetings.

- I) We updated the Budget FAQ, including changes to fringe benefits and other updates based upon the FY24 budget. We disseminated it again to the Senate and made a presentation at the October Senate Meeting on the updated FAQ and budget information for FY24.
- II) We examined the finalized numbers for the FY23 budget, continued to monitor progress of the FY24 budget, and had discussions on FY25 planning.
- III) We met with Julie Schwager, Associate Vice President, Office of the Vice President for Research to discuss various issues related to the research enterprise, including overall research spending, the calculation and distribution of IDCs (indirect costs), and the impact of the state's change for fringe benefits costs on research. Julie presented the 10-year history of research funding and suggested that the committee can provide information on best practices from peers and aspirants on what other institutions are doing that we are not and how to support big research groups. The Committee asked if there could be a faculty council for giving OVPR more feedback of where to spend the IDC money; Julie responded positively to this request.
- IV) We investigated 10-year changes in unit-level unrestricted spending across the University. There has been much variation across units regarding increases in spending over the last ten years. Reorganizations (e.g., dividing Student Affairs between the Student Life and Enrollment and Provost Offices) have affected some of these changes over time, while the University has sometimes shifted funding around, changing where we account for the spending of some money. On average over the last ten years the University has increased unrestricted spending 5.87% per year, with Administrative areas increasing 5.77% per year and Academic areas increasing 5.97% per year on average. Even during years in which there were rescissions, spending still grew; rescissions were a method by which the University reallocated resources.
- V) We received and discussed updates on plans for student fees, including housing and dining fees, and capital projects.
- VI) We met with Jessica Chrabaszcz, Executive Associate Athletic Director for Competitive Excellence, and Maureen O'Connor, Associate Athletic Director of Business Operations. They presented information on the FY23 and FY24 Athletics budgets and the economic impact of Athletics on the Connecticut economy.
- VII) We attempted to meet with the Foundation several times but could not coordinate timing successfully given the Committee's and the Foundation's schedules. We did receive an update from Reka Wrynn on the relationship the university has with the Foundation, where they get their funding, and a description of their goal requirements and obligations to the Board of Trustees. We discussed how other Universities manage philanthropy in a wide variety of ways, and why UConn is behind. We discussed the challenges around restrictions on spending for many funds, where it is possible to spend foundation funds and the limitations for use.

- VIII) In response to the proposed Five-Year Fiscal Plan, Co-Chairs Lisa Park Boush and Michael Morrell met together and separately with the Senate Executive Committee and Chairs, the Provost, and several faculty, both individually and in groups. We learned about the planning thus far, and the landscape around which the university must make decisions based on incomplete or fast changing information. The Co-Chairs also tried to communicate information to the administration regarding the reaction to the plan. The Committee discussed a variety of ideas on saving resources for the university, where people make distinct types of budget decisions, how we can gather data about the budget, and the role of Huron Consulting, especially in relation to the peer and aspirant list the University has asked them to investigate.
- IX) We met with [Executive Vice President for Finance and Chief Financial Officer Jeffrey Geoghegan](#) to discuss updates to the budget situation. We discussed and asked questions about a variety of related issues: energy rates and costs overall, Collective Bargaining Increases for FY25 and who pays for them, the source of the \$70m shortfall, and the effect of state funds on the 15% 2-Ledger reductions. We learned that the shortfall in the fiscal plan does not include any Collective Bargaining Increases (CBIs), which we cannot include in projections due to bargaining processes; the University will ask the state to cover any CBIs which arise for FY25. [Note that the Board of Trustees approved the new CBIs for FY25 after our meeting and the University has asked the state to provide funding for all of these.] We discussed the possibility of Responsibility Centered Management (RCM) budgeting and the role of Huron consulting in the budget process; the CFO reported that there is no move to adopt RCM explicitly and that Huron had no role in the budgeting process.
- X) We collected, examined, and discussed 5- and 10-year changes in unrestricted spending within the College of Liberal Arts and Sciences.

Suggestions for Next Year’s Committee:

We recommend that next year’s Committee:

- I) continues to probe the expansion of discretionary spending and seek clarity on university finances;
- II) seeks an understanding of the Connecticut Office of Policy Management’s (OPM) position on block grant funding;
- III) requests a meeting with representatives from the unions that negotiate directly with the University; this meeting should provide information about how the unions perceive university finances and how that impacts their expectations during negotiations;
- IV) continue to pursue the issue of distributions of research Indirect Costs (IDCs) and the possibility of establishing a formal mechanism for faculty input on Sponsored Program spending.

Enrollment Committee

Annual Report to the University Senate, 2023-2024

The Senate Enrollment Committee met three times in Fall 2023 and twice to date in Spring 2024, and members of the committee also attended the 2024 Annual Enrollment Workshop of the Enrollment Planning and Management Division in January. The Enrollment Committee did not bring any motions or action items to the Senate agenda this year but regularly updated the Senate Executive Committee on our discussions.

An initial leading topic of discussion in the 2023-2024 academic year was follow-up on the summer Supreme Court decision regarding admissions and the implications for UConn programs. Other topics of discussion included implications of the current budget situation as related to enrollment, use of student interest data in admissions, looking ahead to changes related to increased off-campus housing structures in the immediate areas around campus, and current classroom space usage. The committee heard regularly from the VP for Enrollment Management and Planning and the Director of Undergraduate Admissions on updates related to current and anticipated enrollment. The committee also heard a presentation on off-campus housing from Robert Corbett and a presentation on classroom space from Brian Rockwood.

We anticipate future discussions to continue addressing enrollment implications of the larger budget landscape and the demographic shifts in the state, including decreased numbers of high school graduates in the coming years. The committee is also ready to respond to guidance from the Senate and SEC around issues related to enrollment requiring further attention.

Respectfully submitted by Catherine Little, April 18, 2024

Enrollment Committee membership:

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

*Robin Bogner, Pharmacy, Pharmaceutical Science

*Jamie Caruso, Waterbury, Staff

*Miranda Davis, CLAS, Ecology & Evolutionary Biology

*Bryan Huey, School of Engineering, Material Science & Engineering

*Natalie Munro, CLAS, Anthropology

*Nat Trumbull, CLAS, Geography, Avery Point

*Anastasio Tzingounis, CLAS, PNB

*Wang, Xiaojing, CLAS, Statistics

Zachary Boudah, Undergraduate Student

Nathan Fuerst, Vice President for Enrollment Planning & Management (Ex-Officio Member)

Vern Granger, Office of Admissions

Jess Lockwood, Undergraduate Student

Jennifer Morenus, Puerto Rican Cultural Center

Mansour Ndiaye, CLAS Academic Services

*Senate Member 2023-2024

Annual Report

Faculty Standards Committee (FSC) of the University Senate

April 2024

Committee charge: This committee shall continuously review University policies and practices relating to tenure, academic freedom, workloads, rank and promotion, remuneration, retirement, and other matters affecting the faculty and shall propose any desirable expression of Senate opinion on these matters, including proposals to the Trustees for modifications in their rules and regulations on these matters.

The FSC membership for academic year 2023-2024 included:

- *Dan Burkey, Chair, Engineering, Associate Dean
- *Bede Agocha, CLAS, Africana Studies Institute
- *Mary Ann Amalaradjou, CAHNR, Animal Science
- *Valarie Artigas, School of Nursing
- *Scott Campbell, CLAS, English
- **Kelly Herd, Business, Marketing – sabbatical Spring 2024*
- *Lisa Holle, Pharmacy Practice
- *Elizabeth Jockusch, CLAS, Ecology & Evolutionary Biology
- *Elaine Lee, CAHNR, Kinesiology
- *Vicki Magley, CLAS, Psychological Sciences
- *Betsy McCoach, Neag, Educational Psychology
- *George McManus, Marine Sciences, Avery Point – *retired February 2024*
- Gladis Kersaint, Office of the Provost (ex-officio member)
- Jada Lexie, Undergraduate Student
- John Richardson, Fine Arts, Art & Art History
- Martina Rosenberg, CETL, Faculty Development

- **Senate Member 2023/2024*

Summary

The FSC met eight times during the academic year. Detailed minutes from all meetings are available on the Senate website. In the 2023-2024 academic year, the committee discussed the following items:

SET Items, SET+ Task Force Follow-up, and Associated Senate Motions:

There was general agreement that changing the name from Student Evaluation of Teaching to Student Experience of Teaching was reasonable and that it reflected and emphasized the subjective nature of the instrument. Additional discussion by the group revolved around the additional recommendations included in the report and how best to disseminate and implement some of the suggestions. There was discussion that there are still elements of the SET+ evaluation that potentially resemble post-tenure review, and it was suggested that there may be pushback on this from both faculty and AAUP, despite the need for evaluation beyond the SET being an AAUP contract requirement.

There was also discussion around where responsibility lies for ensuring the required review happens. Part of the challenge so far has been perceived to be a lack of clear responsibility for carrying out the activities – is it the department, the individual, the school or college? It was reemphasized that while CETL can assist in training and best practices for evaluating teaching, it cannot be the organizational unit responsible for conducting these evaluations. It was suggested that a departmental committee, similar to the undergraduate committee, graduate committee, or PTR committee, could be developed to oversee this assessment of teaching effectiveness and also credit those participating for the labor involved.

From this discussion, the committee drafted three motions for presentation to the Senate based on the task force recommendations: 1.) Changing the language around Student Evaluation of Teaching broadly to Assessment of Teaching Effectiveness (ATE), to reflect a more holistic approach to teaching assessment that did not foreground the SET instrument in particular. 2.) Changing the name for the end of semester survey, SET, from Student Evaluation of Teaching to Student *Experience* of Teaching, reinforcing the subjective nature of the survey and questions, and 3.) Having the Senate affirm the [recommendations](#), including guidelines for the interpretation of teaching assessment data compiled by the task force, which takes into consideration the latest literature and best practices on assessment of teaching. These motions were all passed by a significant margin at the March 4th, 2024 Senate Meeting.

In the spring term, a representative from the student government inquired about the timing of SETs for students. Martina Rosenberg shared that SET deadlines are tied to grade release – opening the surveys earlier is no problem, but doing SETs after grades are made apparent to students is not a fair option. As of now, SETs close right before finals begin because grades could be released as early as the first day of finals, depending on the final examination structure of the class. Concerns were raised regarding the low participation of students in the SETs and so a few extra days may be helpful. It was also added that reading days must be protected. Discussion ensued on opening up the timeframe to start earlier with some positive support for this idea (no earlier than the 2nd to last week of the semester). It was recommended that Faculty Standards consult with BPiR to gauge their feedback. FSC Chair Dan Burkey reached out to BPiR for their feedback and future action.

Faculty Workload Revision Policy:

VPAA Kersaint provided a brief summary of the history of the issue of faculty workload adjustments based on major life events, as well as an overview of the internal discussion that had taken place to this point, involving the Provost's Office, Counsel's Office, Human Resources, and AAUP.

After continued discussion throughout the fall term, UConn Human Resources/Labor Relations and AAUP agreed on finalized language. The policy was brought to the UConn Senior Policy Council meeting in December for review/approval and implementation was effective in January 2024. Any future changes to policy would be facilitated by Human Resources.

The finalized policy is available here: [Policy and Procedures for Modified Duties for Faculty Life Events](#)

Societal Engagement/Social Impact in the PTR Process:

Rosa Raudales was invited to present an overview of the role of the Office of Outreach & Engagement and how it may interact with the work of this committee. She added that the Office of Outreach & Engagement has put together a Community Engagement incorporation into Promotion, Tenure and Reappointment Taskforce, which is focused on data gathering and will be putting together a draft report which will be completed at the end of the Spring 2024 semester. Rosa Raudales opened the floor to questions and discussed ensued, particularly on the role of the Taskforce related to the Faculty Standards Committee. Jada Lexie shared that she would be interested in joining the Taskforce as a representative of USG. It was determined that the work of this Taskforce would be reported back to the Faculty Standards Committee this semester, once any updates are available to share. Rosa Raudales was scheduled to attend the April 29th meeting of the Faculty Standards Committee for a final report of the semester.

Syllabus Repository:

Josh Schulman presented on the importance of students having access to a course syllabus before enrolling in that class to make informed decisions. He added that the repository exists but is underutilized and students want more awareness and more use of this existing resource. Discussion ensued and concerns were raised about academic freedom as well as accuracy of syllabi uploaded (in case of late hiring of adjunct professors, etc). An idea was presented that the most recent syllabus (not the current one) may be helpful in some instances, with a disclaimer provided about accuracy (i.e. it's more of an example). VPAA Kersaint shared that she believes the current plan is for CourseLeaf to include course learning objectives in the online course catalog once fully launched, which may fulfill some of the need for more information highlighted by students. The group also discussed the timeline for when syllabi could be available to students; Senate Bylaws require Syllabi and a Course Schedule to be provided to students by the first day of classes. An idea was raised for faculty to be asked to upload them by the first day of class when they are contacting their enrolled students. A question was raised whether the syllabus repository includes a functionality for faculty to upload/replace an old file. This functionality was confirmed to be available. Josh Schulman proposed that another approach may be changing the University Senate bylaws to require professors to provide syllabi up to one week before the start of term (rather than day 1) to help students with decision-making. The group agreed that a better communication strategy on this issue would be beneficial and would encourage participation in the repository. A discussion with Deans, Associate Deans and Department Heads may also be helpful in engaging faculty to participate, and FSC Chair Burkey presented briefly on this at the Associate Dean/Department Head meeting in March. It was noted that 100% compliance for this repository is unlikely without an incentive or a penalty, neither of which is currently being applied.

Emeritus Faculty Policy:

As a follow up to last year's work on policies related to emeritus and/or retired faculty, the Provost's Office and the Emeritus Faculty Committee took recommendations from the FSC subcommittee and finalized recommendations and updated guidelines for faculty continuing to engage with the university post-retirement.

The finalized policy is available here: [Guidelines for Retired Faculty in Relation to Ongoing Research, Teaching, and Service](#)

CIRE Faculty Professional Development Leaves:

A working group was formed to focus on this issue and the resulting report from Spring 2023 was shared amongst all CIRE faculty and the Provost's Office. VPAA Kersaint has stated that the Provost's Office is looking at the recommendations, however, because some of recommendations are also under the purview of AAUP, this will take time to move forward.

Annual PTR Forum:

Due to popularity, the PTR and PR forums have been updated to annual events. The Tenure-Track Promotion, Tenure & Reappointment Forum was held on Friday, April 12th, 2024, from 9-11 am via WebEx. The AAUP leadership was invited to provide introduction and recommendations. The Clinical, In-Residence, Extension (CIRE) Promotion & Reappointment Forum was held on Friday, April 12th, 2024, from 1-2:30 pm also via WebEx. The AAUP leadership was again invited to provide introduction and recommendations. Follow-up sessions with individual schools and colleges for specific questions were also scheduled.

Annual Report
University Senate Justice, Equity, Diversity, and Inclusion (JEDI) Committee
April 2024

Prepared by JEDI Chair, Martha J. Cutter
Professor of English, Africana Studies, and Interim Head, American Studies

Committee charge: This committee shall review University policies, practices, and conditions relevant to supporting and promoting justice, equity, diversity, and inclusion among students, faculty and staff.

The JEDI membership for academic year 2023-2024 included:

***Martha Cutter, Chair, CLAS, English**

*Eduardo Urios-Aparisi, CLAS, Literatures, Cultures, and Languages

*Becky Bacher, CLAS Advising

*Caitlin Elsaesser, School of Social Work

*Kristen Govoni, CAHNR, Dean's Office

*Micah Heumann, Institute for Student Success, ACES

*Diane Lillo-Martin, CLAS, Linguistics

*Sidratul Muntaha, Undergraduate Student

*Eleanor Ouimet, Anthropology

*Greg Reilly, Business, Management

*Diandra Prescod, Neag, Educational Psychology

*Yaowu Yuan, CLAS, Ecology and Evolutionary Biology

*Cindy Zhang, CLAS, Geography

Greg Bouquot, Registrar's Office

Stuart Duncan, The Graduate School

Angelo Montes, Undergraduate Student

Mackenzie Robinson, Undergraduate Student

Stephany Santos, School of Engineering, Biomedical Engineering

Audrey Silva, Center for Students with Disabilities

Frank Tuitt, Office for Diversity and Inclusion (ex-officio member)

**Senate Member 2023/2024*

Summary

The JEDI committee met six times during the academic year. Detailed minutes from all meetings are available on the Senate website. In the 2023-2024 academic year, the committee discussed the following major items:

Major Items of Discussion

- I. **Academic Probation, DFW rates, and retention of BIPOC Students:** A major topic of discussion was that BIPOC students have a higher DFW rate, higher rates of academic probation, and lower rates of graduation in six years than non-BIPOC students. Martha Cutter has recommended that a motion be made to the university senate to share more widely that data on this subject, but the Senate EC felt that sharing the material in some other format would be more effective. We continue to be concerned about this topic and to ponder how to best share this disturbing data with faculty and staff. From last year's annual report: "Data from 2017-2021 show that much higher percentages of Black, Latino and Hispanic students than white students end up on academic probation at the end of their first semester at UConn, and that these numbers worsened during the COVID pandemic." There has been some rebound since COVID, but BIPOC students remain at higher risk of dropping out at UConn.

Discussion this year centered on how the committee can help faculty and staff become more aware of these issues and the resources available for student support and success. A concern was raised by this committee that this message is not filtering down from leadership, and discussions have been ongoing about how to make this data more widely available.

Action Item for Next Year: Martha Cutter will be developing a way to present the data and next year circulation of this data will be vital.

- II. **Impact of recent anti-Affirmative Action decisions on admissions at UConn.** Frank Tuitt, Preston Green, and Jeff Hines meet with JEDI and discussed a presentation on "UConn after SFFA v. Harvard & UNC." The committee

continued to brainstorm ideas about how to create diversity in admissions of graduate and undergraduate students after this decision.

No Action Items currently, as we observe ongoing developments.

- III. **Faculty Hiring and Diversity:** The JEDI committee was asked by Laura Burton to discuss the [Review of Faculty and Staff Diversity Report](#). The committee reviewed the report, raising concerns around diversity of faculty, especially concerning the hiring and retention of Black individuals (listed as under 3% total faculty in the report). JEDI has numerous questions about separations vs voluntary retirements, which was not clearly distinguished in the data. HR may be developing an exit interview procedure like the one used at UConn Health. JEDI will be following up on this going forward. There will be ongoing discussions next year about the need to recruit and retain BIPOC faculty and their reasons for separation.

Action Item for Next Year: JEDI will be meeting with HR and (perhaps) Labor Relations to help create an exit interview for faculty and staff who separate from Uconn. We also want to hear more directly from HR about the low rates of BIPOC faculty at the University and what might improve this.

- IV. **Salary Equity and Its Impact on Diversity:** JEDI also considered salary equity and its impact on faculty hiring and diversity. The Pay Equity Taskforce created a report in 2022, which pertains to gender, although race is a consideration: “Adding race/ethnicity to the model does not change the gender gap, but adding the department female percentage proves to have the largest downward effect on average salary gap, reducing it by nearly 5 percentage points. In other words, departments with more female faculty are correlated with lower average salaries.”

No Action Items at this time.

- V. **Budget crisis’s impact on DEI at UConn:** JEDI remains concerned about DEI in the wake of the current budget crisis. A DEI fellowship for graduate students had already been cut due to the budget crisis. The increase in tuition will adversely impact first generation and BIPOC students. JEDI is paying attention to this topic moving forward.

Action item: we will be closely monitoring this topic.

- VI. **JEDI’s role in the Strategic Plan:** A key goal of the strategic plan is inclusivity and DEI Efforts. JEDI would like to be involved in the Strategic Plan’s implementation and has asked about the possible formation of a JEDI Subcommittee. The Strategic Plan (page 19) contains as a key goal “A stronger, more inclusive university.” JEDI would like to engage with other DEI leaders across the university to share feedback and support a broader view of the implementation of DEI efforts in the Strategic Plan.

Action item for Next Year: We have asked that JEDI members (or a subcommittee of JEDI) be involved in the Strategic Plan’s Implementation.

- VII. **Enriched Mentorship:** The Enriched Mentorship program launched at the Graduate School has been successful over the past 6 months, and Stuart Duncan report on NEM (Network for Enriched Mentorship): <https://grad.uconn.edu/faculty-staff-resources/network-for-enriched-mentorship/>. The goal is to match graduate students with faculty who are not in their field in order to have open and honest conversations about the challenges they face. There is a particular focus on resources and how to support diversity, equity, and inclusion.

Action Items for Next Year: JEDI will support NEM by developing a broader network of communication around the University and by providing feedback on the numbers involved and the value to the community at the end of the fall semester.

- VIII. **Peer-to-Peer Support for Students on Academic Probation:** Angelo Montes will be working with Kamara Nyahuma on a project to support BIPOC students on academic probation. He is still collecting data but hopes to begin piloting this program in Fall of 2024.

Action Item for Next Year: JEDI looks forward to hearing more about this endeavor and supporting it in whatever ways we can. We ask students to liason with UConn Connects.

**Annual Report to the University Senate
Academic Year 2023-2024
Senate Scholastic Standards Committee**

Committee Charge: This committee shall prepare legislation within the jurisdiction of the Senate concerning those scholastic matters affecting the University as a whole, and not assigned to the Curricula and Courses Committee, including academic programs, the marking system, scholarship standards, and the like.

2023/2024 Scholastic Standards Committee Members:

***Karen Bresciano, Co-Chair, The Graduate School**

***Jamie Kleinman, Co-Chair, CLAS, Psychological Sciences, Avery Point**

*Maureen Armstrong, Dean of Students Office

*Kelly Burke, Engineering, Chem & Biomolecular

*Robin Coulter, Business, Marketing

*Carrie Fernandes, Financial Aid

*Holly Fitch, CLAS, Psychological Sciences

*Morty Ortega, CAHNR, Natural Resources and the Environment

*Lawrence Walsh, Office of Admissions

Erin Ciarimboli, Office of Undergraduate Advising

Sarah Croucher, Provost's Office, Academic Affairs

Lindsay Cummings, SFA, Dramatic Arts

Jennifer Lease Butts, Honors and Enrichment Program (Ex-Officio Member)

Lizbeth Polanco, Undergraduate Student

Brian Rockwood, Registrar's Office

Sharyn Rusch, CLAS Academic Services Center

Lauren Schlesselman, CETL, Academic Program Assessment and Learning Initiatives

Christine Wenzel, Center for Students with Disabilities

*indicates 2023/2024 Senate member

Specific Topics Addressed:

Juneteenth- This topic was brought to us from SEC with support from the President and Provost. The request was to explore the possibility of declaring Juneteenth a non-teaching holiday. There was broad support from the committee. The registrar's said that the summer calendar could be adapted with a small amount of inconvenience. The current by-laws do not contain any language about summer/winter calendaring, so while the committee supported the concept, there are currently no by-laws to amend to make Juneteenth a non-teaching holiday. This has been brought back to the SEC who are reviewing next steps.

Election Day- SSC was asked to consider if Election Day should be a non-teaching day. This topic was brought forth by the USG. The challenges presented mirror the disruptions that have been

discussed annually when the topic of having an October break is raised. It was determined that there is no practical way to make Election Day a non-teaching day at this time, but that faculty should be flexible to allow students time to vote.

Academic Engagement- A subgroup continued previous work on the issues surrounding the need to know when our students are academically engaged. This is important for Financial Aid and federal reporting purposes. They developed a plan which includes instructors entering a date for the last date of academic engagement whenever posting a non-passing and temporary grade.

Temporary Grades- There continues to be confusion among instructors on when to use which temporary grade. While there is room for more education on the topic, there were no proposed by-law changes to consider.

Bunched finals- We examined a request from USG to change the current policy to define bunched finals as “3 final exams within a 24-hour period” as opposed to the current policy which is “3 final exams in one calendar day”. It was shared that in Fall 2022 approximately 3,000 students had three finals in 24 hours last fall, and that approximately 115 students received approval for a reschedule. We learned that the Registrar’s Office was rolling out a new scheduling software and data collection method that has the potential to have a much more accurate accounting of who is holding a final exam. It is thought that this may help reduce the number of bunched finals since it should pull out all of the exams that were scheduled but did not actually exist. It was decided that we would wait and see the effectiveness of this software and method and examine the data next year to see if the need for by-law change is still needed or if the concern has been resolved.

10th day rule- Concerns about an unusually high number of students adding classes after the first day of class during this semester’s add/drop period (up to the 10th day) were raised. We discussed that it is often challenging for students to catch up with work they may have missed by adding a class during this period. The committee also learned of the many valid reasons that students might be adding classes after the first day as well as the enrollment problems that would be created if the add date was moved sooner. It was agreed that we would work on a list of guidelines for students to consider when joining a class after the first day of class as well as suggestions for instructors to mitigate those concerns.

Learning Accommodations Taskforce: The topic of helping faculty meet the needs of students with accommodations through CSD is a frequent agenda item. As the concerns are often about resources and pedagogy rather than scholastic policy, the SSC requested that the SEC consider asking the Provost’s Office to form a taskforce to address these important concerns.

During its regular Senate meeting on Monday, February 5, 2024, the University Senate approved a resolution presented by the Senate Executive Committee to charge the Provost’s Office with convening a university-wide taskforce to address issues related to learning accommodations delivery from a faculty-facing perspective.

As described in the resolution, “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.”

An update on the work of this taskforce 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 the Fall of 2024, along with any other units relevant to the report.

The motion passed YES 62, NO 2, ABSTAIN 1. The full resolution is available [here](#).

Denial of Space for Non-Attendance- We discussed this policy in the Senate By-Laws. The Registrar’s Office confirmed that it is a little used policy, but policy but could be useful when a class has a wait list, and instructors are aware of a student who has not attended the class. This is particularly true of lab classes. It was decided that no changes are required at this time.

Undergraduate Scholastic Standing & Dismissals Bylaw 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 criminalistic):
 - 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 associated earned credit 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.

1. Rationales:

1. 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)
2. Responding to student enrollment challenges and patterns as result of the pandemic.

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.

Motion passed during the April 1, 2024 meeting of the University Senate, 51 YAY, 2 NAY, 3 ABSTAIN.

**Annual Report to the University Senate
Academic Year 2023-2024
Senate Student Welfare Committee**

Committee Charge: This committee shall review the conditions that contribute to the academic success, personal development, physical and mental well-being of students, and available forms of financial aid. It may seek the opinion of the Senate on such matters and make recommendations.

2023/2024 Scholastic Standards Committee Members:

***Leo Lachut, ISS, Academic Achievement Center (Chair)**

*Tom Bontly, CLAS, Philosophy

*Andy Bush, CLAS, Earth Sciences

*Kate Fuller, UConn Libraries

*Erica Granoff, Stamford, Student Services

*Tina McCarthy, Student Health and Wellness

*Jennifer Pascal, Engineering, Chemical & Molecular

*Sarah Scheidel, Enrichment Programs

*Fiona Vernal, CLAS, History

Bryanna Anderson, Center for Students with Disabilities

Fabiana Cardetti, CLAS, Mathematics

Kimberly DUBY, Dean of Students Office

Nathan Fuerst, Vice President for Enrollment Planning & Management (Ex-Officio Member)

Arthur Galinat, International Student & Scholar Services

Gavin Kuebler, Undergraduate Student

Mona Lucas, Enrollment Planning and Management

Katherine McCarthy, One Stop Student Services Office

Suzanne Peters, Financial Aid

Megan Petsa, The Graduate School

Lorien Touponse, Undergraduate Student

Peter Tribuzio, Student Services, Hartford Campus

**indicates 2023/2024 Senate member*

****End-of-Year Report for Student Welfare Committee - Academic Year 2023-2024****

Dear Members of the UConn Senate and University Community,

As Chair of the Student Welfare Committee, I am pleased to present the end-of-year report summarizing the activities and discussions of our committee throughout the academic year 2023-2024. The Student Welfare Committee is tasked with reviewing the conditions that contribute to the

academic success, personal development, physical, and mental well-being of students, as well as available forms of financial aid. Our committee strives to address key concerns and make recommendations to enhance the overall student experience at the University of Connecticut.

****September 21st, 2023 Meeting Highlights:****

- Discussed submitted end-of-year report.
- Addressed concerns about Hartford students residing in Storrs.
- Provided updates on COVID-19 cases and class modalities.
- Raised regional concerns, including the status of the Student First Fund and logistical hurdles in the Book Bundle program.
- Discussed Diversity, Equity, and Inclusion (DE&I) concerns and the potential institution of a fall break.

****November 16th, 2023 Meeting Highlights:****

- Reviewed updates on various ongoing concerns, including the Book Bundle program and off-campus housing for graduate students.
- Discussed campus safety, lighting, and crosswalks.
- Raised concerns about the new housing policy and access to healthcare on regional campuses.

****January 18th, 2024 Meeting Highlights:****

- Discussed ongoing concerns about the impact of severe budget cuts on student experience.
- Received updates on regional concerns, DE&I initiatives, and off-campus housing for graduate students.
- Addressed the rollout of a new email system and its implications for students and alumni.

****February 15th, 2024 Meeting Highlights:****

- Reviewed previous discussions on fall break and severe budget cuts.
- Discussed updates on regional concerns, DE&I initiatives, and off-campus housing for graduate students.
- Addressed campus safety concerns and the campus response to NCAA tournaments.

****March 21st, 2024 Meeting Highlights:****

- Presented the Fall Break Report and discussed the decision not to propose changes for the upcoming fall semester.
- Received updates on regional concerns, DE&I initiatives, and off-campus housing for graduate students.
- Discussed the campus response to NCAA tournaments, university response to loss of students, academic misconduct, and bus lines.

****April 18th, 2024 Meeting Highlights:****

- - *Fall Break Report*
 - Discussion ongoing; report in progress.
 - *Regional Concerns*
 - Updates on Nurse Navigators at regionals and graduate student access discussed.
 - *D, E & I Concerns - Campus Climate*
 - Continued monitoring; issues regarding posters on campus addressed.
 - *Off-campus Housing for Graduate Students*
 - Pricing for new rentals discussed.
 - *Campus Response to NCAA Tournaments and Safety*
 - Positive feedback on recent NCAA tournament viewing parties related to safety shared.
 - *University Response/Communications to Loss of Students*
 - Maureen Armstrong offered assistance; concerns raised regarding communication speed.
 - *Academic Misconduct (Use of AI)*
 - Presentation by Guest Brian Goepfrich on Academic Integrity and AI.
 - Overview of UConn Policy, reporting process, and recent cases provided.
 - *Co-Chair Proposal - Tina McCarthy*
 - Accepted co-chair position for next academic year; discussion on committee listing.
- **End of Year Report**
 - Leo Lachut drafting; feedback requested; report to be presented on April 29th.

Throughout the academic year, the Student Welfare Committee has remained dedicated to addressing the diverse needs and concerns of our student body. We have engaged in robust discussions, sought solutions to pressing issues, and advocated for initiatives aimed at enhancing student well-being and academic success. Moving forward, we remain committed to our mission and look forward to continuing our efforts to support the UConn community.

Thank you to all committee members, university stakeholders, and student representatives for your contributions and dedication to student welfare.

**Annual Report to the University Senate
Academic Year 2023-2024
Senate University Planning Committee**

Committee Charge: This committee shall review the University planning processes and consider their potential outcomes. The committee may provide on behalf of the Senate an evaluation and review of specific issues and activities related to institutional advancement.

2023/2024 University Planning Committee Members:

***Bonnie Burr, Chair, CAHNR, Extension**

*Amvrossios Bagtzoglou, Engineering, Civil & Environmental

*Oksan Bayulgen, CLAS, Political Science

*Joanne Conover, CLAS, Physiology & Neurobiology

*Joe Crivello, CLAS, Physiology and Neurobiology

*Justin Rogowski, Law Library

*Mike Shor, CLAS, Economics

Tutita Casa, Neag School of Education

Mannat Kadian, Undergraduate Student

Sean Dunn, Undergraduate Student

Dan Schwartz, Office of the Provost (Ex-Officio Member)

Carl Rivers, Office of the Registrar

**indicates 2023/2024 Senate member*

Summary: The University Planning Committee has been working on identifying on how to best bring issues and areas of interest to the Senate for additional review and input. We are looking at how the UPC can identify university committees that may not normally share findings with the Senate and improve communications between these committees and the Senate. Three issues have been identified with further need for follow-up.

Specific Topics Addressed:

1. Strengthening Pre-Award Infrastructure and Facilitation of Grant Applications - The OVPR's office responded to the UPC on five recommendations that were raised. In addition to the following, they restructured the contracts units into two teams (federal, Non-federal) to help alleviate the backlog in processing. They are also restructuring to create an award set-up team this year who will work solely on award acceptance allowing post award to focus on award administration and billing. The UPC will follow up on how this process has been working at the end of FY24.

A) Establishment of an advisory committee with faculty and administrator representation to provide guidance and advice to pre-award administration – SPS currently works with the Presidents Research Advisory Council (PRAC) made up of representatives from each college and school to address issues and concerns related to research. They also meet with the Research Deans Council (RDC) with representatives from all colleges and schools

who act as a conduit between the SPS and their college or school research faculty. They also hold regular trainings and discussions with administrators across campus, including discussion groups from both UCH and Storrs.

B) *Create a help desk to address questions and concerns from faculty and staff across the university* – SPS will be working to establish a help desk and anticipates having this completed at the end of the year. * The UPC will be following up to ascertain when this is completed.

C) *Seek closer faculty-administrator ties and interaction with units such as those with CLAS and NEAG* – SPS is working with Sponsored Program Administrators (SPA) to share success stories where these programs are utilized. Presentation materials will be shared as a resource to all colleges and schools as best practices for improving local models.

D) *Authorize decentralization for small non-federal applications (less than \$100,000)* - SPS has taken steps to streamline submission for low-risk proposals and has delegated signatory authority within SPS beyond the Pre-Award Director and Assistant Director. Pre-Award Specialists can submit approximately 50% of their portfolio decreasing the bottleneck securing authorizations.

E) *Reviewing and implementing ways to increase collaborations and proposal submissions* – SPS has taken a variety of steps to streamline proposals and has been piloting a new budget template, increase guidance for budget cost sharing and taking steps to reduce budgetary review. * The UPC will follow up to see how the pilot has been working.

2. Parking

There is currently a university parking committee that has been working with AAUP to identify ways to improve access to parking for faculty (as well as staff, commuter students and others). The Parking Transportation Advisory Committee (PTAC) shared information which highlights that the south campus parking availability will not be increasing, but rather decreasing and Area 1 is also much tighter. Area 2 still has plenty of availability (F Lot) and is easily accessible by bus which drops people off at the Husky next to Gampel.

* The UPC recommends continuing discussions on how to increase communications and make these changes more transparent so that everyone understands the PTAC finds busing in from the outer lots to be a suitable response to accessing campus at all times of day and night. The UPC will also encourage review of illegal parking in Area 2 as well as how the EV policy and accessibility develops in FY 25.

3. Travel Services

The UPC asked Joe Thompson and Peggy McCarthy to talk with the UPC about challenges with Concur. They explained to the committee that the reconstituted Lloyd Blanchard's committee (keeping everyone on – and apologizing if they inadvertently left people off) The Travel

Committee identified 30 points of pain and of those 15 are policy related. They broke those down with 7 being related to process and configuration and 8 that can be addressed through education and clarification. The Travel Committee is presenting to senior administrators and will then present to JACC. Joe was not aware he should share findings with the Senate but is very open to discussing this further.

* The UPC looks forward to working with Purchasing and Travel to offer additional thoughts and follow up on process and educational components of how to make these systems more user friendly to those who do not work with them on a regular basis. The UPC will follow up further on the following points:

A) Education is the key to having employees utilize Concur correctly. Perhaps a short fact sheet with important points. Peggy shared that perhaps small vignettes and videos would be helpful.

B) There is a cost to faculty and staff spending so much time trying to figure out how to use Concur. Perhaps that needs to be factored into the Travel Committee's work. Joe said there is currently no data to show how much time is spent going in and out of the system.

C) Points were shared about continual kickbacks from reviewers and the system and it's frustrating when you believe you have entered the information correctly. It's a vicious circle sometimes to try and figure out what is wrong. Joe said to call travel anytime you have an issue. And they are aware it's challenging trying to get the corrections made.

D) Questions regarding who completes the forms and are there any unified efforts to send travel to support staff who can be trained or are trained in getting these done, reducing the time travelers spend trying to learn a system they don't regularly use. Some departments are doing this already. Peggy added it would be helpful to get more systems in alignment and Joe shared we do have staff who are experts in organizational functions.

**Senate Nominating Committee Report:
Senate Standing Committee Rosters (AY24-25)
University Senate
April 29, 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>		
*Jamie	Caruso	Waterbury Campus
*Miranda	Davis	CLAS

*Natalie	Munro (on sabbatical)	CLAS
*Nat	Trumbull	CLAS, Avery Point Campus
*Xiaojing	Wang	CLAS
*Douglas	Kaufman	Neag
*Carl	Rivers	Registrar's Office
*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
<i>Senators</i>		
*Betsy	McCoach	Neag (Chair)
*Vicki	Magley	CLAS
*Elizabeth	Jockusch	CLAS
*Scott	Campbell	CLAS
*Anastasios	Tzingounis	CLAS
*Kimberly	Cuevas	CLAS (Waterbury)
*Horea Ilies	Ilies	Engineering
*Joseph	Crivello	CLAS
*Robert	Bird	Business
*Tracy	Rittenhouse	CAHNR
<i>Non-Senators</i>		
Gladis	Kersaint	Academic Affairs
John	Richardson	SFA
Martina	Rosenberg	Academic Affairs
Kylene	Perras	ENGR

JEDI Committee

First Name	Last Name	Dept.
<i>Senators</i>		
*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

First Name	Last Name	School/College
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Senators

*Karen	Bresciano	The Graduate School (Co-Chair)
*Jamie	Kleinman	CLAS, Avery Point (Co-Chair)
*Maureen	Armstrong	Dean of Students
*Kelly	Burke	ENGR
*Holly	Fitch	CLAS
*Morty	Ortega	CAHNR
*Lawrence	Walsh	Office of Admissions
*David	Embrick	CLAS (Hartford)
*Kristen	Govoni	CAHNR
*Dorothea	Anagnostopoulos	Neag
*Jennifer	Terni	CLAS

Non-Senators

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 (Co-Chair)
*Tina	McCarthy	SHaW (Co-Chair)
*Andrew	Bush	CLAS
*Kate	Fuller	Library
*Erica	Granoff	Waterbury Campus
*Jennifer	Pascal	ENGR
*Sarah	Scheidel	Enrichment Programs
*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 (Waterbury)

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	Chrabaszc	Athletics

University Planning Committee

First Name	Last Name	School/College
<i>Senators</i>		
*Bonnie	Burr	CAHNR (Co-Chair)
*Amvrossios	Bagtzoglou	ENGR (Co-Chair)
*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
Julie	Schwager	OVPR

To: University Senate Executive Committee
From: Multi-Campus Ad-Hoc Committee
Re: Committee Recommendation
Date: April 17, 2024

In response to the charge to “identify and define specific challenges faced across UConn’s campuses ... to assess whether these areas of concern are being addressed by existing university structures, support groups, or committees,” and evaluate the need for a University Senate standing multi-campus committee, the Ad-Hoc Multi-Campus Working Group (the Working Group) met as a whole a total of four times as a group, formed subcommittees who met separately to discuss specific topics related to the Committee's mission, and interviewed and surveyed relevant stakeholders including Campus Deans, current Senate standing committee chairs, and faculty and staff across the seven campuses. The Committee also examined the governance structures of peer and aspirant institutions. Complete lists of committee members, stakeholder participants, and the list of peer and aspirant institutions reviewed are in Appendix A.

The Committee recommends, by an 11 to 0 vote, that the Senate Executive Committee establish a standing multi-campus committee to facilitate equitable standards and access to support for both students and faculty and provide the perspective of multiple UConn campuses to other Senate Committees.

- **A Standing Committee with Representation Across All Campuses Will Increase the Diversity of Perspectives in University Senate Decision-Making**

Stakeholders expressed a need for increased insights from the multiple campuses in University Senate decision-making. Two-thirds of standing committee chairs agreed with the statement, “It would be helpful to our committee if the University Senate had a standing committee to represent the multiple campuses.”

Current standing committee chairs expressed a need for more input from the various campuses, acknowledging that while committees have representation from the campuses outside Storrs, this representation is often limited due to committee composition. One chair commented, “The non-Storrs campuses plus the 8 Extension offices not located on one of the other campuses do not always gain the same level of appreciation with regards to budget, and with staff at facilities stretched so thin, they do not get the same attention to detail.” Another noted, “Having a single campus rep is often not sufficient. A standing committee would foreground all regional campus issues more clearly.”

Standing committee chairs said their Committee had adequate input from UConn's multiple campuses, but they saw the benefit of a multi-campus standing committee. As one chair explained, “[w]e currently have sufficient input because our Committee happens to be chaired by a regional campus member and includes several faculty from regionals. With a different make-up, though, I believe there would be a need for more input.” Detailed results from the survey of standing committee chairs are in Appendix B.

- **A Standing Multi-Campus Committee Could Facilitate Consistency Across Campuses**

A perception of inequity in workload and workload expectations across campuses exists among some faculty and staff. Stakeholders provided the following examples of such perceived inequity:

- 1) advising workloads appear, in some cases, to diverge among faculty on different campuses;
- 2) some faculty on the multiple campuses appear to have more course preparations and/or a larger number of courses in rotation than Storrs-based faculty of equivalent rank;
- 3) access to administrative and other resources may be available in varying degrees by campus; and
- 4) regular transit between campuses and time required for that travel may not be considered when evaluating faculty and staff workloads and service assignments.

A standing multi-campus committee could increase communications to align related policies, explore if and to what degree perceived inequity in assignments exists, and craft or review policy with the goal of equitable and consistent policies and procedures across the institution.

- **Stakeholders See a Multi-Campus Committee as Key to Promoting Equitable Access to Student Services**

Campus Deans from Avery Point, Hartford, Stamford, and Waterbury expressed the need for a standing multi-campus to advocate for policies that ensure equitable access to student services across campuses. Deans expressed a need for multiple campus perspectives to be considered when considering policies related to supporting International students, students registered with the Center for Students with Disabilities, students requiring academic support, and student services more broadly (health, financial aid, etc.).

Deans from UConn Law School and the School of Medicine, with their own systems of shared governance student bodies of professional graduate students, felt less strongly about the need for a multi-campus standing committee. Stakeholders from both schools expressed the value of their campuses having a connection to, or representation on, the University Senate and a standing committee should one be established.

- **A Multi-Campus Standing Committee Could Facilitate Inter-campus Communication and Coordination**

The Working Group's Infrastructure Subcommittee observed that a standing multi-campus committee could be invaluable for exchanging and discussing developments on other campuses. New developments, problems, and solutions could be regularly shared with and explored among committee members. "It could be an invaluable space where regional campus representatives could share information about the infrastructure issues and developments occurring at their

specific campuses and how they address them” concluded a subcommittee member. Sharing information about other campuses’ programs, how they are structured, and how junior faculty and staff are supported could contribute to self-study, improved programmatic effectiveness, and potential cross-campus collaborations.

- **Self-Governance Structures Vary Among Peer and Aspirant Institutions**

The university senates of the peer and aspirant institutions, on average, include more standing committees than UConn’s University Senate. Despite efforts, we could not identify an analogous multi-campus committee among other universities’ self-governance systems. The Ohio State University has explored similar questions about the representation of faculty on their Columbus-based main campus. In OSU’s “Regional Campus External Review” 2021 report, reviewers noted “[f]irst and foremost, there must be a clear sense of the regional campus mission and most importantly, the central role these campuses play in OSU’s mission as a land grant institution. The current ambiguity is detrimental to both current operations and the long-term sustainability of these campuses.” (<https://oaa.osu.edu/assets/files/reports/regional-campus-external-review-2021.pdf>, p 8) While there was no mention of changes to the OSU senate as a result of the external review, many of the issues and concerns described in the report are similar to issues of multi-campus representation at UConn.

- **There is strong stakeholder support for a standing Multi-Campus Committee**

Opinion on the need for a University Senate standing Multi-Campus Committee was consistent across stakeholder groups. Stakeholders believe that a standing multi-campus committee will ensure that UConn’s shared governance system include the perspectives of all seven campuses when making decisions and planning events.

Throughout the Ad-Hoc Committee’s exploration, three additional considerations were raised. Three stakeholders shared concerns that a standing committee might isolate or silo the campuses outside of Storrs, promoting, rather than rectifying, a Storrs-centric model of decision-making. Stakeholders, especially those located on campuses outside Storrs, also expressed concern about adding additional service work to faculty and staff at UConn’s smaller campuses. Third, if the Senate Executive moves to establish a standing Multi-Campus Committee, careful thought should be given to the Law and Medical Schools’ representation and participation. Most Ad-Hoc Committee members and Campus Deans see Law School and Medical School involvement as essential for fostering UConn collaboration, shared initiatives, and advancing a “One UConn” model; some believe that Law School and Medical school representation on a committee may be inappropriate as they have separate governance structures.

Appendix A

Ad Hoc Working Group Members

Name	Department	School/College/Campus
Amy Gorin (ex-officio)	Vice Provost	Provost's Office
Jennifer Dineen (co-chair)	APIR, Public Policy	CLAS, Hartford
Nathaniel Trumbull (co-chair)	Associate Professor, Geography	CLAS, Avery Point
Zachary Boudah	Undergraduate Student	Avery Point
Sidratul Muntaha	Undergraduate Student	Hartford
Mohammed Ruwaid	Undergraduate Student	
Oskar Harmon	Associate Professor, Economics	CLAS, Stamford
Morty Ortega	Associate Professor, Natural Resources & the Environment	CAHNR, Storrs
Daniel Burkey	Associate Professor, Chemical & Biomolecular Engineering and Associate Dean, Undergraduate Education and Diversity	ENGR, Storrs
Katie Martin	Assistant Campus Director	Hartford
John Cooley	APIR, Biology	CLAS, Hartford
Katherine Pancak	Professor in Residence, Finance	School of Business, Stamford
Laura Tropp	Director, Academic Affairs	Stamford
Annamaria Csizmadia	Associate Professor, HDFS	CLAS, Stamford
Linda Sprague Martinez	Professor	Professor, Department of Medicine/Director of the Health Disparities Institute at UCH)
Nakeia Moore	Program Director, Undergraduate Programs	Waterbury
Peter Tribuzio	Director of Student Services	Waterbury
Shelby Summers	Student Affairs Director	School of Law

Campus Deans Interviewed:

Dean	Campus
Annemarie Seifert	Avery Point
Mark Overmeyer-Valazquez	Hartford
Jennifer Orlikoff	Stamford
Fumiko Hoeft	Waterbury
Eboni Nelson	UConn Law School

Peer and Aspirant Institutions

Rutgers
The Ohio State University
Tufts
University of California
University of Delaware
University of Illinois Urbana-Champaign
University of Maryland
University of Massachusetts
University of North Carolina
University of Washington

Appendix B

4/10/24, 3:41 PM

Senate Committee Chairs: Feedback to Multi-Campus Ad Hoc Working Group

Senate Committee Chairs: Feedback to Multi-Campus Ad Hoc Working Group

9 Responses

02:14 Average time to complete

Active Status

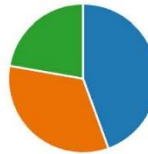
1. Which of the following best describes the issues on which your committee focuses?

- Issues relevant to all of UConn's... 8
- Issues relevant to UConn campu... 1
- Issues relevant to the Storrs cam... 0



2. In your standing committee meetings, how often are multiple campus perspectives a specific part of the conversation?

- Frequently 4
- Sometimes 3
- Occasionally 2
- Rarely 0
- Never 0



3. If regional/law school/medical school campuses are already part of your committee's conversation, how would you evaluate the level of input you currently receive from those multiple campuses?

- We currently have sufficient inp... 6
- We could use more input from t... 3
- I have no opinion 0



4. Which of the following overall statements comes closest to your opinion?

- It would be helpful to our com... 5
- Our committee would not benef... 1
- I have no opinion on whether a... 3



5. Please add any additional comments (optional)

5
Responses

Latest Responses

"We are lucky to have multiple regional campus folks on the Student Welfare.."

5. Please add any additional comments (optional)

5 Responses

1	anonymous	The non-Storrs campuses plus the 8 Extension offices not located on one of the other campuses do not always gain the same level of appreciation with regards to budget and with staff at facilities stretched so thin, they do not get the same attention to detail.
2	anonymous	We currently have sufficient input because our committee happens to be chaired by a regional campus member and includes several faculty from regionals. With a different make-up, though, I believe there would be a need for more input.
3	anonymous	Having a single campus rep is often not sufficient. A standing committee would forefront all regional campus issues more clearly.
4	anonymous	I put that I have no opinion above, but this is not entirely true. It depends. I think this issue comes down to what is the best way to make sure that the multiple campuses have input on the issues the Senate discusses while also being mindful of adding additional service to our already very busy staff and faculty. A standing committee could isolate these issues but would also allow them, perhaps, to receive more consideration. There may also be issues that are unique to various campuses that this committee might give space for a hearing about. The alternative would be to require that every committee have some representation from non-Storrs campuses. I guess it would come down to the charge of the standing committee. Is their charge to address issues specific to having multiple campuses (e.g., coordination or equity)? If so, then it might work. If, however, the point is to make sure committees also keep in mind issues that arise from having multiple campuses, then representation would likely be better. There would be a symbolic side to having such a committee that might weigh in its favor, but again, I cannot help but wonder if the extra service and additional layer of a standing committee would be helpful.
5	anonymous	We are lucky to have multiple regional campus folks on the Student Welfare



THE GRADUATE SCHOOL:
REPORT TO THE
UNIVERSITY SENATE

29 April 2024

Introduction

Research, scholarship, and creative activity at the University of Connecticut have a national and international impact, and excellence in these areas is inseparable from excellence in graduate education. The University of Connecticut is a great research university because it has both world-class scholars and world-class graduate programs. The University awards 17 types of graduate degrees (4 research doctorates, 2 clinical doctorates, 11 master's). Eighty-one fields of study lead to doctoral degrees, and 128 fields of study lead to master's degrees. In addition, the University of Connecticut offers more than 100 post-baccalaureate, graduate, and post-master's certificate programs.

The Graduate School is responsible for overseeing all post-baccalaureate degree or certificate programs at the University of Connecticut, except for the MD, DMD, JD, LLM, and PharmD and the Certificate in Social Determinants of Health and Health Disparities. With the Graduate Faculty Council and the Executive Committee of The Graduate School, The Graduate School ensures the academic integrity of graduate programs, oversees the development of new programs and the modification of existing programs, and develops new ideas and new approaches to graduate education. Through the Graduate Faculty Council, The Graduate School also develops policies that govern the academic relationship of graduate students with the University. The Graduate School provides financial support for graduate students through fellowships administered by individual graduate programs¹ and through the Jorgensen, Harriot, and Crandall Fellowship programs. In addition, The Graduate School supports dissertation fellowships for doctoral students and awards that support doctoral student travel. The Graduate School coordinates efforts to ensure that graduate programs attract and retain graduate and postdoctoral scholars from the widest possible array of backgrounds and experiences, and The Graduate School covers costs of education for recipients of prestigious national fellowships that are not covered by fellowship awards or training grants. We work with the Graduate Student Senate and the Graduate Students of Color Association to promote a vibrant community of graduate students and postdoctoral scholars at the University.

Highlights of activities

The Graduate School organizes its work around three broad themes - *innovation*, *community*, and *service* - that were identified in its [strategic plan](#) in 2021. These themes will guide our work through 2026, and they are integrated with the three priorities for action identified in our 2020 report on [BIPOC graduate student support](#). Our most

¹ The Graduate School provides funds for pre-doctoral fellowships that departments use to provide financial support to doctoral students at their own discretion.

significant activities within these areas are described briefly below.

Innovation

- In 2022/2023 one of our faculty affiliates, Mary Anne Amalaradjou, led development of [Graduate student mentoring - A mentor's guide](#). In 2023/2024 Professor Amalaradjou led development of a complementary guide for mentees. The guide for mentees will help graduate students understand the difference between an advisor and a mentor, what they can expect from each, how they can find mentors, why they may benefit from more than one mentor, and how to assemble their mentoring team. A draft of the guide was presented to the Graduate Faculty Council in April 2024. Further discussions with the Executive Committee of The Graduate School, the Graduate Faculty Council, the Graduate Student Senate, the Graduate Employees Union, the Provost's Office, and the Council of Deans will follow in Fall 2024. We anticipate that the guide will be formally endorsed by the Graduate Faculty Council in 2023/2024.
- The Graduate School played a leading role in developing strategies to respond to decisions by the Supreme Court in *Students for Fair Admissions v. Harvard* and *Students for Fair Admissions v. University of North Carolina*. In addition to briefing graduate programs and graduate faculty about implications of the decision and providing advice on how to honor our commitment to building a diverse and welcoming community of graduate students, The Graduate School made a small change to its application procedures. We continue to request demographic information from applicants, but that information is not visible to programs until after the application process is complete.

Community

- With support from one of our faculty affiliates, Chen Chen, The Graduate School launched the [Network for Enriched Mentorship](#), a UConn-wide interdisciplinary mentoring network for all graduate students, with a special focus on minoritized graduate students and those who come from backgrounds that may disadvantage them. Through NEM more than 60 graduate students were paired with faculty mentors to discuss issues that arise *outside* of their coursework and dissertations.
- Seven faculty and staff members (four members of The Graduate School staff, one faculty member at UConn Health with responsibility for faculty development, and two faculty members at UConn Storrs) have now completed facilitator training through the Center for Improvement of Mentored Experiences in Research ([CIMER](#)). The Graduate School sponsored a pilot workshop in one department to improve faculty mentoring of graduate students in August 2023. Beginning Fall 2024 all new members of the graduate faculty will be required to complete mentorship training before being appointed. In addition, The Graduate School can provide the

workshop to interested departments or programs and to those involved with training grants. The cost of a workshop through The Graduate School is substantially less than if the same training were provided by CIMER.

- Members of The Graduate School staff also provided direct support to graduate students both through individual consultations and through a variety of workshops and presentations, and they provided support to departments and programs through trainings and improved administrative processes.

Service

- The Graduate School served as the primary academic contact during negotiations of a new collective bargaining agreement with the union representing postdoctoral research associates. The union ratified the tentative agreement, which was also approved by the Board of Trustees. We anticipate final approval of the contract by the state legislature before the end of this legislative session.
- The Graduate School worked with Budget, Planning, and Institutional Research to design [dashboards](#) that provide data on graduate educations from application through degree conferral. In addition to data on applications, enrollment, and degree conferrals that is summarized below, BPIR also provides [data derived from the gradSERU survey](#), which assesses the experience of graduate students across many dimensions.

Overview of graduate education

Nearly one-fourth of all students enrolled at the University of Connecticut are graduate students.² The following sections of the report provide a broad overview of trends in application, admission, enrollment, and degree conferral from 2013 through 2023. All of the data reported here are derived from the [dashboards](#) available at BPIR. Department and school level data are available from those dashboards to UConn users with a legitimate business need.

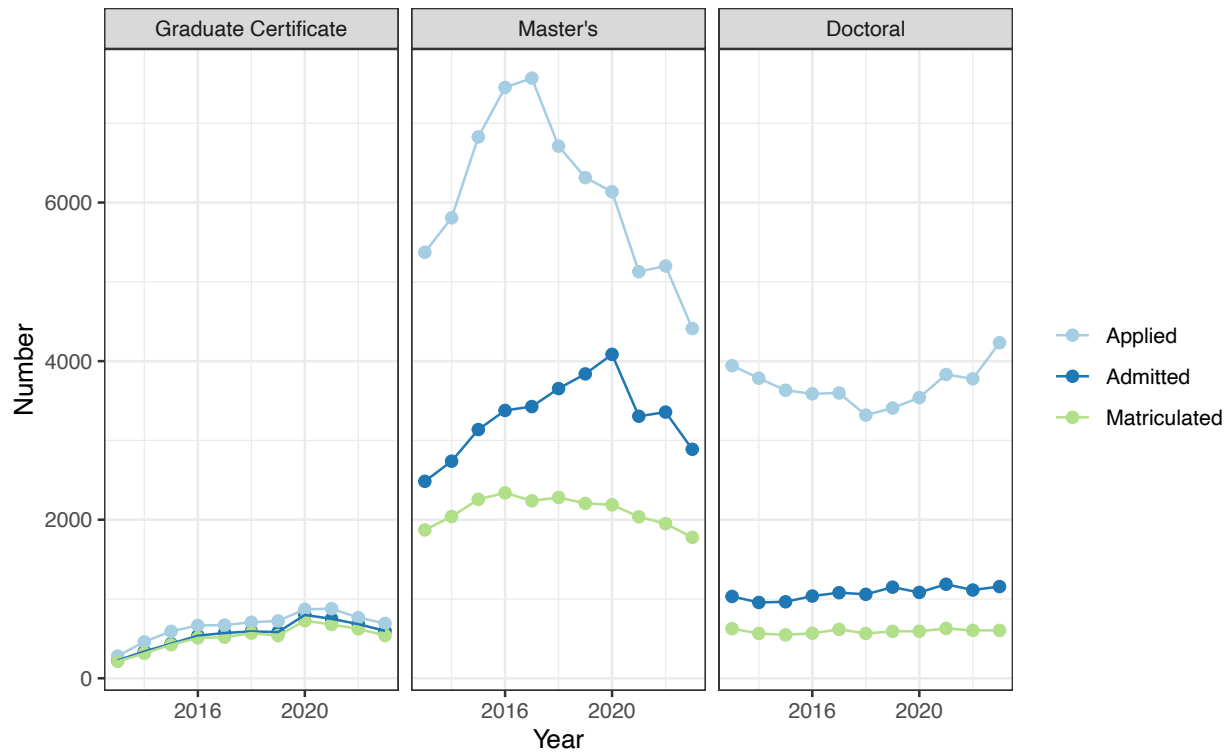
Admissions

Applications to graduate programs at the University of Connecticut reached a peak of 11,838 in AY 2017 and declined to 9335 in AY 2023.³ As illustrated below, the decline in applications is primarily a result of declines in applications to master's

² 6512 out of 32,332 in Fall 2023.

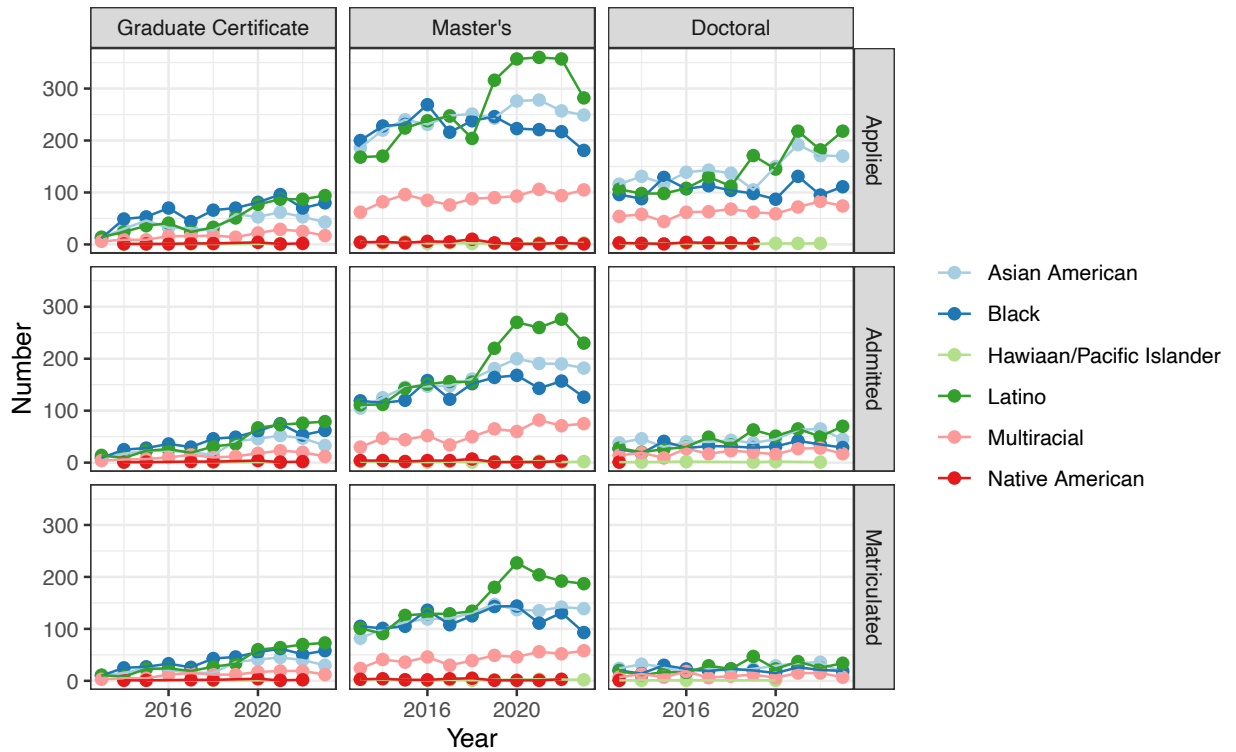
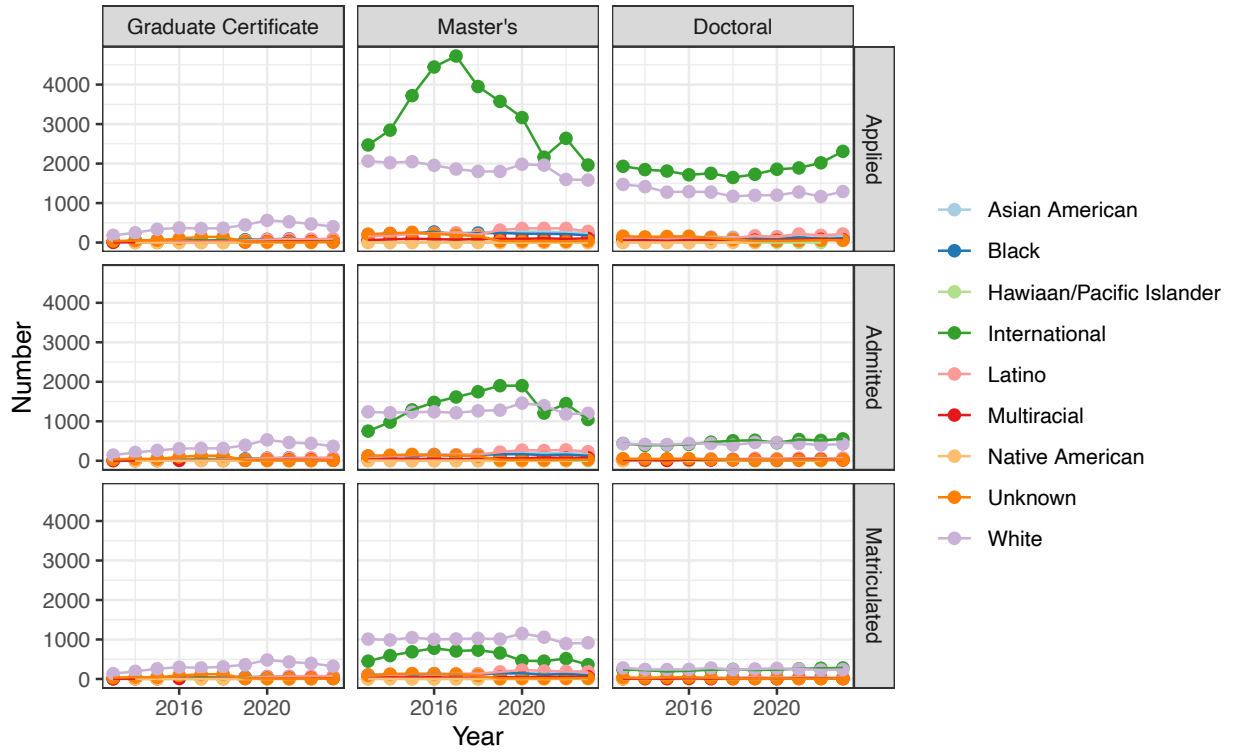
³ The numbers reported are the number of applications for admission to a particular academic year (Summer, Fall, or Spring). For example, The AY 2017 number of 11,838 applications received corresponds to applications received for admission in Summer 2016, Fall 2016, or Spring 2017. The data reported here are derived from the *Graduate Student Lifecycle* dashboard.

programs from 7569 in AY 2017 to 4411 in AY 2023. The number of doctoral applications has increased from its low of 3319 in AY 2018. At 4232 in AY 2023 it is higher than at any time in the last ten years. After receiving similar numbers of applications for certificate programs in AY 2020 and AY 2021, the number has declined slightly in the last two years.



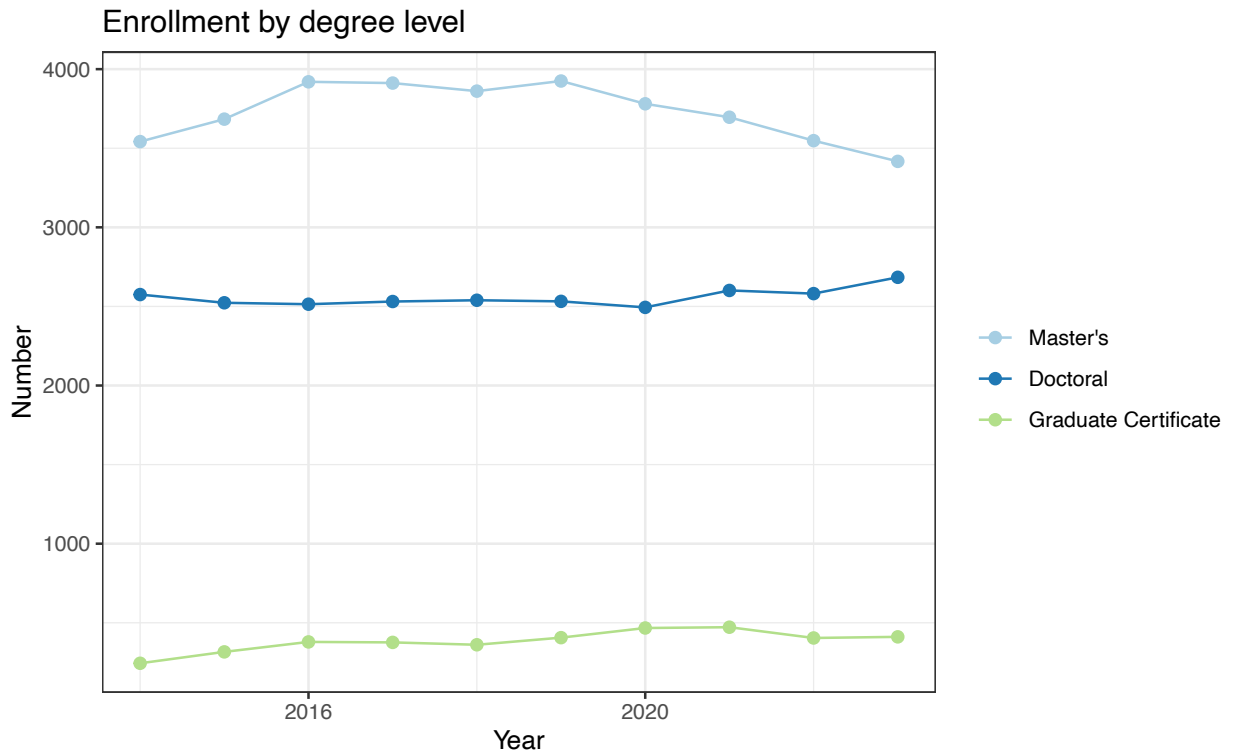
Although applications to graduate programs peaked in AY 2017, offers of admissions increased until AY 2020. From AY 2020 to AY 2023 the number of admissions offers declined from nearly 6000 to only a little more than 4600, a decline of more than 20 percent. The decline in first-time enrollments is about 17 percent.

Applications from international students have declined dramatically since AY 2017, showing only a small rebound in AY 2022 and a slight decline in AY 2023. In contrast, there has been a steady increase in the number of applicants identifying as a member of an underrepresented minority group as defined by the federal government from 1047 in AY 2013 to 1628 in AY 2023 - a 55 percent increase over the last 10 years.



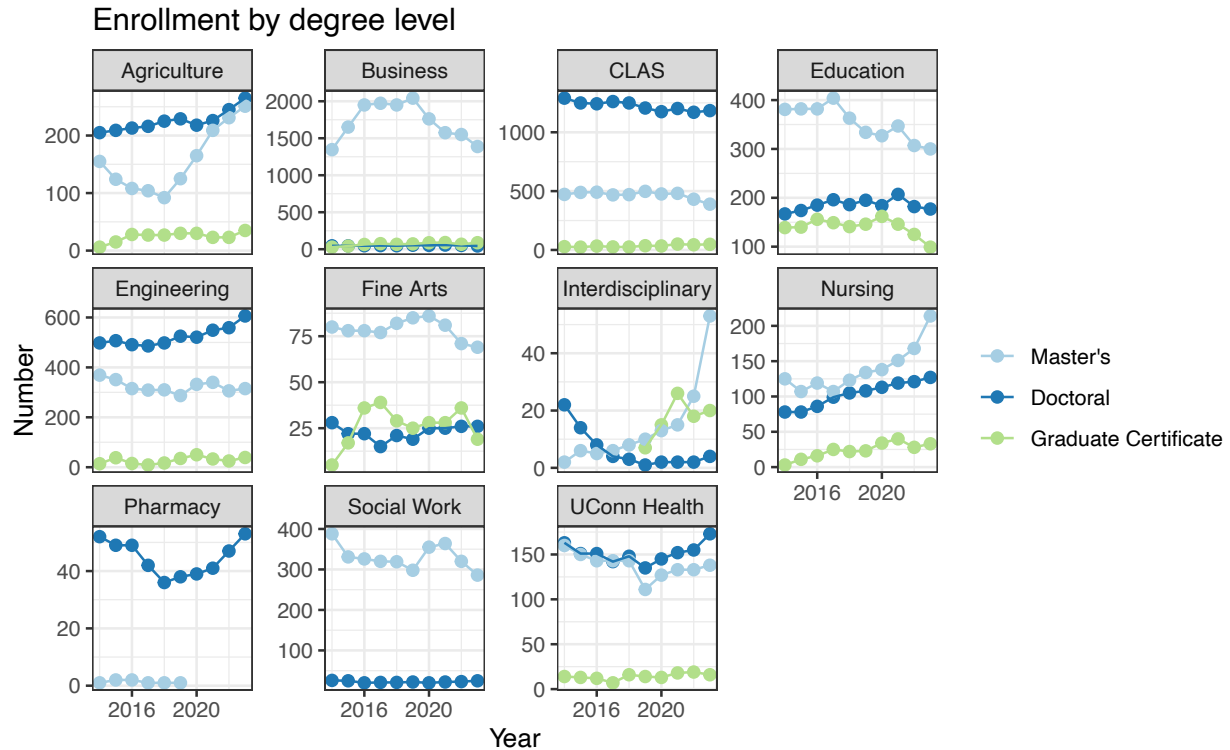
Enrollment

The total headcount of graduate students reached its peak of 6800 in Fall 2016 and remained there through Fall 2019.⁴ Since then the total headcount has declined to just over 6500. The decline in total enrollment is entirely attributable to a decline in master's enrollment. Doctoral enrollment has remained relatively stable since Fall 2014, and certificate enrollment increased steadily until Fall 2022.



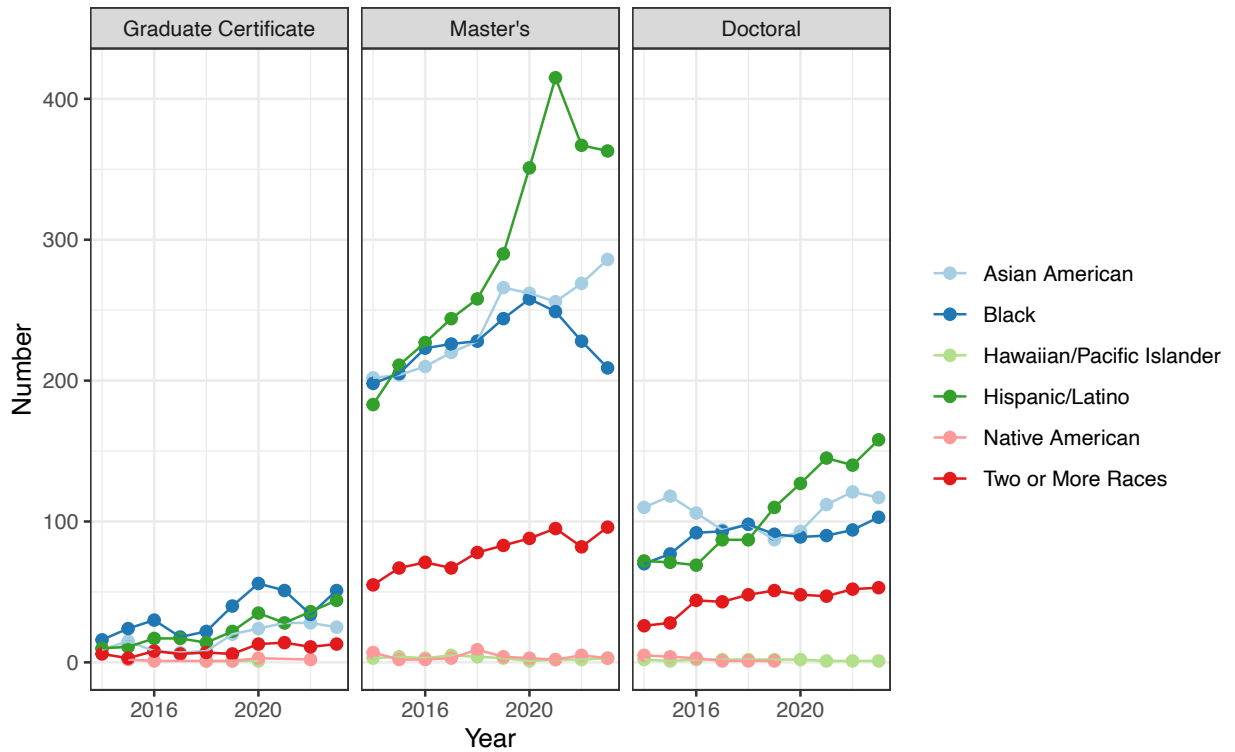
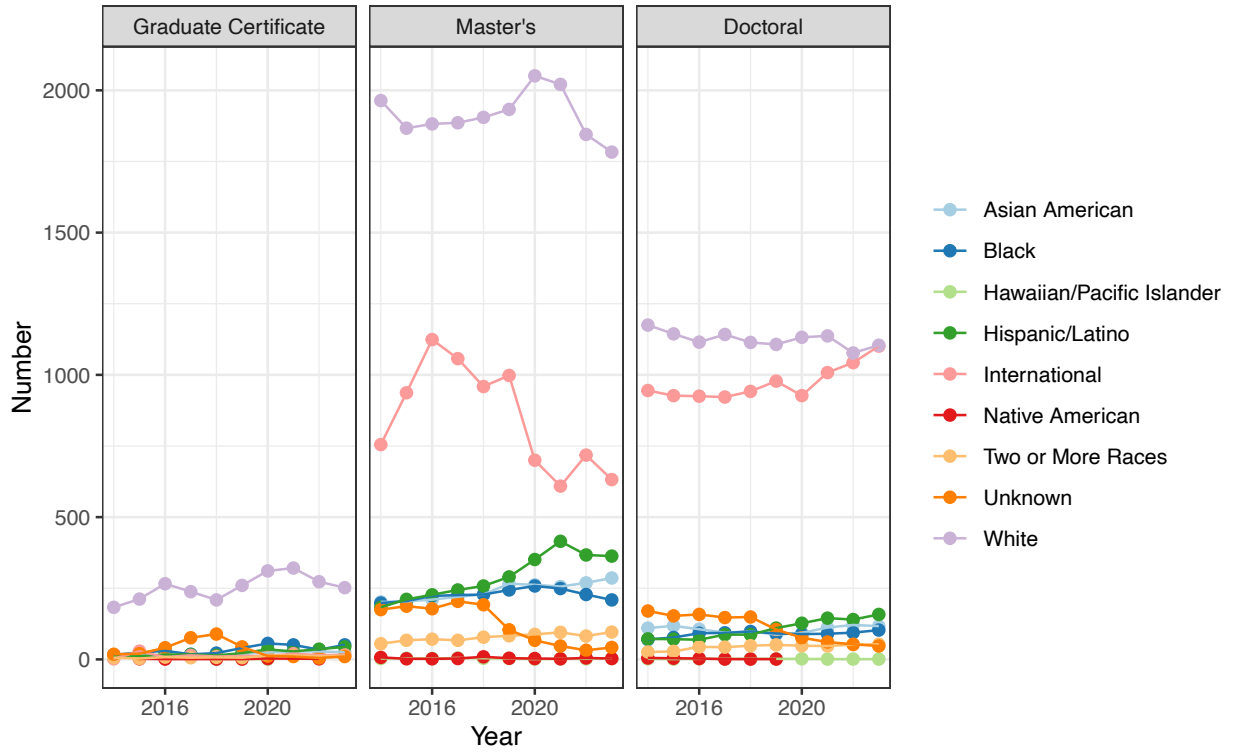
The relatively small changes seen in total enrollment at various degree levels masks considerable variation among schools and colleges. Doctoral enrollment in the College of Agriculture, Health, and Natural Resources and in the College of Engineering has increased steadily since 2014, while doctoral enrollment in the College of Liberal Arts & Sciences has declined steadily since 2014. Enrollment in master's programs in Nursing has increased substantially since 2014, while enrollment in the Master's in Social Work has steadily declined since 2014. Enrollment in master's programs in Education have declined since 2017.

⁴ The data reported here are derived from the *Unduplicated Student Headcount* dashboard.



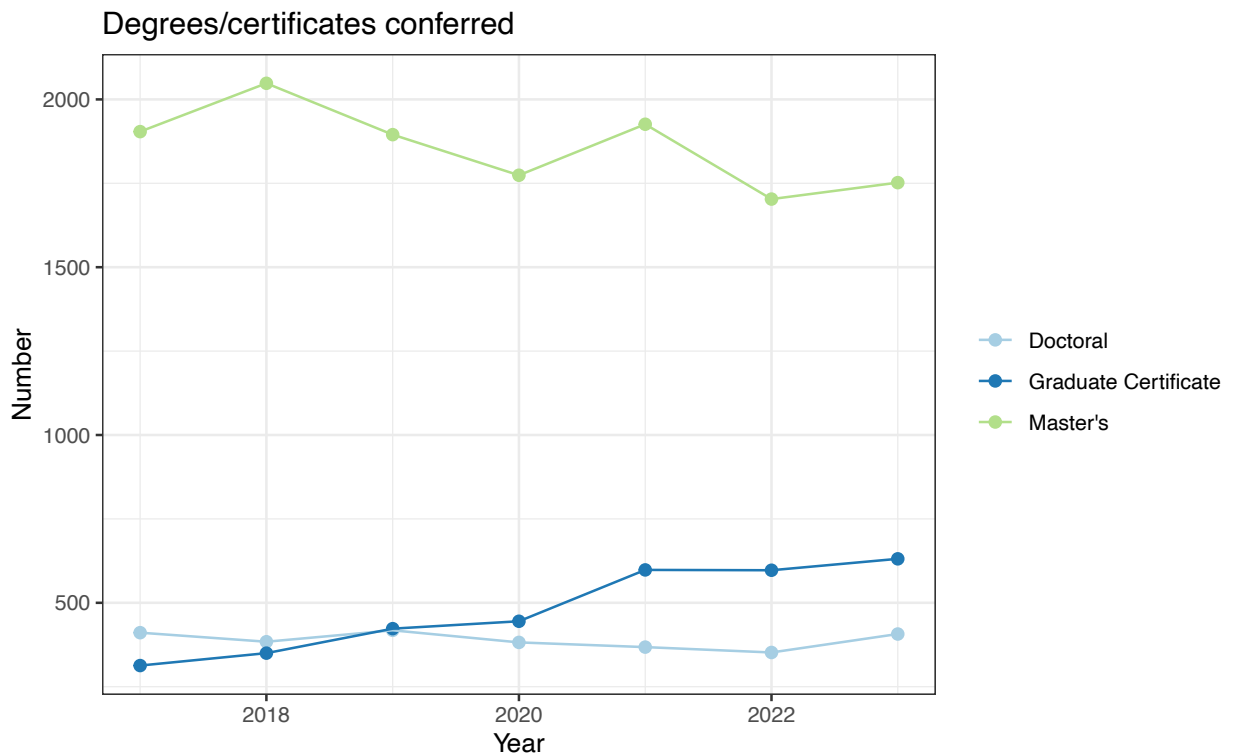
The number of graduate students who self-identify as a member of an underrepresented minority⁵ as defined by the federal government increased steadily from Fall 2014 through Fall 2021, exceeded 1000 for the first time in Fall 2020, and has remained steady near 1100 since Fall 2021. The number of Asian Americans also increased since 2014, with particularly steady growth in number since Fall 2018. After a marked increase from Fall 2010 to Fall 2016, the number of international students remained relatively stable until Fall 2019. The precipitous drop in Fall 2020 is probably due to travel restrictions associated with COVID-19, but the number of international students has not returned to levels seen before the onset of COVID-19. Notably, the number of international students enrolled in doctoral programs declined only slightly at the onset of COVID-19, and it has increased in every year beginning with Fall 2021.

⁵ Black, Native American, Hawaiian/Pacific Islander, Multiracial



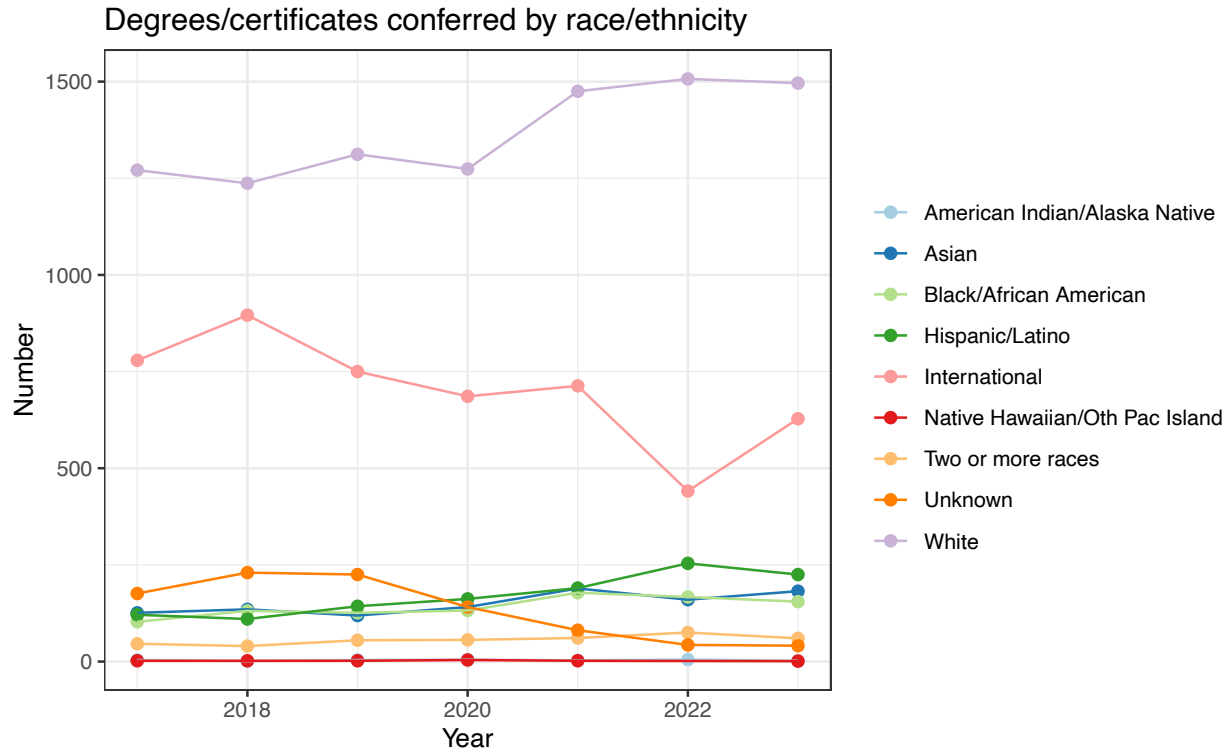
Degrees

The number of doctoral degrees awarded remained between 350 and 420 per year from AY 2017 through AY 2023.⁶ While the number of master's degrees awarded has declined by nearly 15 percent since its peak in AY 2018, the number of certificates has increased steadily, nearly doubling since 2017. In AY 2020 the number of certificates awarded exceeded the number of doctoral degrees awarded. In AY 2023, the number of certificates awarded exceeded the number of doctoral degrees awarded by more than 50 percent.



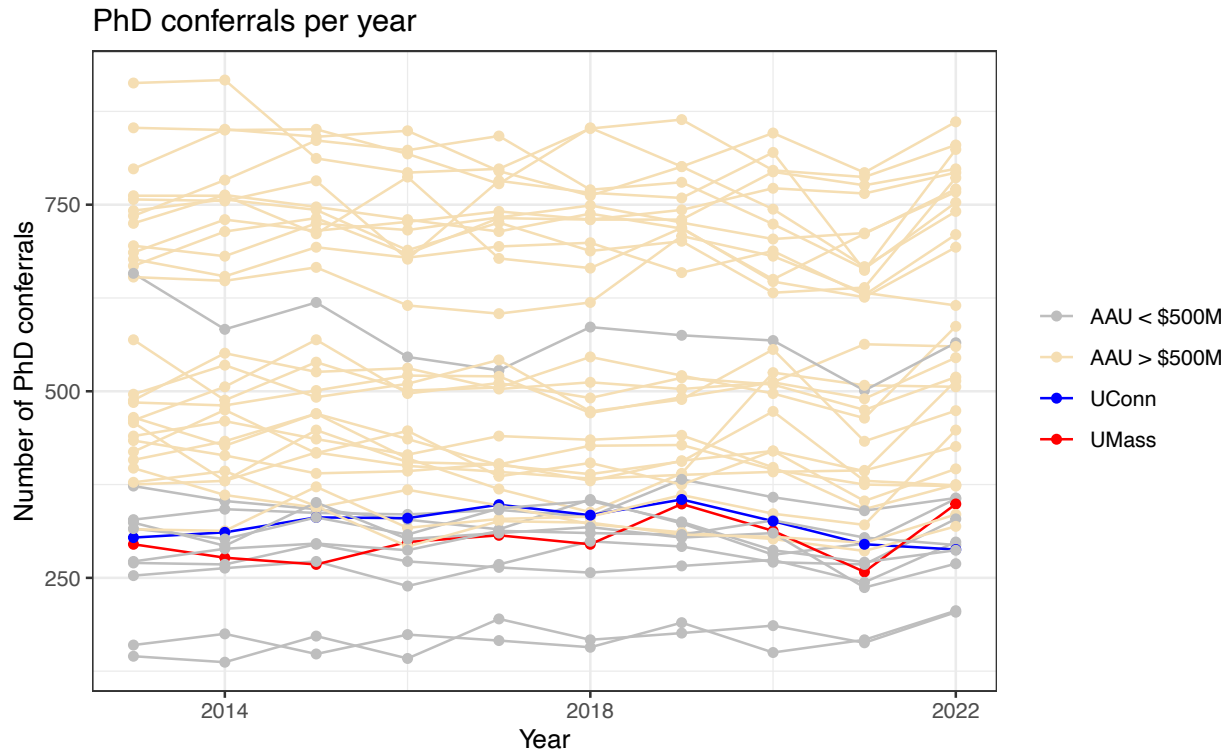
⁶ The data reported here are derived from the *Degrees Awarded* dashboard.

The number of international students receiving degrees has decreased markedly since its peak in AY 2018, although there was a substantial increase from AY 2022 to AY 2023. In contrast, the number of degree recipients self-identifying as an underrepresented minority has increased by more than 60 percent since AY 2017, and the number of degree recipients self-identifying as Asian American has increased by more than 40 percent.



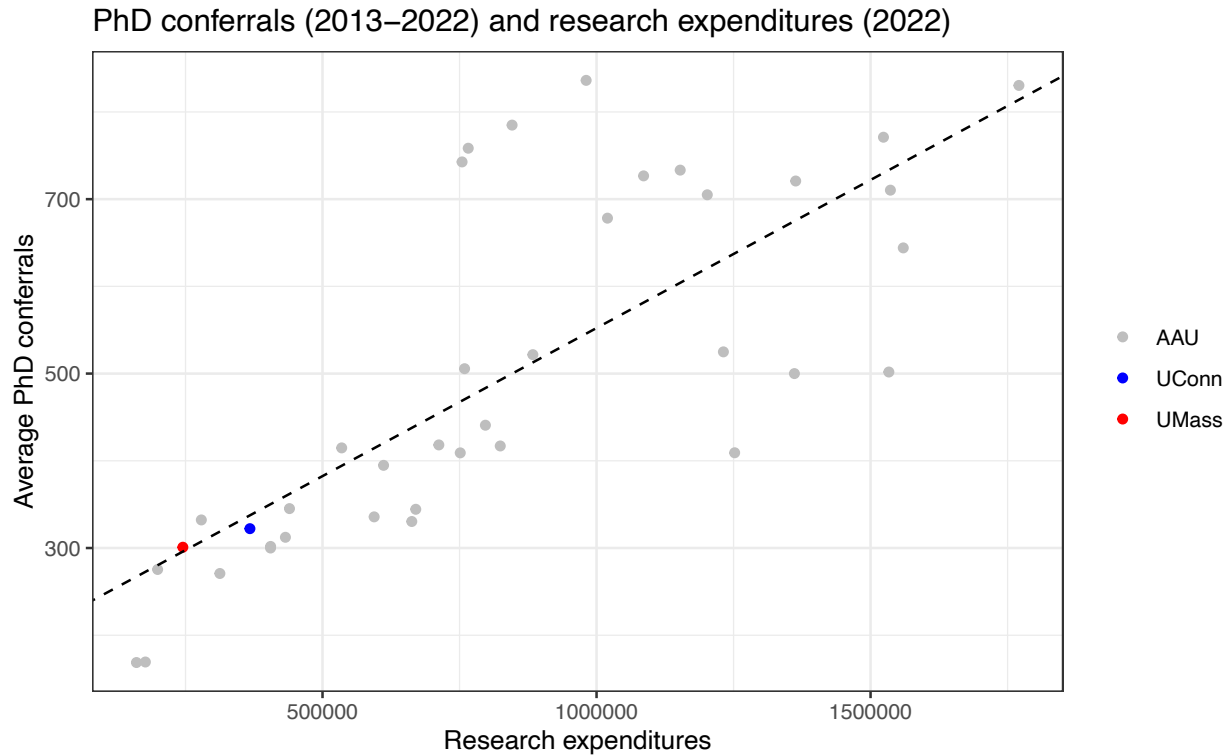
Aspiring to membership in the American Association of Universities

Over the last 10 years the number of PhD conferrals at UConn is comparable to the number of conferrals at the University of Massachusetts, but it is consistently lower than the number of degree conferrals at almost every public AAU institution with research expenditures greater than \$500M per year (as reported in 2022).⁷



⁷ The data on degree conferrals and research expenditures at other institutions are derived from the National Center for Education Statistics. The gray line in the middle of the public AAU institutions with more than \$500M in research expenditures corresponds to the University of Maryland - College Park, which seems not to have reported research expenditures since 2018 when its total research expenditures were \$540M.

As might be expected, there is a strong relationship between the number of PhDs conferred and annual research expenditures.⁸ Increasing our research expenditures to \$500M as envisioned in the University's recently adopted strategic plan is likely to be associated with the addition of approximately 300 PhD students in SEH disciplines in addition to the additions in faculty, postdoctoral research associates, and staff necessary to achieve this increase in research expenditure.



⁸ The R^2 is 0.56 for any stat nerds in the audience.

Sources of graduate student support

The National Center for Education Statistics provides data on the sources of support for graduate students in science, engineering, and health disciplines (SEH).

Unfortunately, data on sources of support for graduate students in other disciplines does not seem to be generally available. The graph below compares sources of support in SEH disciplines for two northeastern public AAU universities (Rutgers and Stony Brook) with UConn and UMass.

The proportion of SEH graduate students receiving institutional support at Rutgers is especially high (nearly 70 percent). While the level of institutional support has remained relatively constant at Rutgers, Stony Brook, and UConn, it has increased steadily at UMass over the last decade. Notice that the number of SEH graduate students on federal support at UConn has tended to exceed the number at the other institutions. In 2021, the excess was especially notable. UConn reported 33 percent more SEH graduate students on federal support than Rutgers (the next highest in reported federal support).

