

University Senate Meeting
Oct. 7, 2024
Student Union, Room 330/331 (hybrid via WebEx)

President **Maric** called the meeting to order at 4:03 p.m.

1. Election of Moderator and Secretary

President **Maric** appointed Senator Jennifer **Dineen** as the Moderator for the Oct. 7, 2024 Meeting of the Senate and Senator **Morrell** seconded this motion. The motion was approved unanimously by a voice vote.

Moderator **Dineen** 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."

2. Approval of Minutes of September 9, 2024 Meeting

The minutes of the September 9, 2024 Meeting of the University Senate were approved unanimously.

3. Report of the President

Presented by President Maric

President **Maric** began with a PowerPoint presentation focused on the Connecticut Higher Education Financial Sustainability Advisory Board, its charge, upcoming meeting dates, and what types of data they may request. President **Maric** added that we are guided by our mission and strategic plan to ensure the university takes intentional and targeted approaches to cost containment, growth and investment.

Moderator **Dineen** thanked President **Maric** for their presentation and opened the floor to questions. Senator **Bush** raised concerns regarding the arrest of and degree of punishment of students during the encampment which took place during the late Spring 2024 semester. President **Maric** stated that the Associate Vice President for Safety would be the appropriate person to answer this question and provide

accurate data regarding this. This person was not present in the meeting and President **Maric** asked Senator **Bush** to follow up in writing. Senator **Bush** clarified and asked why UConn is supporting the prosecution of these students and President Maric stated that this decision is with the state attorney at this time, and that these students had multiple opportunities to leave the encampment before they were arrested.

Senator **Folta** asked for more information about the origins of the Higher Education Financial Sustainability Advisory Board and what outcomes may come from the work of this group. President **Maric** shared that this group was put together by the state government while ARPA funds are set to be removed, and in the last two years budgets have had shortfalls or deficits. They added that budget negotiations will start in January or February of 2025. Senator **Ginsberg** asked if the data being gathered for the meetings of the Higher Education Financial Sustainability Advisory Board will be made available. President **Maric** said that yes, the meetings are public and recorded and that any data presented will be a public document. Senator **Jockusch** shared that a substantial amount of bond funding was received for the next seven years and asked President Maric to share how the planning will go forward for the use of these funds. President **Maric** stated that there is \$670 million approved for bond funding, but that 10% for each project will need to come from fundraising, and recommended that someone from the Foundation give more information regarding the fundraising for these projects. President **Maric** added that they can provide an update on the different projects at a future meeting.

Moderator **Dineen** thanked President **Maric** for their report and for answering the questions from the Senators.

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

Presented by Laura Burton, Senate Executive Committee Chair

Senator Burton shared that the SEC recently welcomed two new undergraduate student SEC representatives, Lorianne Touponse and Karima Hamada, as well as Bryan Greene representing the Graduate students. Senator Burton thanked Senator Dineen for taking on the "pro tem" role of Moderator, encouraging Senators to self-nominate for the position of Moderator for the Senate. Senator Burton also added that the SEC hosted their first open office hours prior to today's meeting and encouraged Senators and community members to attend these office hours, which will continue at 3 p.m. before each Senate meeting moving forward. They also

encouraged Senators to use the new online submission form for issues to be brought to the attention of the SEC.

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

5. Consent Agenda Items:

Attachment #5

C & C Report

By voice vote, the consent agenda passed.

6. Nominating Committee Report

Attachment #6

Presented by Senator Burton

Senator Bedore presented a PowerPoint slide highlighting upcoming changes to the Senate faculty constituencies in accordance with the University By-Laws, Article IX. They added that due to these changes, the Faculty at-Large Constituency will change from 27 members to 19, with those 8 seats being redistributed amongst the other faculty constituencies in accordance with the By-Laws.

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

7. Common Curriculum Updates

Attachment #7

Presented by CCC+ Chair Pamela Bedore

Professor **Bedore** presented a PowerPoint presentation and started by thanking everyone who has been doing the work to transition 700 general education courses into the new common curriculum. Their presentation gave an update on the work of the faculty navigator meetings which took place during summer 2024 and gave an update on CCC+ meetings that have been ongoing during this fall semester. They also highlighted some features of the new CCC+ website, which includes a countdown to the launch of the new Common Curriculum, as well as a new list of everything that has been approved on the Registrar's website and other important information.

Professor Bedore shared a slide including the TOI capacity report, and stated that from an enrollment capacity standpoint, the Common Curriculum is in a good position to launch. They also reviewed the next steps regarding communication and coordination for the launch, sharing that a subcommittee is creating materials and

that discussions with advisors have begun. The presentation also included updates on different proposal reviews recently done by the committee, including the Skill Code Proposal, SET Assessment Proposal, and Block Transfer Proposal, and their various statuses. Professor Bedore also reviewed policy issues currently being discussed by the Committee. Looking to the future, Professor Bedore added that the Committee is preparing for the assessment plan, getting ready to include student learning objectives in all common curriculum courses, and doing more accessibility review, as well as running faculty development workshops. They added that if anyone is interested in getting involved in the work, there are a few co-chair positions coming up soon.

Senator **Bacher** asked for an update about the Anti-Black Racism course, when it might be launched, and whether it is a part of the Common Curriculum or not. Professor **Bedore** stated that they have not been involved in this work and asked the SEC to answer. Senator **Burton** stated that we are in the implementation phase and in conversation with a department to become the departmental home for the course and hope to have more updates soon. Senator **Cutter** asked for clarification on the reserve caps and Professor **Bedore** answered that at the moment, the by-laws say that 1000 level courses may not have any reserve caps, but it has not always been enforced. However, going into the Common Curriculum, it will be enforced so the committee is still working on finalizing the ideal number/percentage. Senator **Morrell** asked for clarification regarding accreditation concerns and the Common Curriculum. Professor **Bedore** shared that this issue has just been brought to her attention and that the committee has not yet had a chance to discuss. They asked the Senate if Assistant Vice Provost Sarah **Croucher** could be recognized to speak on this. Assistant Vice Provost **Croucher** added that no, there are no other identifiable issues with the new Common Curriculum related to accreditation concerns. Senator **Touponse** asked for clarification around what the new Dialogues competency would entail. Professor **Bedore** shared that they are very excited about these new competencies but that the committee was not ready to assess them during the initial course migration, but starting this Wednesday, a team will come together to prepare for assessment of those two new competencies. Dean **Elliott** asked if there has been further discussion on whether W courses should have a higher number of seats available than 19. Professor Bedore answered that the CCC+ Committee has not looked at doing a W review due to other priorities, and added that in 2009 through 2011 there was a two-year ad hoc W review Committee and suggested perhaps the Senate would be interested in something similar, particularly with the prevalence of AI.

Moderator **Dineen** thanked Professor **Bedore** for their presentation.

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

8. Budget Update

Presented by Vice President and CFO Jeffrey Geoghegan

Vice President **Geoghegan** presented a PowerPoint presentation.

Vice President **Geoghegan** reviewed the final numbers of the budget for FY 2025, showing actuals vs the proposed budget, and including the budgetary impact of wage increases. A separate slide also showed the proposed FY25 Spending Plan as it was presented to the Board of Trustees, and shared that the hope is the university will be allocated one-time ARPA funds to balance FY 2025; information from OPM on whether this has been approved or not should be available in December. Vice President **Geoghegan** also highlighted the FY26 and FH27 Biennium Budget Plan, as well as the OPM timeline. Initial budget forecasts reflect deficits of \$72.8 million for FY 26 and \$47.7 million for FY27. They clarified that no salary increase requests may be put into the budget planning system unless there is an approved figure in the labor contracts, which has not yet been finalized. Vice President **Geoghegan** stated that this is a long process and the first public figures will be shared with the Governor proposing the initial proposed state budget in January, followed by the legislature approving the budget in March, and likely closing in late June. The floor was opened to questions.

Senator **Morrell** raised concerns regarding the expectation of the state to cover collective bargaining increases, and Vice President **Geoghegan** stated that there is a new way the state is funding the university as a part of the fringe benefit shift, and that we are always looking at what we need to do if we don't get the requested funds, which can include tuition and fee increases or expense reductions. Senator **Morrell** added concerns about relying on the state to fund raises and added that he thinks we should have a contingency plan if the state does not provide support for raises, particularly considering inflation. Senator **Folta** asked how UConn compares to other land grant institutions with regards to the percentage of state budgetary support, citing Purdue specifically which has not raised its tuition in ten years, while retaining their reputation as a quality institution. Vice President **Geoghegan** answered that we do benchmarking and that UConn, with 19% state support, is very much in the middle – there are some institutions with state support up to 30% and

others like University of Vermont which is much lower. Regarding the tuition question, Vice President **Geoghegan** answered that some institutions which have had zero tuition increases, may not be increasing financial aid or may also be increasing fees instead. They added that our main focus is to determine what is the right price point for us to be able to recruit the best talented students that want to come to UConn. Senator **Lozano-Robledo** raised concerns regarding the use of one-time ARPA funds to cover ongoing costs and how the university plans to move forward. Vice President **Geoghegan** stated that this issue cannot be fixed in only one year and that we are looking at all ways to generate revenue, such as increasing enrollment, adjusting in-state/out-of state student mix, and increasing fundraising, but that it will take a number of years. Senator **Park-Boush** asked if they have an idea of what the CBI request might be. Vice President **Geoghegan** answered that this information is unknown at this time because contract negotiations have not started yet.

Moderator **Dineen** thanked Vice President Geoghegan for their presentation.

9. New Business

Senator Burke presented a slide on behalf of Senator McCutcheon including a motion to recommend changing the University By-Laws, Article IX.

Current Language: "Meetings of the University Senate shall be held regularly at times to be fixed by the Senate. The dates and times of meetings shall be published at the start of the academic year. Special meetings of the University Senate may be called by the President or by the Secretary at the request of at least twenty-five percent of the members. Such request, with signatures, shall be presented in writing to the Secretary. The call for a special meeting shall be issued at least a week in advance of the meeting and shall state the purpose of the meeting."

Proposed new language (in bold): "Meetings of the University Senate shall be held regularly at times to be fixed by the Senate. The dates and times of meetings shall be published at the start of the academic year. Special meetings of the University Senate may be called by the President or by the Secretary at the request of at least **sixty-seven** percent of the members. Such request, with signatures, shall be presented in writing to the Secretary. The call for a special meeting shall be issued at least a week in advance of the meeting and shall state the purpose of the meeting."

Moderator **Dineen** clarified that this is not a motion to change the Senate By-Laws and called upon Senate Administrator Michelle Everard to give further clarification on the differences between the University By-Laws and the By-Laws, Rules & Regulations of the University Senate. Dean **Elliott** asked to know how many special meetings have been called in the past in order to better inform Senators when voting at the next meeting.

10. Adjournment

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

Senator **Ortega** seconded.

Motion passed unanimously.

The meeting was adjourned at 5:29 p.m.

Respectfully Submitted,
Michelle Everard
University Senate Administrator

SENATE EXECUTIVE COMMITTEE

Laura Burton, Chair
Maureen Armstrong
Karen Bresciano
Bob Day
Jennifer Dineen

Sandy Grande
Bryan Greene
Karima Hamada
Joe MacDougald
Michael Morrell

Morty Ortega
Del Siegle
Lorien Touponse
*1 additional Graduate Student
Representative to be added*

University Senate Curricula and Courses Committee
Report to the Senate
October 7, 2024

I. Revised 1000- or 2000- Level Courses

1. COMM 2100 Professional Communication (#25651) [Revise prerequisites]

Current Catalog Copy

COMM 2100. Professional Communication

3.00 credits

Prerequisites: COMM 1000. Recommended preparation: COMM 1100.

Grading Basis: Graded

The principles of communication in business and professional environments. Focus on the refinement of communication skills necessary to succeed in professional contexts.

Proposed Catalog Copy

COMM 2100. Professional Communication

3.00 credits

Prerequisites: None. Recommended preparation: COMM 1000 or 1100.

Grading Basis: Graded

The principles of communication in business and professional environments. Focus on the refinement of communication skills necessary to succeed in professional contexts.

II. Revised W or Q Courses

1. MEM 4971W Senior Design Project I (#23450) [Revise prerequisites]

Current Catalog Copy

MEM 4971W. Senior Design Project I

2.00 credits

Prerequisites: MEM 2211; ENGL 1007 or 1010 or 1011 or 2011. Not open to students who have passed MEM 4915W.

Grading Basis: Graded

Part 1 of the capstone design course for the MEM Program. This semester will cover manufacturing and production cases in preparation for the senior design experience. Both written and oral reports are required. Students will also complete the first phase of their two-semester engineering design project focused on product/process creation or improvement, including problem definition, background, and a preliminary proposal. The Business and Engineering faculty will be jointly involved.

Proposed Catalog Copy

MEM 4971W. Senior Design Project I

2.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011; CE 3110; ME 2233 or ME 2232E; MEM 3221; OPIM 3603.

Grading Basis: Graded

Part 1 of the capstone design course for the MEM Program. Covers manufacturing and production cases in preparation for the senior design experience. Both written and oral reports are required. Students also complete the first phase of their two-semester engineering design project focused on product/process creation or improvement, including problem definition, background, and a preliminary proposal. The Business and Engineering faculty will be jointly involved.

III. Revised S/U Graded Courses

1. SOWK 3700 Field Education I (#26453) [Revise title and catalog copy]

Current Catalog Copy

SOWK 3700. Field Education I

3.00 Credits

Prerequisites: Open only to Bachelor of Social Work students. Corequisite: SOWK 3800.

Grading Basis: S/U Graded

Students will be placed in field units in the community. They will engage in 200 hours of supervised field experience in generalist social work practice in the fall semester of their senior year. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Proposed Catalog Copy

SOWK 3700. Practicum Education I

3.00 Credits

Prerequisites: Open only to Bachelor of Social Work students. Corequisite: SOWK 3800.

Grading Basis: S/U Graded

Placement in community-based organizations. Students will engage in 203 hours of supervised practicum experience in generalist social work practice in the fall semester of their senior year. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

2. SOWK 3701 Field Work II (#26492) [Revise title and catalog copy]

Current Catalog Copy

SOWK 3701. Field Education II

3.00 Credits

Prerequisites: Open only to Bachelor of Social Work students. Corequisite: SOWK 3801.

Grading Basis: S/U Graded

Students continue their field placement in a field unit in the community. They will engage in 200 hours of supervised field experience in generalist social work practice in the spring semester of their senior year. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Proposed Catalog Copy

SOWK 3701. Practicum Education II

3.00 Credits

Prerequisites: Open only to Bachelor of Social Work students. Corequisite: SOWK 3801.

Grading Basis: S/U Graded

Students continue their practicum placement within a community-based organization. They will engage in 203 hours of supervised practicum experience in generalist social work practice in the spring semester of their senior year. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

IV. Common Curriculum Course “Direct Transitions”

1. ARE 3438E Climate Economics [EL to TOI-4]
2. CHEM 1122 Chemical Principles and Applications [CA3LAB to TOI-6L]
3. CHEM 1127Q General Chemistry I [CA3L, Q to TOI-6L, Q]
4. CLCS 1102 Classics of World Literature II [CA1, CA4I to TOI-1, TOI-3]
5. CLCS 1110 Introduction to Film Studies [CA1 to TOI-1, TOI-2]
6. DRAM 1101 Introduction to Film [CA1 to TOI-1]
7. ENGL 2201/W American Literature to 1880 [CA1, W to TOI-2, W]
8. ENGL 2411/W Popular Literature [CA1, W to TOI-5, W]
9. ENGL 2614 Writing with Algorithms [CA3 to TOI-1, TOI-6]
10. FREN 1177 Magicians, Witches, Wizards: Parallel Beliefs and Popular Culture in France [CA1, CA4-Int to TOI-1, TOI-2]
11. GERM 1169 Contemporary Germany in Europe [CA1, CA4I to TOI-1, TOI-2]
12. HIST 1502/W United States History Since 1877 [CA1 TOI-3, TOI-5]
13. HIST/AFRA/LLAS 3619/W History of the Caribbean [CA 1, CA 4INT, W to TOI-2, TOI-3, W]
14. INTD (HEJS) 3260 The Bible, the Holy Land, and History [CA1 to TOI-1, TOI-2]
15. LAND 3230WE Sustainable Environmental Planning and Landscape Design [EL, W to TOI-1, TOI-4]
16. MUSI 1003 Popular Music and Diversity in American Society [CA1, CA4 to TOI-1, TOI-3]
17. MUSI 1120 Jazz Combos [CA1 to TOI-1, TOI-2]
18. MUSI 3407W History of Jazz [CA1, CA4, W to TOI-1, TOI-3, W]
19. PHIL 1105 Philosophy and Religion [CA1 to TOI-2, TOI-5]
20. POLS 2221/W Introduction to Government and Politics in the Middle East and North Africa [CA2, CA4INT, W to TOI-2, TOI-3, W]
21. POLS 2602W Religion and Politics in America [CA4, W to TOI-2, TOI-3, W]
22. POLS 3040 Power, Politics and Art [CA4I to TOI-1, TOI-2]
23. POLS 3250/W The Political Economy of East Asia [CA2, W to TOI-2, TOI-3, W]
24. POLS 3610/W American Politics in Film [CA2, W to TOI-1]
25. SLHS 1150/W Introduction to Communication Disorders [CA2, CA4, W to TOI-2, TOI-3, W]

26. SOCI 1701/W Society in Global Perspective [CA2, CA4INT, W to TOI-2, TOI-5, W]
27. URBN 1300/W Exploring Your Community [CA2, CA4, W to TOI-3, TOI-5, W; INTENSIVE]
28. URBN 1400/W Site and Sound: Understanding Cities Through Popular Music [CA2, CA4, W to TOI-3, TOI-5, W; INTENSIVE]
29. WGSS 2217/W Women, Gender and Film CA1, CA4, W to TOI-1, TOI-2, W]
30. WGSS 2255/W LGBTQ Sexualities, Activism, and Globalization [CA4INT, W to TOI-3, TOI-5, W]
31. WGSS 3253/W Gender Representations in U.S. Popular Culture [CA2, W to TOI-2, TOI-5, W]
32. WGSS 3255/W Sexual Citizenship [CA4INT, W to TOI-3, TOI-5, W]
33. WGSS 3718/W Feminism and Science Fiction [CA4, W to TOI-2, TOI-3, W]

V. New Common Curriculum Courses

1. ARE 2250 Energy Economics: Sustainable Transitions (#20306) [New CA2, TOI-4, TOI-5]
Proposed Course Catalog
 ARE 2250. Energy Economics: Sustainable Transitions
 3.00 credits
 Prerequisites: ARE 1150 or ECON 1200 or ECON 1201.
 Grading basis: Graded.
 Application of economics theory, methods and concepts to focus on electricity markets, electricity generation, financing of the power transmission grid, regulation, policies and the welfare effects of policies within the current generation and implications for future generations. Topics include energy demand and supply, energy pricing, the environmental consequences of energy consumption and production, the regulation and design of energy systems and markets, and economics of policies designed to facilitate transitions to carbon neutrality, such as carbon credits, offsets, and renewable portfolio standards. Lectures, computer applications with data, analysis of current events, and class discussions. CA 2. TOI 4. TOI 5.
2. ARTH 3040 Curatorial Intensive: Exhibitions Outside the Museum (#22831) [New CA1, TOI-1, TOI-2]
Proposed Course Catalog
 ARTH 3040. Curatorial Intensive: Exhibitions Outside the Museum
 3.00 Credits
 Prerequisites: Open to sophomores and above.
 Grading Basis: Graded
 Explores theory and practice of curating outside traditional art spaces. Culminates in student-curated exhibition. CA 1. TOI 1. TOI 2.

VI. Common Curriculum Course “Transitions with Revisions”

2. ENGL 2408/W Modern Drama (#22669) [CA1, W to TOI-1, TOI-2, W; revise description]

Current Course Catalog

ENGL 2408. Modern Drama

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Modern British, American, and Continental drama, with the reading and discussion of some 15-20 representative plays. CA 1.

ENGL 2408W. Modern Drama

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Modern British, American, and Continental drama, with the reading and discussion of some 15-20 representative plays. CA 1.

Proposed Course Catalog

ENGL 2408. Modern Drama

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011.

Grading Basis: Graded

Introductory study of modern British, American, and Continental drama, using a mix of creative and critical approaches. CA 1. TOI 1. TOI 2.

ENGL 2408W. Modern Drama

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011.

Grading Basis: Graded

Introductory study of modern British, American, and Continental drama, using a mix of creative and critical approaches. CA 1. TOI 1. TOI 2.

3. ILCS 1168 Adaptation: Italian Literature into Film (#21566) [CA1, CA4-Int to TOI-1, TOI-2; revise title and description]

Current Catalog Copy

ILCS 1168. Adaptation: Italian Literature into Film

3.00 credits Prerequisites: None.

Grading Basis: Graded

Survey of literary genres adapted into film in Italian context. Literary and visual styles, visual literacy, and film criticism. Literary texts cover a range of time periods and cultural considerations. Films represent a variety of cinematic techniques and the new audiences and artistic goals targeted by film adaptations. General film theory and theories of adaptation. CA 1. CA 4-INT.

Proposed Catalog Copy

ILCS 1168. Italian Literature into Film

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Survey of literary genres adapted into film in an Italian context. Theories of adaptation. Strategies of cinematic adaptation taking into account the relationship between written and visual languages, and the ways foundational texts can speak to modern audiences or contemporary texts can be written cinematically. Culminates in the development of an original model for adaptation drawing upon student-lived experience. CA 1. CA 4-INT. TOI 1. TOI 2.

VII. Common Curriculum Courses Approved for Intensive Session Offering

1. URBN 1300 Exploring Your Community [CA2, CA4, W to TOI-3, TOI-5, W; INTENSIVE]
2. URBN 1400 Site and Sound: Understanding Cities Through Popular Music [CA2, CA4, W to TOI-3, TOI-5, W; INTENSIVE]

Respectfully Submitted by the 24-25 Senate Curricula and Courses Committee: Gustavo Nanclares (Chair), Pam Bedore (Ex-officio), Kristin Bott, John Chandy, John Cooley, Sarah Croucher (Ex-officio), Phoebe Godfrey, Marc Hatfield, Edward Junho Lim, Alvaro Lozano-Robledo, Laurie McCarty (Ex-Officio), Matt McKenzie, Dan Mercier, Sarira Motaref, David Ouimette, Sharyn Rusch, Steve Stifano, Suzanne Wilson, Terra Zuidema (Registrar alternate), and Karen McDermott (Program Assistant)

From the 9/25/24 meeting

Nominating Committee Report to the University Senate

October 7, 2024

Upcoming Senate Elections: at-Large

The Professional Staff at-large and Faculty at-Large constituency election cycles typically takes place during the Fall semester, at which point the Nominating Committee puts together a nominating slate for voting members within each constituency to review before the voting ballot is finalized and put forth for a vote. Candidates may also be nominated by petition. The petition must be endorsed by five (5) members of the constituency in support of a candidate and submitted before the nominating slate has closed. All nominations may be sent to UniversitySenate@uconn.edu

Following University Bylaws (below) an analysis of faculty constituencies by number of eligible Senators has taken place, and the total number of representatives within several faculty constituencies has shifted to reflect the requirements laid out in the bylaws.

In the short term, this will mean that the Faculty at-Large election cycle for this upcoming year will be to fill two seats, as opposed to the nine being vacated on June 30, 2025. Seven seats will be distributed to other faculty constituencies in accordance with the calculation laid out in the university by-laws.

Constituency	Total # of eligible faculty ¹ :	Current # of Senate Seats:	Calculation (by 30):	Proposed Changes (# Seats):
School of Business	98	3	3.2	3
CLAS	631	20	21.03	21
CAHNR	172	4	5.7	6
ENGR	196	5	6.5	6
LAW	42	1	1.4	1
Neag	68	3	2.26	2
Pharmacy	45	1	1.5	1
SFA	84	2	2.8	3
Social Work	34	1	1.1	1
Nursing	65	1	2.16	2
Waterbury	25	1	0.83	1
HTFD	48	1	1.6	2
STMFD	75	1	2.5	2
Avery Point	51	1	1.7	2
Constituency Seats (total):		45		53
Faculty at-Large (total):		27		19

¹ “eligible faculty” is defined in the by-laws of the University of Connecticut as any full-time faculty member who has been at the university for at least one election cycle following their initial appointment to the faculty (Article IX, B. Elections)

The Senate Executive Committee will continue to examine University Bylaws related to the determination of faculty constituency numbers to ensure equity as faculty numbers change over time.

University Bylaws Excerpts:

“The number of senators to be elected from each constituency will be one for each thirty faculty members or major fraction thereof within that constituency, with the proviso that each school, college, or regional campus will have at least one senator...the determination of the proper number of senators to be allocated to each constituency will be reviewed annually by the Senate...the annual schedule for electing members from each constituency shall be determined by the Senate in such a way as to provide for the optimum staggering of three-year terms within each constituency and for a reasonable degree of uniformity in the total number of members to be elected each year from all constituencies. To achieve these objectives, when a constituency becomes eligible to elect an additional senator, the initial term may be limited to one or two years in order that succeeding three-year terms may begin in the most appropriate years.” (*By-Laws of the University of Connecticut, Article IX,, 2.B.2.a faculty constituency elections*)

“The number of faculty elected at-large will be the number remaining after the number of senators to be elected from constituencies is subtracted from seventy-two...No school/college shall have more than five faculty representatives elected at-large except the College of Liberal Arts and Sciences, which may have no more than fifteen.” (*By-Laws of the University of Connecticut, Article IX,, 2.B.2.b, at-large elections*)

Full University By-Laws: [By-Laws-of-the-University-Rev.-06-26-2024-Board-of-Trustees.pdf \(uconn.edu\)](#)

CCC+ Report to Senate
10.7.2024

The CCC+ is on track to launch the new Common Curriculum in Fall 2025. For AY 2024-25, the CCC+ has a wonderful team of CCC+ members, subcommittee members, faculty navigators, and assessment fellows working on the project.

Goals for 2024-25

Courses and Curricula Review and Support

- Maintain the current General Education (GE) curriculum by reviewing all added, revised, and deleted courses
- Complete the course migration of GE courses (Content Area, E, and intensive session) to the Common Curriculum (CC)
- Support and review the 93 new and revised CC courses supported by Provost Grants
- Prepare to run another large Provost Grant competition for Summer 2025
- Prepare a TOI enrollment capacity analysis
- Deliver faculty development workshops for the transition as well as the new CC
- Review the first group of Themes
- Ensure updates to the catalog around general education
- Work with the Registrar's Office around transitioning course and program action requests from the current CAR system to the new module in CourseLeaf
- Support schools and colleges with any college-level additional requirements they elect

Proposal Review

- Review and vote on the Course Reserve Cap bylaw change proposal
- Review and vote on the Block Transfer proposal
- Review and vote on the Skill Codes proposal
- Review the CC SET proposal
- Create a new CCC+ Themes subcommittee by Jan 2025 and update bylaws accordingly

Communications

- Launch a new website
- Continue to communicate regularly with all identified stakeholders
- Create CC posters, table tents, and other marketing materials
- Regularly communicate updates to advisors
- Produce detailed FAQs for various stakeholders
- Ensure advisement reports are easy to use for continuing students and their advisors
- Communicate new curriculum to ECE teachers
- Update all CC e-campus classes as needed

Preparing for Future

- Work with the Office of Program Assessment to ensure continued support for faculty and the deployment of the CC assessment plan
- Create a subcommittee to prepare a launch of the two new competencies (Dialogue and Information, Digital, and Media Literacy)
- Continue to provide syllabus accessibility review to proposers who seek it
- Continue preparations for inclusion of all CC Student Learning Objectives in the catalog beginning in Fall 2026

The TOI Capacity Report

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 [and as we are now over halfway through, only one course (TOI-6) has been declined and moved to another area TOI-5)].

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

Although there are fewer TOI-1 courses currently approved, many of the Provost Grants for new and revised courses target this area. These include 27 new courses and 24 revised courses, as follows:

New Course Development

- 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)
- 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)
- 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)
- 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)
- 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)
- 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)
- Sohyun Park - LAND 2XXX Biophilic Cities and Landscapes (TOI-1, TOI-4)
- 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)
- Geoffrey Tanner - PNB 3XXX/W Neurotechnology: Thinking and Writing on the Cutting Edge of (Neuro)Science (TOI-1, W)
- Manuela Wagner - GERM 2500 Fostering Intercultural Citizenship for Sustainable Futures through Creative Solutions and Human Rights Advocacy (TOI-1, TOI-4)
- Matthew Worwood - DMD/OPIM 2030 Generative AI for Creative Minds and the Future of Work (TOI-1)

Revised Course Development

- The School of Business
 - MENT/BADM 2236 Content Entrepreneurship (TOI-1)
 - MKTG/BADM 2237 Personal Brand Management (TOI-1, TOI-2)
 - 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 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 3234 Romanticism, Realism, Fin de Siecle: 19th century literature (TOI-1, TOI-2)
 - FREN 3235 French Modernity (TOI-1, 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)

- Literatures, Cultures, and Languages
 - CAMS 3245 Ancient World in Cinema (TOI-1, TOI-2)
 - CHIN 2800 Chinese Calligraphy (TOI-1, TOI-2)
 - ILCS 1168 Adaptation: Italian Literature into Film (TOI-1, TOI-2)
- Women's, Gender, and Sexuality Studies
 - WGSS 3253/W Gender Representations in U.S. Popular Culture (TOI-1)
 - WGSS 2217 Women, Gender, and Film (TOI-1, TOI-2)

The Common Curriculum Website

- <https://commoncurriculum.senate.uconn.edu/>
- The new website is up. It includes a days-to-launch counter as well as links to the registrar's page with all approved CC courses and to the call for proposals for the 2024-25 Provost Grants for new and revised CC courses (**proposals due 11.22.2024**).

Faculty Development Workshops

The CCC+ is planning several online faculty development workshops.

Fall 2024: Curriculum Planning and Preparation (Monday and Tuesday)

- Working Sessions for Course Migration Syllabi (9.30 and 10.1, 2:30-3:30PM, online)
- Applying for a Provost's Grants (10.21 and 10.22, 2:30-3:30PM, online)
- Applying for a Theme Designation (11.11 and 11.12, 2:30-3:30PM, online)

Spring 2025: Teaching in the New Common Curriculum Series

- Common Curriculum Teaching Kick-Off (1.27 and 1.28, 2:30-3:30PM, online)
- Project-Based Assessment in the CC Classroom (2.24 and 2.25, 2:30-3:30PM, online)
- Dialogue in the CC Classroom (3.24 and 3.25, 2:30-3:30PM, online)
- Career Readiness in the CC Classroom (4.21 and 4.22, 2:30-3:30PM, online)

We have two major full-day in-person faculty development events co-sponsored with CELT planned as well:

- Essential Partners Dialogue Training (Weds, 1.15 and Thurs, 1.16, Storrs)
- Common Curriculum Course Design Retreat (Weds, 5.14, Storrs)

Membership Needs

- A W co-chair starting in Jan 2025
- Additional subcommittee members for TOIs 2, 3, 5, and W

MEMORANDUM

To: Senate Executive Committee

From: Leslie M. Shor, Associate Provost for Graduate Education and Dean of The Graduate School



Date: October 2, 2024

Subject: Fall 2024 Enrollment Report from The Graduate School

Pursuant to your request, please find below non-duplicated enrollment totals for UConn and UConn Health graduate students enrolled in graduate degree programs. Students enrolled in graduate certificate program(s) but not a graduate degree are not included. The Fall 2024 data is shown beside the comparable figures from Fall 2023, with the change in enrollment calculated relative to Fall 2023.

	Fall 2023	Fall 2024	Change
Agriculture, Health & Natural Resources	516	528	2.3%
Business	1432	1310	-8.5%
Education	477	502	5.2%
Engineering	921	960	4.2%
Fine Arts	95	94	-1.1%
Global Affairs*	14		
Interdisciplinary	57	118	107%
Liberal Arts & Sciences	1573	1634	4%
Nursing	341	390	14%
Pharmacy	53	56	5.7%
Social Work	311	430	38%
UConn Health	311	324	4.2%
Total	6101	6346	4.3%

*Note: Effective 2024, Global Affairs Human Rights MA students are included with CLAS.