

University Senate Meeting
Dec. 2, 2024
Student Union, Room 330/331 (hybrid via WebEx)

Moderator **Siegle** called the meeting to order at 4:03 p.m.

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

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

1. Approval of Minutes

The minutes of the November 4, 2024 Meeting of the University Senate were approved as distributed.

2. Report of the President

Attachments #1 & #2

Presented by Provost Anne D'Alleva

Provost **D'Alleva** began with a PowerPoint presentation providing an update on the low enrollment program review process, including programs continuing with modifications, 13 programs closing, and programs consolidating or being suspended. Provost **D'Alleva** continued by outlining the next steps and concluded with information about the Annual legislative visits which are planned in order to engage legislators and provide information about the University.

Provost **D'Alleva** then turned it over to Nathan **Fuerst**, Vice President for Student Life & Enrollment, who shared a PowerPoint presentation on the First-Year applicants, admits and enrollees by majors.

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

Senator **Park-Busch** asked for the actual programs affected by the enrollment study and when this will be distributed. Provost **D'Alleva** stated that a list was provided to the Deans and Department Heads, and it will be made public after it is addressed by the Board of Trustees.

Senator **Jockusch** asked about how the institution was going to be addressing the 1% recession and Provost **D'Alleva** asked Jeff **Geoghegan** to address this question. Vice President & CFO **Geoghegan** stated that the reduction in state funding and ARPA funds, but revenue from tuition and fees may offset the decrease.

Senator **McCutcheon** asked for clarification on why the names of the closing programs are not being shared at the meeting. Provost **D'Alleva** stated discussion has taken place at the department and school/college level and they have taken the votes, so there has been ample faculty deliberation on the closure and suspension of programs. This material will be posted to the Board of Trustees website in advance of the Academic Affairs Committee meeting and the Board meeting.

Senator **Cutter** asked if the Deans and departments related to the programs that are being considered for suspension are in agreement, and Provost **D'Alleva** clarified that these decisions were made at the school/college level and not by the Provost Office or the President Office. Vice Provost **Kersaint** reiterated that the recommendations came directly from the Schools and Colleges.

Moderator **Siegle** thanked Provost **D'Alleva** and VP **Fuerst** for their report and for answering questions from senators.

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

Attachment #3

Presented by Senate Executive Committee Chair Laura Burton

Senator **Siegle** asked if there are any questions.

Senator **McCutcheon** asked if there is a plan to engage the upper administration more meaningfully on budgetary issues, including the upcoming negotiations for the next contract. Senator **Burton** stated that there have been detailed discussions within the SEC and will continue to ask questions of both the President and Provost and asked if the co-chairs of the Senate Budget Committee would like to speak. Senator **Morrell** stated that they continue to discuss the budget information previously shared, but there is not a current plan to discuss the collective bargaining agreement. Senator **Park-Boush** confirmed.

Senator **Rivers** stated there is concern about getting the parameters in place for the upcoming anti-racism course requirements. Senator **Burton** shared that the Committee is aware of these concerns and they are working to get this into a workable solution for a potential department that would house the course.

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

4. Consent Agenda Items:
C & C Report

Attachment #4

By voice vote, the consent agenda passed.

5. CCC+ Ombuds By-Law Change Proposal
Presented by CCC+ Chair Pamela Bedore

Attachment #5

Chairperson Bedore shared the proposed By-Law changes for discussion, and discussion and/or suggestions followed. These proposed changes will be brought to the February meeting for a vote.

6. Motion to Recommend Tuition Waiver Extension to the Board of Trustees from the Senate Executive Committee

Attachment #6

Presented by Senate Executive Committee Chair Laura Burton

Senator **Burton** presented the previously tabled motion, "The University Senate recommends the Board of Trustees honor the dependent tuition waiver for the daughter of late colleague and former Senator, Susana Ulloa." Senator **Cutter** asked if within the UCPEA union this is a case-by-case situation whether the tuition waiver is continued after the passing of a parent or will it be part of the UCPEA negotiations going forward. Senator **Bresciano** stated that they don't believe it has ever been a part of the UCPEA contract, but they anticipate it will be part of negotiations moving forward.

By way of an electronic vote, the motion carried with 65 YAY, 0 NAY, 1 ABSTAIN

Moderator **Siegle** thanked everyone for their vote.

7. Motion to Change By-Laws, Rules & Regulations of the University Senate, Article II. H. Academic Calendar

Attachment #7

Presented by Senate Scholastic Standards Committee Co-Chairs Karen Bresciano and Jamie Kleinman

Co-Chairs **Bresciano** and **Kleinman** presented a PowerPoint presentation regarding the proposed By-Law changes. These proposed changes will be brought to the February meeting for a vote.

Moderator **Siegle** called for any new business. Senator **McCutcheon** stated that he will be bringing up a recommended By-Law change to Article 9, Section G that would be recommended to the Board of Trustees regarding the SEC makeup.

8. Undergraduate Education & Instruction (UEI) Report, Part 1 Attachment #8

Presented by Vice Provost for Student Success Tarrayl Starke and Student Success Unit Leaders

Vice Provost **Starke** reported on data on undergraduate education & instruction both by way of a PowerPoint presentation and items provided within the agenda packet.

Senator **Bresciano** asked if Vice Provost **Starke** could speak about the work they are doing for graduate students as well. Vice Provost Starke indicated that over half of their constituency is graduate students and they expect that to continue, specifically in areas that are directed connected such as the Veterans and Military programs, the Writing Center, and the Q Center to name a few.

Senator **Semaan** asked about Knack Tutoring, a private for-profit company the University is contracting with and wondering why another company is doing this for students rather than it being done from within the University. Vice Provost **Starke** stated that the current population using Knack is restricted to the CAPS student population and they are providing supplemental support and not replacement support.

Senator **Jockusch** asked about the supplemental instruction support and wondered what Biology can do to be more a part of it. Vice Provost Starke deferred to Senator **Lachut** who stated that they would need to develop SI for all sections of biology, but they don't currently have the resources to do it.

Senator **Ginsberg** asked what is stopping further expansion of some of these services to other regional campuses, specifically Stamford. Vice Provost **Starke** stated that they have been working with the Stamford campus to expand support and engagement, along with meeting with the administration on the regional campuses to identify what resources are available and how they can expand.

Senator **Hamada** asked about the 8.3 million in grants to support student success initiatives and wondered about the disparity between the regional campuses and their diversity statistics. Vice Provost **Starke** stated that some of the funds are restricted based on the parameters of the grants. Vice Provost **Starke** mentioned though UConn is one institution, the campuses are seen as separate when identifying diverse populations being served.

Senator **Boudah** mentioned that Knack has been a great help for referral purposes and assisting in providing support to students when a student worker, such as themselves, isn't available given that they are the only undergraduate student providing this support on the Stamford campus.

Senator **Bresciano** asked about how access is provided for students without equity disparity based on financial challenges. Christine **Wenzel** stated that this is provided to students at all campuses and the program is looking for grant funding and donor support to help these students.

Moderator **Siegle** thanked Vice Provost **Starke** for their presentation and unit reports.

9. New Business

Senator **McCutcheon** shared a recommendation to change the University By-Laws, Article IX, Section G, concerning the makeup of the Senate Executive Committee. These changes would expand the SEC to 16 members plus the chair, and the makeup would include, if possible, at least one person from each of the voting constituencies as described in Article IX, Section B. (see PowerPoint presentation slide for complete language). Seconded by Senator **Rola** and it was noted that these proposed changes would be brought to the February meeting for a vote, so only discussion followed.

Senator **MacDougald** asked for the motion to send Senator McCutcheon's proposed By-Law change motion to the SEC Sub-Committee that is working on the By-Law changes for further discussion. The motion was seconded by Senator **Rola**. Senator **McCutcheon** supported this motion. By a voice vote, the motion was carried.

The February 3, 2025 Senate Meeting will take place in Student Union Room 304.

10. Adjournment

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

Senator **Dineen** seconded.

Motion passed unanimously.

The meeting was adjourned at 6:01 p.m.

Respectfully Submitted,

Christine S. North

Secretary of the University Senate, 2021-2024

SENATE EXECUTIVE COMMITTEE

Laura Burton, Chair

Maureen Armstrong

Bob Day

Sandy Grande

Karima Hamada

Michael Morrell

Del Siegle

Karen Bresciano

Jennifer Dineen

Bryan Greene

Joe MacDougald

Morty Ortega

Lorien Touponse

1 additional Graduate Student SEC Representative to be added

University Senate Curricula and Courses Committee
Report to the Senate
December 2, 2024

I. Revised 1000- or 2000- Level Courses

1. ENVE 2310E Environmental Engineering Fundamentals (#27852) [Revise prereqs]

Current Catalog Copy

ENVE 2310E. Environmental Engineering Fundamentals. (3 Credits)

(Also offered as CE 2310E.)

Concepts from aqueous chemistry, biology, and physics applied in a quantitative manner to environmental problems and solutions. Mass and energy balances, chemical reaction engineering. Quantitative and fundamental description of water and air pollution problems. Environmental regulations and policy, pollution prevention, risk assessment. Written and oral reports.

Enrollment Requirements: CHEM 1128Q or 1148Q.

Proposed Catalog Copy

ENVE 2310E. Environmental Engineering Fundamentals. (3 Credits)

(Also offered as CE 2310E.)

Concepts from aqueous chemistry, biology, and physics applied in a quantitative manner to environmental problems and solutions. Mass and energy balances, chemical reaction engineering. Quantitative and fundamental description of water and air pollution problems. Environmental regulations and policy, pollution prevention, risk assessment. Written and oral reports.

Enrollment Requirements: CHEM 1128Q or 1148Q or CHEM 1125Q

2. POLS 3600 Making the Modern American Presidency (#27394) [Revise level]

Current Catalog Copy

POLS 3600. Making the Modern American Presidency. (3 Credits)

Developments in the presidency from the constitutional era through President Hoover.

Enrollment Requirements: Not open for credit to students who have passed POLS 2998 when taught as "Making the Modern American Presidency."

Recommended preparation: POLS 1602.

Revised Catalog Copy

POLS 2600. Making the Modern American Presidency. (3 Credits)

Developments in the presidency from the constitutional era through President Hoover.

Recommended preparation: POLS 1602.

3. POLS 3601 Modern American Presidency (#27374) [Revise level]

Current Catalog Copy

POLS 3601. Modern American Presidency (3 Credits)

Developments in the presidency from President Franklin Roosevelt to the present. Enrollment

Requirements: Not open for credit to students who have passed POLS 2998 when taught as

Modern American Presidency.

Recommended preparation: POLS 1602 and 3600.

Revised Catalog Copy

POLS 2601. Modern American Presidency (3 Credits)

Developments in the presidency from President Franklin Roosevelt to the present.

Recommended preparation: POLS 1602 and 3600.

II. Revised S/U Graded Courses

1. ANSC 3492 Fidelco Guide Dog Puppy Training (#27035) [Revise title]

Current Catalog Copy

ANSC 3492. Fidelco Guide Dog Puppy Training (2.00 Credits)

Grading Basis: Satisfactory/Unsatisfactory

After earning approval as a Fidelco Puppy Raiser (a 14-month commitment), German Shephard puppies will be socialized and trained for basic commands using positive reinforcement techniques. Weekly meetings with a Fidelco trainer on campus will be required. Assignments will focus on sharing the importance of service animals within the UConn community and greater CT.

Enrollment Requirements: ANSC 1676. Instructor consent required.

Proposed Catalog Copy

ANSC 3492. Service dog puppy training (2.00 Credits)

Grading Basis: Satisfactory/Unsatisfactory

Before enrolling in this course, students will apply to be a Puppy raiser volunteer with the accredited puppy raiser organization, which entails full-time care and socialization of an 8-week old or older puppy until s/he is approximately 16 months of age. Weekly training sessions on Storrs campus are required. Outside of these semesters and this course, full-time puppy care and training will continue as directed by the accredited organization. Instructor consent required.

Service learning course.

Enrollment Requirements: ANSC 2276/SAAS 276 or ANSC 1602/SAAS 202 or EEB 320.

III. New UNIV Courses

1. UNIV 2820 TYE: Transition Year Experience (#27592)

Proposed Catalog Copy

UNIV 2820. TYE: Transition Year Experience (1 credit)

Designed to support regional students who must transition to Storrs to finish their degree, to be taken the semester before their first semester at Storrs. Students will be paired with Campus Change Peer Mentors who will help them prepare the skills and develop the community that will allow them to thrive at Storrs.

IV. Special Topics Offerings

1. PNB 1195 Special Topics: Introduction to Academic Research in Physiology and Neurobiology
2. UNIV 3995 Special Topics: Becoming a Learning Assistant (#26473)

V. Common Curriculum Course “Direct Transitions”

1. ANTH 1006 Introduction to Anthropology [CA2, CA4INT to TOI-2, TOI-5]
2. ANTH 1010E Global Climate Change and Human Societies [CA2, CA4INT, EL to TOI-4]
3. ANTH 3340E Culture and Conservation [CA2, CA4INT, EL to TOI-4]
4. ANTH 3704 Experimental Archaeology (TOI-6)
5. ARAB 3550W Classical Arabic Literature [CA1, W to TOI-2, TOI-3, W]
6. ARE 4438E Valuing the Environment [EL to TOI-4]
7. CHEM 1148Q Honors General Chemistry II [CA3LAB, Q to TOI-6L, Q]
8. ECON 1000 Essentials of Economics [CA2 to TOI-5, TOI-6]
9. ECON 1200 Principles of Economics (Intensive) [CA2 to TOI-5, TOI-6]
10. EDCI 2100 Power, Privilege, and Public Education [CA2, CA4 to TOI-3, TOI-5]
11. ENGL 1301 Major Works of Eastern Literature [CA4INT to TOI-2, TOI-3]
12. ENGL 1601W Race, Gender, and the Culture Industry [CA4, W to TOI-2, TOI-3, W]
13. ENGL 2203/W American Literature Since 1880 [CA1, W to TOI-2, TOI-3, W]
14. ENGL 3015W Writing Across Cultures [CA4, W to TOI-2, TOI-3, W]
15. ENGL 3120 Irish Literature in English to 1939 [CA4INT to TOI-2, TOI-3]
16. ENGL/HEJS 3629 Holocaust Memoir [CA1, CA4-INT to TOI-2, TOI-3]
17. ENGL/WGSS 3609 Women's Literature [CA4 to TOI-2, TOI-3]
18. ENGL/WGSS 3611 Women's Literature 1900 to the Present [CA4 to TOI-2, TOI-3]
19. ENGL/WGSS 3613 LGBTQ+ Literature [CA4 to TOI-2, TOI-3]
20. FREN 1176 French Cinema [CA1, CA4INT to TOI-2, TOI-3]
21. HRTS/ENGR 2300E Engineering for Human Rights [CA2 to TOI-3, TOI-4]
22. MAST 1300E People and Society in the Maritime Environment [CA2, CA4INT, EL to TOI-4, TOI-5]
23. MCB 1405 Honors Core: The Genetics Revolution in Contemporary Culture [CA3 to TOI-6]
24. PHYS 1202Q General Physics II [CA3LAB, Q to TOI-6L, Q]
25. PHYS 1601Q Fundamentals of Physics I [CA3LAB, Q to TOI-6L, Q]

VI. New Common Curriculum Courses

1. CHIN 2360 Chinese Dishes and Drinks (#26673) [CA1, CA4INT, TOI-1, TOI-2]
Proposed Catalog Copy
 CHIN 2360. Chinese Dishes and Drinks (3 Credits)
 Exploration of Chinese culture through the lens of food and drink, examining the intricate connections between cuisine, daily life, and broader historical, social, and cultural contexts. Impact of globalization on Chinese food traditions. Students will develop their own culturally informed restaurant or business concepts. Taught in English.
 Recommended Preparation: CHIN 1121
 Topics of Inquiry: TOI 1, TOI 2
 Content Areas: CA1, CA4-E
2. CHIN/AAAS 2660E Chinese Eco-Literature and Eco-Cinema (#27137) [CA1, CA4INT, TOI-1, TOI-4]
Proposed Catalog Copy
 CHIN/AAAS 2660E. Chinese Eco-Literature and Eco-Cinema. (3 Credits)

Examines the development of eco-literature and eco-cinema in modern and contemporary China. Taught in English.

Content Areas: CA1 CA4-INT

Topics of Inquiry: TOI 1, TOI 4

3. ILCS 1102 From Baghdad to Florence: Medieval Short Stories Across Cultures (#26372) [New CA1, CA4-INT, TOI-1, TOI-2]

ILCS 1102. From Baghdad to Florence: Medieval Short Stories Across Cultures. (3 credits.)

An introduction to short stories and frame tale collections as part of a cross-cultural genre of storytelling that flourished during the European medieval era, rooted in different traditions and languages from Asia and the Mediterranean to Europe and the Atlantic world. Students will engage with short stories by rewriting and adapting them to different media. Taught in English.

Content Areas: CA1 and CA4-INT; Area B.

Topics of Inquiry: TOI-1 and TOI-2

4. ILCS 3268W Views of the Environment from Italy (#26240) [CA1, CA4-INT, TOI-2, TOI-4, W]

ILCS 3268W. Views of the Environment from Italy (3 credits)

Application of current perspectives of ecocriticism to analysis of Italian literature and films that have recorded and imagined the relationship between human and non-human life.

Articulation and appraisal of the student's personal relationship to the environment through writing and reflection.

Competencies: W

Content Areas: CA1 and CA4-INT; Area B.

Topics of Inquiry: TOI-2 and TOI-4

5. MENT/BADM 2240 Mastering Creativity and Innovation (#27055) [TOI-1]

Proposed Catalog Copy

MENT 2240. Mastering Creativity and Innovation

(3 Credits)

(Also offered as BADM 2240)

Students improve their creative problem-solving and leadership skills in a way that fosters creativity and innovation in others – integral skills for the constantly changing business world. Engagement in a variety of experiential activities designed to help understand first-hand the situations which are most likely to add creative value when working on complex and/or loosely defined open-ended problems. Topics include the basic features of creativity and innovation processes and practical applications for how to facilitate, manage, and evaluate creative ideas and innovations in a work setting.

Enrollment Requirements: Open only to business students.

Topics of Inquiry: TOI-1

BADM 2240. Mastering Creativity and Innovation

(3 Credits)

(Also offered as MENT 2240)

Students improve their creative problem-solving and leadership skills in a way that fosters creativity and innovation in others – integral skills for the constantly changing business world.

Engagement in a variety of experiential activities designed to help understand first-hand the situations which are most likely to add creative value when working on complex and/or loosely defined open-ended problems. Topics include the basic features of creativity and innovation processes and practical applications for how to facilitate, manage, and evaluate creative ideas and innovations in a work setting.

Enrollment Requirements: Open only to non-business students.

Topics of Inquiry: TOI-1

6. NURS 1150 Introduction to Healthcare Innovation (#26432) [TOI-1]

Proposed Catalog Copy

NURS 1150 Introduction to Healthcare Innovation (3 credits)

Introduces innovation as a concept and its applications to healthcare. Topics include identifying opportunities (e.g., problems to be solved) in healthcare through innovation, and applying principles of design thinking methodology to the development of an initial prototype and presentation skills.

Topics of Inquiry: TOI-1

VII. Revised Common Curriculum Courses

1. ARAB 1001 Elementary Arabic I (#27652) [SL; Revise description and prereqs]

Current Catalog Copy

ARAB 1001. Elementary Arabic I (4 Credits)

Beginning Modern Standard Arabic. Basic conversation in formal Arabic. Development of basic reading and writing skills.

Enrollment Requirements: Not open to students who have had three or more years of Arabic in high school. Cannot be taken for credit after passing ARAB 1101 (equivalent), 1102, 1103, 1104, 1112, 1113, 1114.

Competencies: Second Language

Proposed Catalog Copy

ARAB 1001. Elementary Arabic I (4 Credits)

Beginning Modern Standard Arabic. Emphasis on speaking, listening, reading, and writing skills. Taught in Arabic.

Enrollment requirements: Not open to students with three or more years of Arabic in high school. Students with prior knowledge of Arabic should contact the instructor or the program coordinator prior to registration. Cannot be taken for credit after passing ARAB 1101 (equivalent), 1102, 1103, 1104, 1112, 1113, 1114.

Competencies: Second Language

2. ARAB 1002 Elementary Arabic II (#27672) [SL; Revise description and prereqs]

Current Catalog Copy

ARAB 1002. Elementary Arabic II (4 Credits)

Development of ability to communicate in Modern Standard Arabic, orally and in writing. Not open for credit to students who have had three or more years of Arabic in high school.

Enrollment Requirements: ARAB 1001 or instructor consent; not open to students who have had three or more years of Arabic in high school. Cannot be taken out of sequence after passing

ARAB 1003, 1004, 1102, 1103, or 1104.

Competencies: Second Language

Proposed Catalog Copy

ARAB 1002. Elementary Arabic II (4 Credits)

Beginning Modern Standard Arabic. Emphasis on speaking, listening, reading, and writing skills. Taught in Arabic.

Enrollment Requirements: ARAB 1001 or instructor consent; not open to students who have had three or more years of Arabic in high school. Students with prior knowledge of Arabic should contact the instructor or the program coordinator prior to registration. Cannot be taken out of sequence after passing ARAB 1003, 1004, 1102, 1103, or 1104.

Competencies: Second Language

3. CHIN 2800 Chinese Calligraphy (#26132) [CA1, CA4INT to TOI-1, TOI-2]

Current Catalog Copy

CHIN 2800. Chinese Calligraphy. (3 Credits)

Introduction to the basics of Chinese calligraphy and the ways in which it mirrors Chinese history, culture, and philosophy. The fundamental characteristics of the Chinese writing system, its cultural content, and principles of formation as well as the skills used in Chinese calligraphy. At the end of the course, students will have a good understanding of Chinese characters and their cultural and philosophical background but also be able to appreciate the art and beauty in Chinese calligraphy.

Content Areas: CA1: Arts & Humanities, CA4INT: Div & Multi Intl

Proposed Catalog Copy

CHIN 2800. Chinese Calligraphy. (3 Credits)

Introduction to the basics of Chinese calligraphy and the ways in which it mirrors Chinese history, culture, and philosophy. The fundamental characteristics of the Chinese writing system, its cultural content, and principles of formation as well as the skills used in Chinese calligraphy. At the end of the course, students will have a good understanding of Chinese characters and their cultural and philosophical background but also be able to appreciate the art and beauty in Chinese calligraphy.

Content Areas: CA1: Arts & Humanities, CA4INT: Div & Multi Intl

Topics of Inquiry: TOI 1, TOI 2

4. FREN 3262 From the Romantics to the Moderns: Introduction to Literature (#25872) [CA1 to TOI-1, TOI-2; Revise title and description]

Current Catalog Copy

FREN 3262. From the Romantics to the Moderns: Introduction to Literature

Study of poetry, theater and prose fiction that marks the evolution from the psychology of the romantic hero and heroine to Existentialist philosophy and the New Novel, and contemporary fiction and poetry. CA 1.

Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.

Content Areas: CA1: Arts & Humanities

Proposed Catalog Copy

FREN 3262. *Of Love and Other Demons: French Literature from the Romantics to the Present* Study of the relation of words and experience, life and art, and passion and verse in French writing from 1800 to the present. Topics include love, loneliness, limerence, lust, and other emotions that have driven people to write plays, novels, song lyrics, and poems. Study of the varied ways writers in French have explored and expressed human emotion from Romanticism, Realism, and Surrealism to Existentialism. Taught in French.

Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.

Content Areas: CA1: Arts & Humanities

Topics of Inquiry: TOI 1, TOI 2

5. MENT/BADM 2236 Content Entrepreneurship (#27057) [Add TOI-1; revise description]

Current Catalog Copy

MENT 2236. Content Entrepreneurship. (3 Credits)

(Also offered as BADM 2236.)

Preparation to assess entrepreneurial opportunities as they relate to the content media sector.

Building an accessible content media business to establish a unique niche, grow an audience, and create value from the content the business develops. Hiring and leading creative content and business teams; developing external networks as resources for growth; determining a strategy to guide business development; managing content production and delivery; formulating monetization strategies built on innovative business models.

Enrollment Requirements: Open only to business majors.

BADM 2236. Content Entrepreneurship. (3 Credits)

(Also offered as MENT 2236.)

Preparation to assess entrepreneurial opportunities as they relate to the content media sector.

Building an accessible content media business to establish a unique niche, grow an audience, and create value from the content the business develops. Hiring and leading creative content and business teams; developing external networks as resources for growth; determining a strategy to guide business development; managing content production and delivery; formulating monetization strategies built on innovative business models.

Enrollment Requirements: Open only to non-business majors.

Proposed Catalog Copy

MENT 2236. Content Entrepreneurship. (3 Credits)

(Also offered as BADM 2236.)

The development of sustainable and monetizable content-driven businesses and exploration of entrepreneurial opportunities within the content media sector, including podcasting, blogging, and videography. Emphasis on creating a comprehensive business plan that covers market analysis, audience segmentation, content strategy, digital tools, and monetization models; the legal considerations specific to content creation; and strategies for scaling and sustaining a content business. Students engage in hands-on projects, collaborative problem-solving, and reflective practices to refine their entrepreneurial approach.

Enrollment Requirements: Open only to business majors.

Topics of Inquiry: TOI 1

BADM 2236. Content Entrepreneurship. (3 Credits)

(Also offered as MENT 2236.)

The development of sustainable and monetizable content-driven businesses and exploration of entrepreneurial opportunities within the content media sector, including podcasting, blogging, and videography. Emphasis on creating a comprehensive business plan that covers market analysis, audience segmentation, content strategy, digital tools, and monetization models; the legal considerations specific to content creation; and strategies for scaling and sustaining a content business. Students engage in hands-on projects, collaborative problem-solving, and reflective practices to refine their entrepreneurial approach.

Enrollment Requirements: Open only to non-business majors.

Topics of Inquiry: TOI 1

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

From the 11/6/24 and 11/20/24 meeting

CCC+ Bylaw Change Proposal
12.2.2024

As the CCC+ has worked to implement the guidelines and bylaws for the new Common Curriculum passed at the Senate special session on 11.14.2022, committee members have considered several bylaw changes that will smooth the launch of the new Common Curriculum in Fall 2025.

Please find here proposals to change the CC Bylaw language about:

1. TOI Clean-up (TOI-6 lab requirement and Focus Area language)
2. 40-credit requirement (added for compliance with NECHE accreditation)
3. Reserve caps (add 25% availability for 1000-level courses)
4. Catalog year (clarify language around additional flexibility)
5. CC exemption for transfer-oriented students (add narrow additional exemption)
6. CCC+ membership (add Themes)

This proposal was unanimously approved by CCC+ on 11.11.2024 and by Senate C&C on 11.20.2024.

1. TOI-6 CLEAN-UP

Background:

In the Common Curriculum Guidelines discussed at the 11.14.2022 Senate special meeting that approved the CC, TOI-6: Science and Empirical Inquiry includes a special note.

In the Section, TOI Operating Principles, Item 8 states:

Students must complete at least one laboratory course in TOI-6 (see TOI-6 for definition of laboratory class). This does not restrict courses outside TOI-6 from having laboratories, nor does it limit TOI-6 courses to be only laboratory courses.

Although this was in the guidelines and was discussed at the special meeting, it was inadvertently omitted from the bylaws.

As the work on Focus Areas has been undertaken, it has been noted that the bylaws state that students must take three courses in a focus area; given that there are one-credit CC courses, this could result in only three credits. This should be nine credits.

In working on these changes, various committees noticed excess verbiage around Themes.

The CCC+ therefore proposes the following amendment to clarify the Senate bylaws:

Section II.C.2.a
Topics of Inquiry

Current Bylaw Language:

Topics of Inquiry

Students must pass at least three credits of coursework in each of six Topics of Inquiry (TOI): TOI-1—Creativity: Design, Expression, Innovation; TOI-2—Cultural Dimensions of Human Experiences; TOI-3—Diversity, Equity, and Social Justice; TOI-4— Environmental Literacy; TOI-5—Individual Values and Social Institutions; and TOI-6— Science and Empirical Inquiry. At least one course must be passed in each Topic of Inquiry (some courses fulfill two). Students must also satisfy a Focus requirement, by either successfully completing three courses in a single Topic of Inquiry or all requirements of at least one Theme. Students may also take a set of courses that comprise a faculty-designed Theme spanning multiple disciplines. Themes are recommended but not required. Topic of Inquiry courses may be counted toward the major.

Proposed Bylaw Language:

Topics of Inquiry

Students must pass at least three credits of coursework in each of six Topics of Inquiry (TOI): TOI-1—Creativity: Design, Expression, Innovation; TOI-2—Cultural Dimensions of Human Experiences; TOI-3—Diversity, Equity, and Social Justice; TOI-4— Environmental Literacy; TOI-5—Individual Values and Social Institutions; and TOI-6— Science and Empirical Inquiry **(Students must complete at least one laboratory course in TOI-6)**. At least one course must be passed in each Topic of Inquiry (some courses fulfill two). Students must also satisfy a Focus requirement, by **either** successfully completing **three courses at least nine credits in either** a single Topic of Inquiry or **all requirements of at least one Theme**. **Students may also take a set of courses that comprise in** a faculty-designed Theme spanning multiple disciplines. **Themes are recommended but not required**. Topic of Inquiry courses may be counted toward the major.

2. 40-CREDIT REQUIREMENT

Background:

It was recently discovered that there is a very narrow path (in the current general education curriculum as well as in the Common Curriculum) where a student might complete the general education requirements without meeting the 40 credits of general education courses required by NECHE.

In order to ensure compliance with our accreditor, the CCC+ recommends clarifying the language around First-Year Writing to ensure it counts towards the 40 credits and adding a line to the bylaws and the advisement report.

Section II.C.2.b

Competencies

Current Bylaw Language:

The Common Curriculum includes competencies in quantitative skills, second language proficiency, and writing. Two additional competencies--information and digital media literacy and dialogue--are infused across the Common Curriculum within TOIs. Quantitative Literacy is established by completing two courses that are designated for this purpose as Q courses. One Q course must be a MATH or STAT course. Second Language Competency is established by passing either 1) the third-year high school level course in a language other than English or 2) the second semester course in the first-year sequence of college level study in a language other than English. Writing Competency is established by passing two courses that are designated for this purpose as W courses, one of which must be in the major field of study at the 2000-level or above. First-year writing courses are prerequisites for W courses.

Proposed Bylaw Language:

The Common Curriculum includes competencies in quantitative skills, second language proficiency, and writing. Two additional competencies--information and digital media literacy and dialogue--are infused across the Common Curriculum within TOIs. Quantitative Literacy is established by completing two courses that are designated for this purpose as Q courses. One Q course must be a MATH or STAT course. Second Language Competency is established by passing either 1) the third-year high school level course in a language other than English or 2) the second semester course in the first-year sequence of college level study in a language other than English. Writing Competency is established by passing the First-Year Writing requirement (ENGL 1007 or 1010 or 1011) and two courses that are designated for this purpose as W courses. One of the W courses must be in the major field of study at the 2000-level or above. First-year writing courses are prerequisites for W courses.

Courses

Current Bylaw Language:

A course may be approved to satisfy one or two Topics of Inquiry. Students may use a course that has multiple TOI designations to fulfill the TOI requirements for which the course has been approved, if the regulations listed in II.C.2.a. Topics of Inquiry are met. Courses at the 2000-level or above may combine Quantitative and Writing Competency designations. Courses with Quantitative and/or Writing Competency designations may also be approved for Topics of Inquiry.

Proposed Bylaw Language:

A course may be approved to satisfy one or two Topics of Inquiry. Students may use a course that has multiple TOI designations to fulfill the TOI requirements for which the course has been approved, if the regulations listed in II.C.2.a. Topics of Inquiry are met. Courses at the 2000-level or above may combine Quantitative and Writing Competency designations. Courses with Quantitative and/or Writing Competency designations may also be approved for Topics of Inquiry.

All students must complete a minimum of 40 credits of coursework approved for the Common Curriculum.

3. RESERVE CAPS

Background:

At the 11.14.2022 Senate special meeting, 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+ prepared for implementation of the new Common Curriculum, two questions arose around the practice of reserving seats for majors for general education classes:

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.

In Spring 2024, 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 as advisory to students (and this could be accomplished through advising and/or clearer catalog copy). In most cases, far less than 50% of seats are 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.

In Fall 2024, the CCC+ prepared a report of anticipated enrollment capacity by TOI. All areas appear to have adequate capacity.

Therefore, the CCC+ recommends a change to the bylaws that allows for 25% reserve capacity in 1000-level Common Curriculum courses.

The CCC+ will do a full review of this policy in Fall 2028, when we have three years of data on Common Curriculum course enrollments.

A smaller point of clarification is a change in language for 2000-level courses. The 50% reserve cap is across sections rather than within sections, since it is allowable for a class to gather majors into a specific lecture or discussion section, as long as at least that many seats are also available for the general student population.

Further, it has been determined that the “+” in “2000+-level or above” is redundant.

Current Bylaw:

II.C.2

c. Courses

No academic unit may set enrollment bars or priorities for its own students for any Common Curriculum course, with the following exceptions:

- An academic unit may reserve any percentage of seats for its own students in a 2000+-level or above W course that is not also approved for a TOI.
- An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a 2000-level or above course.

Proposed Bylaw:

II.C.2

c. Courses

No academic unit may set enrollment bars or priorities for its own students for any Common Curriculum course, with the following exceptions:

- An academic unit may reserve any percentage of seats for its own students in a 2000+-level or above W course that is not also approved for a TOI.
- An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a 2000-level or above course.
- An academic unit may reserve a maximum of 25% of capacity for its own students in a 1000-level course.

4. CATALOG CHANGE

Background:

In the bylaw change approved at the 11.14.2022 special session of the Senate, bylaw language was approved to ensure that students changing school or college could complete the general education requirements under which they entered the university (ie. GE rather than CC). As we approach the launch of the CC, two additional questions have come up that are not explicitly answered in the bylaws:

1. Are students who entered the university on the GE curriculum allowed to choose CC? The answer to that, given as part of discussion at the 11.14.2022 Senate meeting, is Yes. It is a long-standing practice that students may always choose a newer plan of study for any requirement (general education, major, minor, etc.).
2. If a student chooses to move their catalog year forward to CC, will this automatically move their major/minor catalog year forward as well? This was not asked at the 11.14.2022 Senate meeting, but it is widely understood that the plans of study are now separate, given that moving to a new school or college does not automatically move a student to a new GE catalog year.

Although it is not essential that all questions be answered in the bylaws, the CCC+ Chair has received these questions often enough to suggest that it would be helpful to update the bylaws to clearly articulate all new practices prompted by the change of bylaw approved 11.14.2022 that will be adopted Fall 2025.

The CCC+ therefore recommends the following change to the bylaws:

Current Bylaw Language:

II.C.2.c
Courses

All students entering the University of Connecticut or changing school or college within the University are expected to complete the Common Curriculum of the academic year in which they enter the University.

Proposed Bylaw Language:

Undergraduate students are expected to complete the general education of the catalog year in which they enter the University (regardless of school/college change after matriculation), though they are always free to choose a newer catalog year. Students may have separate catalog years for general education requirements and program requirements.

Upon readmission following a separation noted as withdrawal, cancellation, dismissal, or suspension, undergraduate students are expected to follow the catalog year of re-entry.

5. CC EXEMPTION FOR TRANSFER-ORIENTED STUDENTS

Background:

Some programs within the CT State Community College system are designed for students planning to transfer to UConn. The general education requirements for these programs are very similar to UConn's General Education curriculum. In ensuring a smooth transition and timely graduation for CTSCC students in transfer-oriented degrees, the CCC+ considered adding a narrow addition to the bylaw language on exemptions from the CC. The transfer-oriented degrees will be listed in the Transfer Policy that is regularly reviewed by the Scholastic Standards Committee (SSC).

The CCC+ therefore proposes the following amendment to the Senate bylaws:

Section II.C.2c
Common Curriculum
Courses

Current Bylaw Language:

Undergraduate students with bachelor's degrees from institutions that have been accredited by regional accreditation agencies (e.g. NECHE) are exempt from the Common Curriculum Requirements.

Proposed Bylaw Language:

Undergraduate students with bachelor's degrees from institutions that have been accredited by regional accreditation agencies (e.g. NECHE) are exempt from the Common Curriculum Requirements. Undergraduate students with associate degrees from CT State Community College that are designated as "transfer-oriented" within the Transfer Policy are exempt from the Common Curriculum Requirements.

6. CCC+ MEMBERSHIP

Background:

During the transition from general education (GE) to the Common Curriculum (CC), the CCC+ has recognized the need for a Themes subcommittee to oversee proposals to add, revise, and delete Themes. The initial work of setting up policies and procedures for themes and of reviewing pilot proposals has been done by an ad hoc committee. As of Spring 2025, we expect to have sufficient Themes proposals to justify a permanent committee with two co-chairs and 5-10 subcommittee members.

The CCC+ therefore proposes the following amendment to the Senate bylaws:

Section II.C.2d
*Common Curriculum
Oversight*

Current Bylaw Language:

The CCC appoints members to Topic of Inquiry and Competency subcommittees. Subcommittee members are chaired by voting members of the CCC and are representative of schools and colleges. Each subcommittee must review and recommend courses for inclusion, removal, and revision in their respective area.

Proposed Bylaw Language:

The CCC appoints members to Topic of Inquiry, and Competency, and Theme subcommittees. Subcommittee members are chaired by voting members of the CCC and are representative of schools and colleges. Each subcommittee must review and recommend courses for inclusion, removal, and revision in their respective area.

**To the University Senate
From the Senate Executive Committee
December 2, 2024**

Context:

The Senate Executive Committee has received several messages from constituents and Senators since the start of the Fall 2024 semester regarding concerns that the University is not continuing to honor the dependent tuition waiver for the daughter of a late colleague and former Senator, Susana Ulloa. The Senate Executive Committee also received a formal letter from the Professional Staff Senators requesting the Senate issue formal support to recommend to the UConn Board of Trustees.

The Senate Executive Committee supports and presents this resolution for consideration by the University Senate. This motion was originally presented at the November 4, 2024 Senate meeting and tabled by voice vote to be presented again at the December 2, 2024 Senate meeting.

Motion to Recommend:

The University Senate recommends the Board of Trustees honor the dependent tuition waiver for the daughter of late colleague and former Senator, Susana Ulloa.

Yay: 65; Nay: 0; Abstention: 1

Scholastic Standards Committee

To the University Senate

December 2, 2024

Background:

Juneteenth (June 19th): “Juneteenth, also known as America’s Second Independence Day, commemorates the end of slavery in the United States. It is observed on June 19th, the day in 1865 that Union troops arrived in the last slave-owning community in the country to enforce the Emancipation Proclamation issued more than two years earlier. Though Juneteenth has been celebrated by African American communities since the late 1800s, it only became an official federal holiday in 2021, when President Biden made it the first new federal holiday since Martin Luther King Jr. Day in 1983. The Connecticut legislature designated Juneteenth as an official state holiday starting in 2023.

Juneteenth celebrates African American achievement while encouraging continuous self-development and respect for all cultures. Celebrations typically involve guest speakers or lectures to promote education and self-improvement; community elders who recount events in the past; prayer services; barbeques; and parades. More than anything, Juneteenth is about being in a supportive community” (*UConn Office for Diversity, Equity & Inclusion, June 2nd, 2023*).

During the Spring 2023 semester, Juneteenth was acknowledged as a teaching holiday with guidance issued by the Provost encouraging faculty to exercise flexibility for students who wish to observe the holiday and to consider providing recordings of lectures, distributing materials for an asynchronous class session, and considering extensions for students who may be absent in case of any assessments scheduled to be due or to take place on June 19th.

During the Fall 2023 Semester, the Senate Executive Committee tasked the Senate Scholastic Standards Committee with looking into establishing Juneteenth as a non-teaching holiday. In consultation with the Registrar’s Office and others, the committee voted in support of this recommendation.

Summary of Action:

The Senate Scholastic Standards Committee presents a motion to the University Senate to establish Juneteenth (June 19th) as a non-teaching holiday starting in 2025, by adding the governance of academic dates for both Summer and Winter programs to the By-Laws, Rules & Regulations of the University Senate.

This recommendation comes to the Senate in consultation with the Registrar’s office and with the support of President Maric and Provost D’Alleva.

Proposed Bylaw Change:

Article II, H. Academic Calendar

Track Changes Version:

The Academic calendar will be set by the University Registrar according to the following principles: Each academic year begins at the start of one fall semester and ends prior to the start of the next fall semester. The University Registrar uses the following rules to set the calendar for each academic year. The general class schedule is then published by the Registrar.

1. Each academic year consists of two required semesters; fall and spring.
 - a. The end of the semester is defined as the last day of the final exam period. ~~day when semester grades must be submitted to the Registrar. This must occur~~ Grades must be submitted to the Office of the Registrar no later than seventy-two hours after the final examination period ends.
 - a-b. Each fall and spring semester consists of ~~each year with~~ 14 weeks of classes, plus six days of examinations ~~at the end of each and other non-required sessions set up by the registrar that adhere to the credit hour policy. Fall semester. semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King, Jr Day. The end of the semester is defined as the day when semester grades must be submitted to the Registrar. This must occur no later than seventy-two hours after the final examination period ends.~~ Additional
 - b-c. In each required semester, there are two protected days between the end of classes and the first day of final examinations, called reading days. Reading days ~~are protected time for~~ protect time to allow students to prepare for the final exam and assessment period. On reading days, instructors are not allowed to require any course-related activity, assessment, or submission of work. Instructors are allowed to use reading days for truly optional activities such as office hours.
 - d. For classes in required semesters, ~~some Mondays may be missed due to recognized public holidays. Wherever possible, instructors should try to ensure that students in Monday classes are not deprived of content available to students in Tuesday-Friday classes. This could include asynchronous content, make-up classes, make-up assignments, or other accommodations.~~
 - e. Additional non-required terms are scheduled each academic year during summer and winter. ~~Classes~~ winter.
 - f. ~~Classes~~ in required semesters and non-required terms must all adhere to the University Credit Hour Policy, as appropriate for the credits awarded.
 - g. Most major public holidays are recognized as non-instructional days. On a non-instructional day, classes cannot be scheduled, and instructors should not require the submission of work. When the date of a public holiday falls on a weekend and a Friday or Monday is recognized as the official public holiday, the recognized date will be a non-instructional day. Only public holidays recognized as non-instructional days in the sections below are protected. Other public holidays can be scheduled into semester or term calendars as instructional or assessment days.
 - e-h. The recognition of public holidays for the purpose of scheduling semesters and terms is separate to the University Religious Accommodation Policy. The Religious Accommodation Policy sets forth requirements in accordance with relevant laws and regulations regarding religious beliefs.

~~In each required semester, there are two protected days between the end of classes and the first day of final examinations. These protected days are called reading days. For the required main semesters, there will be two calendar days between the last day of classes and the first day of final examinations which shall be known as Reading Days. Reading Days are protected time for students to prepare for the final exam and assessment period. Instructors shall not require any course-related activity, assessment, or submission of work on Reading Days. Instructors may use Reading Days for optional activities, such as office hours.~~

~~Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.~~

~~All classes must adhere to the credit hour policy documented here [XX](#).~~

2. **Fall Semesters** will adhere to the following principles structured by the Registrar using the following rules:

- a. Classes shall begin on the Monday preceding before Labor Day.
- b. Residence Halls shall open no later than must be open no later than the weekend before classes start the start of classes.
- c. The public holiday of Labor Day is recognized as a public holiday a non-instructional day. As a non-instructional day no classes can be scheduled on this day.
- d. There is a week of break during the week of Thanksgiving. No classes are held during this week. Thanksgiving is recognized as a public holiday.
- e. The first Thursday of final examination week is a reading day. No regularly scheduled final examinations or assessments can be scheduled for this day. Instructors must adhere to the protections outlined above.

3. **Spring Semesters** are structured by the Registrar using the following rules will adhere to the following principles:

- d-a. Spring semester classes shall begin on the Tuesday after [Martin Luther King Jr. Day](#) ~~Martin Luther King, Jr. Da.~~
- e-b. The public holiday of Martin Luther King Jr. Day is a non-instructional day.
- f-c. Residence halls must be open no later than the weekend before the start of classes.
- g-d. A one-week spring break will be scheduled after 8 weeks of classes. The first week of classes is counted as the week during which classes commence (the week of [Martin Luther King, Jr. Day](#)).
- h-e. Commencement must be scheduled after the end of the final assessment period.

2.4. **Non-required terms** are structured by the Registrar using the following rules:

- a. Classes cannot overlap with Fall and Spring semesters, including the formal assessment periods for those semesters.
- b. Non-required terms may be of variable length. The length and other calendar parameters will be used by the Registrar to schedule each term. Classes in each term will be scheduled to adhere to the University Credit Hour Policy. The Registrar may also schedule other non-required terms to meet the needs of the University, recognizing the same public holidays outlined in this section and following the same general parameters.

- c. A three-week winter term will be scheduled each year between the fall and spring semesters. This will be scheduled so that it ends before the first day of the Spring semester. ~~usually begin on the first possible teaching day of the week following Christmas.~~
- d. During winter term the public holidays of Christmas Day and New Year's Day are non-instructional days.
- e. A May term will be scheduled, which will begin on the first Monday following May commencement.
- f. Two summer session terms of six weeks will be scheduled. The first will begin after the formal instructional and assessment period of the May term is completed.
- g. The two summer terms will not overlap with one another, including scheduled days for final assessments. Scheduled Instructional and assessment days for any summer term must finish before the start of the fall semester.
- h. During May and summer terms, the public holidays of Memorial Day, Juneteenth, and Independence Day are non-instructional days.

Residence halls shall open no later than the weekend before classes start.

A one-week spring break shall take place after 8 weeks of classes. Commencement cannot occur at a time when a final assessment is given.

~~Non-required terms~~ will adhere to the following principles: Classes cannot overlap with Fall and Spring semesters. A three-week winter term will be scheduled. This will begin on the first possible teaching day of the week following Christmas. Winter term classes shall take place for the duration of three weeks beginning the first teaching day of the week following Christmas. May Term classes shall take place for the duration of three weeks beginning the Monday following May commencement. Two six-week long summer sessions shall take place. The first begins on the first possible teaching day following the May term. The second is scheduled so that it begins after the assessment period of the first summer session is completed.

~~e. one summer session could last five weeks beginning XX. Two five-week long summer sessions will take place with the same start dates as the six-week long sessions.~~

~~e. Classes shall not meet on New Year's Day (January 1st of each year)~~

~~_____ f. Classes shall not meet on Memorial Day (the last Monday of May each year)~~

~~_____ g. Classes shall not meet on Juneteenth (June 19th of each year)~~

~~h. Classes shall not meet on Independence Day (July 4th of each year)~~

~~i. Non-required terms classes will be scheduled by the Registrar and adheres to university credit hour regulations.~~

Proposed Bylaw Change:

Article II, H. Academic Calendar

Clean Version:

Each academic year begins at the start of one fall semester and ends prior to the start of the next fall semester. The University Registrar uses the following rules to set the calendar for each academic year. The general class schedule is then published by the Registrar.

1. Each academic year consists of two required semesters; fall and spring.
 - a. The end of the semester is defined as the last day of the final exam period. Grades must be submitted to the Office of the Registrar no later than seventy-two hours after the final examination period ends.
 - b. Each fall and spring semester consists of 14 weeks of classes, plus six days of examinations at the end of each semester.
 - c. In each required semester, there are two protected days between the end of classes and the first day of final examinations, called reading days. Reading days protect time to allow students to prepare for the final exam and assessment period. On reading days, instructors are not allowed to require any course-related activity, assessment, or submission of work. Instructors are allowed to use reading days for truly optional activities such as office hours.
 - d. For classes in required semesters, some Mondays may be missed due to recognized public holidays. Wherever possible, instructors should try to ensure that students in Monday classes are not deprived of content available to students in Tuesday – Friday classes. This could include asynchronous content, make-up classes, make-up assignments, or other accommodations.
 - e. Additional non-required terms are scheduled each academic year during summer and winter.
 - f. Classes in required semesters and non-required terms must all adhere to the University Credit Hour Policy, as appropriate, for the credits awarded.
 - g. Most major public holidays are recognized as non-instructional days. On a non-instructional day, classes cannot be scheduled, and instructors should not require the submission of work. When the date of a public holiday falls on a weekend, and a Friday or Monday is recognized as the official public holiday, the recognized date will be a non-instructional day. Only public holidays recognized as non-instructional days in the sections below are protected. Other public holidays can be scheduled into semester or term calendars as instructional or assessment days.
 - h. The recognition of public holidays for the purpose of scheduling semesters and terms is separate to the University Religious Accommodation Policy. The Religious Accommodation Policy sets forth requirements in accordance with relevant laws and regulations regarding religious beliefs.

2. **Fall Semesters** are structured by the Registrar using the following rules:
 - a. Classes begin on the Monday before Labor Day.
 - b. Residence Halls must be open no later than the weekend before the start of classes.
 - c. The public holiday of Labor Day is a non-instructional day.
 - d. There is a week of break during the week of Thanksgiving. No classes are held during this week. Thanksgiving is recognized as a public holiday.
 - e. The first Thursday of final examination week is a reading day. No regularly scheduled final examinations or assessments can be scheduled for this day. Instructors must adhere to the protections outlined above.
3. **Spring Semesters** are structured by the Registrar using the following rules:
 - a. Spring semester classes begin on the Tuesday after Martin Luther King Jr. Day.
 - b. The public holiday of Martin Luther King Jr. Day is a non-instructional day.
 - c. Residence halls must be open no later than the weekend before the start of classes.
 - d. A one-week spring break will be scheduled after 8 weeks of classes. The first week of classes is counted as the week during which classes commence (the week of Martin Luther King Jr. Day).
 - e. Commencement must be scheduled after the end of the final assessment period.
4. **Non-required Terms** are structured by the Registrar using the following rules:
 - a. Classes cannot overlap with Fall and Spring semesters, including the formal assessment periods for those semesters.
 - b. Non-required terms may be of variable length. The length and other calendar parameters will be used by the Registrar to schedule each term. Classes in each term will be scheduled to adhere to the University Credit Hour Policy. The registrar may also schedule other non-required terms to meet the needs of the university, recognizing the same public holidays outlined in this section and following the same general parameters.
 - c. A three-week winter term will be scheduled each year between the fall and spring semesters. This will be scheduled so that it ends before the first day of the Spring semester.
 - d. During winter term the public holidays of Christmas Day and New Year's Day are non-instructional days.
 - e. A May term will be scheduled, which will begin on the first Monday following May commencement.
 - f. Two summer session terms of six weeks will be scheduled. The first will begin after the formal instructional and assessment period of the May term is completed.
 - g. The two summer terms will not overlap with one another, including scheduled days for final assessments. Scheduled instructional and assessment days for any summer term must finish before the start of the fall semester.
 - h. During May and summer terms, the public holidays of Memorial Day, June tenth, and Independence Day are non-instructional days.

Undergraduate Student Success

Undergraduate Student Success unites a variety of departments, programs, and initiatives to promote access, successful transition, and holistic and equitable student success across the University of Connecticut system. UGSS is comprised of the following units:

 <p>Academic Engagement & Support</p>	<ul style="list-style-type: none"> • First Year Experience • Learning Communities • Innovation Zone/Makerspace 	<ul style="list-style-type: none"> • Academic Achievement Center • Q-Center • W-Center
 <p>Center for Access & Postsecondary Success</p>	<ul style="list-style-type: none"> • Summer Bridge Program • CAPS Research Scholars • McNair Scholars • Promoting Academically Successful Students (PASS) • Camina Conmigo (DHSI) • Travelers EDGE 	<ul style="list-style-type: none"> • Student Support Services • Resilience, Inclusion, Success, & Equity (R.I.S.E.) • Upward Bound Program • Upward Bound Math & Science • College Advising Corps • ConnCAP
 <p>Center for Students with Disabilities</p>	<ul style="list-style-type: none"> • Accommodations • Beyond Access • Assessment & Enhanced Services 	<ul style="list-style-type: none"> • Disability Service • Marketing & Special Programs • Communication Access & Interpreting Services
 <p>Cultural Centers & Programs</p>	<ul style="list-style-type: none"> • African American CC • Asian American CC • Puerto Rican/Latin American CC 	<ul style="list-style-type: none"> • Rainbow Center • Women's Center • Native American Cultural Program • Middle Eastern Cultural Program
 <p>Northeastern LSAMP</p>	<ul style="list-style-type: none"> • University of Connecticut • University of Rhode Island • Northeastern University 	<ul style="list-style-type: none"> • Worcester Polytechnic Institute • Tufts University • UMass Amherst
 <p>Office of Early College Programs</p>	<ul style="list-style-type: none"> • Early College Experience • Dual Enrollment • Pre-College Summer 	
 <p>Student Activities</p>	<ul style="list-style-type: none"> • Fraternity & Sorority Development • Community Outreach • Major Events & Programs 	<ul style="list-style-type: none"> • Financial & Program Support • Leadership & Organizational Development • Trustee Student Organization Support
 <p>Student-Athlete Success Programs</p>	<ul style="list-style-type: none"> • Admissions, Academic Counseling, Advising, & Student Development • NCAA Eligibility • DEI Initiatives 	<ul style="list-style-type: none"> • Freshmen Bridge Program • Learning Services, Academic Support, & Student Wellness • Campus Partner Engagement
 <p>Veteran's and Military Programs</p>	<ul style="list-style-type: none"> • Benefits Advising & Support • Veteran Services • Outreach & Engagement • VA Work Study 	<ul style="list-style-type: none"> • Air Force ROTC • Army ROTC • Student Veterans of America • Veterans History Project • OASIS Lounge

Academic Engagement & Support

The Academic Engagement & Support unit is comprised of the Office of First Year Programs, Learning Communities, the Academic Achievement Center, and Innovation Zone, the Q-Center, and the W-Center.

First Year Programs, Learning Communities, Academic Achievement Center, & the UConn Makerspace/Innovation Zone

The goal of the unit is to assist students with their transition from high school to college and to aid in the retention of students at the University of Connecticut. We provide holistic guidance, opportunities, and resources to enable students to actively engage and thrive at the University by becoming learners with a purpose. Through programs and courses like First Year Experience, Learning Communities, Strategic Academic Counseling, UConn Connects, Supplemental Instruction, Peer Mentoring, and the Innovation Zone makerspace, our offices work with students to realize the value of the intellectual, social, and cultural dimensions of the university. With a full suite of courses, workshops, a network for personal support, interactive online resources, and unique living/learning experiences, First Year Programs helps students at the University of Connecticut achieve success from the start.

Key Accomplishments over the past year

- The **Innovation Zone (IZ)** expanded its reach into broadening access to digital making and gaming, and supported students in presenting at the International Symposium on Academic Makerspaces (ISAM) conferences at Carnegie Mellon University in 2023 and the University of Sheffield in 2024.
- The **First-Year Experience (FYE)** program (Celebrating 25 years of student success at UConn) offered 379 sections across campuses, serving 4,472 first-year students, including tailored sections for first-generation and international populations.
- The **Academic Achievement Center (AAC)** at Storrs crossed 16,000 Nexus sign-ins for AY '23-'24, expanded Supplemental Instruction (SI) to 12 sections, and continued to lead Success 360, assisting over 50 first-gen students with financial challenges. The AAC in Waterbury opened with a full team, absorbed the Waterbury tutoring center as the AAC Learning Lab, and strengthened first-gen initiatives, including hiring a dedicated outreach coordinator. The AAC at Hartford prepared students for the Quantum UP Hackathon and supported first-gen and students of color to present at the Gates Convention. Across campuses, the AAC led impactful first-gen efforts, including First Gen Week and inducting a new cohort in the Tri Alpha honor society, and UConn Connects achieved an 89% continuation rate from spring to fall 2024.
- **Learning Communities (LCs)** expanded, with La Comunidad Intellectual now operating in Stamford and launched for Fall 2024 in Waterbury. Also, LC launched the Ideas & Impact LC at Waterbury. There are now 33 LCs engaging 46% of the first-year class at UConn.

New (and Future) Initiatives

- Through the David Gang Foundation Fund, the Innovation Zone is set to support making, innovation, and entrepreneurship. Collaboration with instructors led to the launch of eight new UNIV 1820 special topics seminars, while the multi-tiered peer mentoring program developed 177 student leaders.
- At the Waterbury campus, we will be starting a new Spring 2025 FYE 1820 course on Leadership, Mentoring, and Engagement; a Cultural Festival with the Associated Student Government; and a Bounce Back Day during Spring Break. Key focus areas include career readiness, academic advising, and enhanced campus change mentor training.

- To better serve diverse student populations, initiatives like pop-up coaching in cultural centers and first-gen faculty/staff networking are introduced for 2024-25.
- The AAC expanded programming with a workshop track for repeat engagements, a new Supplemental Instruction leader training, the addition of SI support for Chemistry 1124, and collaborations to bring SI to precalculus and calculus on our regional campuses.

Partnerships

- The (IZ) Krenicki Institute for Art & Engineering partners with entities like the Werth Institute for Entrepreneurship & Innovation, Innovate Labs, and the UConn Maker Studio to provide cutting-edge opportunities for engineering and art integration.
- The First-Year Experience (FYE) office works with numerous campus offices, including the Center for Career Readiness, Writing Center, and Experiential Global Learning, to connect first-year students with valuable resources and create a sense of belonging, particularly for international students through events like Lunar New Year celebrations.
- The Academic Achievement Center (AAC) collaborates with departments like Nursing, Engineering, and Regional campus Student Services to enhance mentoring, content coaching programs, and to support first-generation students.
- The Public Health House Learning Community (PHH) aligns with national public health advocacy and collaborates with organizations such as the Ballard Puppetry Museum to promote innovative approaches to mental health. UConn's Learning Communities (LCs) also play a pivotal role in fostering student success, with faculty and staff contributing to national discussions on community building and belonging through conferences and publications.
 - In alignment with the National Public Health Week annual advocacy programming, hosted by the American Public Health Association, PHH collaborated with the Collaboratory on School and Child Health. Students attended an event related to an innovative approach to improving mental health in youth. The event was led by the Feel Your Best Self team who partner with staff at the Ballard Puppetry Museum. (UConn Today article link. <https://today.uconn.edu/2024/05/students-from-public-health-house-learning-community-feel-their-best-self/>) The event was focused on our goals of growing networks and developing career success.

DEI Efforts

- FYP, LC, AAC, and IZ demonstrated a strong commitment to diversity, equity, and inclusion (DEI) through various impactful initiatives. Annual events such as the Women in Making Forum and the "Into the Hack-a-Verse" Hackathon Prep Event, designed to support BIPOC students, highlight innovation and community-building.
- The tailored First-Year Experience (FYE) curriculum supports first-generation and international students, with inclusive pedagogy and differential instruction training for instructors and intersectionality and bystander intervention workshops for student leaders.
- The Academic Achievement Center (AAC) reflects diversity, with 60% of its coaches and 63% of student sign-ins at Storrs identifying as BIPOC, while 86% of sign-ins at Hartford AAC are BIPOC. Collaborations, such as with the School of Nursing on underserved populations, amplify these efforts.
- The Waterbury campus celebrates cultural heritage through events like Diwali, Day of the Dead, and Black History Month, while creating programs to support Latinx students and establish UConn Hartford as a Hispanic-Serving Institution.
- Targeted initiatives focused on recruitment and coaching of first-generation and BIPOC students in STEM, including hackathons, and collaborating with Chemistry faculty to improve success rates for these populations. These comprehensive efforts reflect FYP's dedication to fostering an inclusive and supportive environment for all students.

Writing Center (W Center)

Overview of Unit

The Writing Center's work is both student- and faculty-facing. Among undergraduate students we are best known for our tutorials, which provide one-on-one support for writers across the curriculum at any stage of writing. Among graduate students, we are best known for our graduate support workshops, retreats, and ongoing, sustained tutoring. Beyond tutoring, we offer faculty development for teaching writing across disciplines, help schools statewide start and sustain peer writing centers, and sponsor programs across campus that enhance educational access, student support, and academic excellence. To ensure that our practices are evidence-based and contribute to the scholarship of writing studies, our undergraduate tutors, graduate assistants, staff, and directors all engage in research and present at conferences. These initiatives are integral to the Center's identity as a place that embraces the full teaching, research, and service priorities of the university.

We held 2442 tutorials in Fall 2023, 1988 in Spring 2024, 179 in Summer 2024, and, to date, 2159 in Fall 2024, demonstrating consistently high numbers and a full return to (even surpassing of) post-pandemic productivity. Below are brief highlights from our ongoing and new initiatives and partnerships. Many of these directly concern diversity, equity, and inclusion, and we have listed the most noteworthy of these in a separate section.

Key Accomplishments

- New modalities for tutoring to improve accessibility, complementing our ongoing development of materials and strategies that meet the needs of neurodiverse writers, including online and synchronous as well as in-person tutorials; an 'art cart' with a range of innovative materials that move outside text-only practices; and ongoing tutor training focused on working with neurodiverse writers.
- Cross-campus integration: cross-campus staff/faculty meetings; cross-campus tutor group/collaboration; website integration (including ongoing development of a shared landing page); annual visits to regional campus writing centers; cross-campus conference representations; and a new effort to standardize tutor training across campuses.
- Multilingual Coffee Hour: Monthly Multilingual Coffee Hours emphasize the importance of the audibility of diverse languages on our campuses and provide brief introductions to numerous languages for faculty, staff, and students, boasting 40+ attendees. These have drawn campus visitors (CISS, LCL) and encouraged additional collaborations with other units on campus.
- Presentations at local and national conferences, including cross-campus WC collaborations at the FYW and High School Outreach conferences; tutor/faculty presentations at NEWCA, staff presentations at IWCA, and more. (Members of our graduate tutors, undergraduate tutors, staff, and directors/faculty all presented over the past year).
- Peer-reviewed publication by staff member and graduate student on DEI efforts.

New (and Future) Initiatives

- Upcoming pilot on cutting-edge video feedback modality for tutorials.
- New accountability and "body doubling" sessions in which students work on writing alongside tutors who are modeling effective writing habits.
- AI support for students and faculty, including workshops held for faculty and materials compiled for tutors and students on AI "best practices."
- Publication collaborations with cultural centers and other units, namely the Rainbow Center, the African American Cultural Center, and potentially the Asian American Cultural Center.

- Integrated compilation of resources on the website and ongoing revision of website functionality.

Partnerships

- **Public schools across CT:** we have worked to develop a network to develop and support state middle and high school peer writing centers, the hallmark of which is our annual fall conference with teachers, student tutors, and administrators from CT high schools. 2024 marked the 16th annual conference, which drew over 125 students and K-12 faculty from around the state to Storrs. We also work with the ECE program to adapt our own one-credit college-level training course, ENGL 3082 Writing Center Practicum, for students staffing UConn ECE Partner School Writing Centers. Students taking this course are assigned a grade of S (satisfactory) or U (unsatisfactory). This spring we will continue developing and supporting two new high school centers.
- **First Year Writing/Writing Across the Curriculum “flipped writing center”:** this initiative invites instructors into the Writing Center for a tutorial-style conference, aligning their course writing objectives with best practices in the field and specifically grappling with issues around feedback and linguistic/racial bias. This fall we launched the program as a small-scale pilot, working closely with new instructors across 15 First-Year Writing sections. We also worked with a learning community (La Comunidad), an advanced engineering course, and an upper-level political science course.
- **FYE/ UNIV:** in partnership with FYE, the Writing Center has been enhancing the resources it offers to incoming students, providing support for a wide range of writing needs, including assignments, resumes, cover letters, AI usage, and more. Additionally, the Writing Center and FYE have been actively discussing ways to strengthen their collaboration to better serve students such as updated assignments, newly created resources for students, and more.
- **CISS:** first, to present at their undergraduate and graduate orientations over the last two years, and more recently to incorporate them into coffee hour initiatives and other DEI efforts.

DEI Efforts

- Partnership with African American Cultural Center (AACC) involves collaborating on a magazine written by and supported by Students of Color (SOC); a Town Hall designed to gather information on what resources SOC feel they need in particular; directed Writing Center hours and tutoring support for SOC; creative writing workshops for SOC.
- Partnership with Puerto Rican/Latin American Cultural Center (PRLACC) to increase awareness and use of Writing Center resources within its space (forthcoming in spring 2025) will include a Writing Center pop-up (to provide tutoring support) at PRLACC and a collaborative multilingual coffee hour.
- Partnership with the Asian American Cultural Center wherein AsACC hosted the multilingual coffee hour. Additional opportunities may include publication collaborations.
- Partnership between UConn writing center and a university in Uganda, helping to build their own writing center and providing tutoring support to new tutors. • Ongoing recruitment of diverse staff.
- Linguistic support for students who would prefer to work in languages other than English during tutorials. Languages are offered on the writing center scheduler.
- Racism in the Margins initiative (ritm.initiative.uconn.edu), which engages writing studies research with the antiracist movements both inside and outside the academy, and most importantly, the experiences of our writing center tutors.
- Staff training on neurodiversity, the physical and mental needs of students, and universal design. Currently, our staff is working on revising the design of our physical space and website.

Quantitative Learning Center (Q Center)

Overview of Unit

The Q Center supports students in STEM disciplines through peer-to-peer tutoring and resources. This summary highlights achievements during the 2023-2024 academic year and future goals for 2024-2025.

Key Accomplishments

Adaptive Tutoring

- In-person tutoring grew to 13,991 visits in 2023-2024.
- 33.2% students were first generation.
- 1400 Unique female students contributed to 8147 visits
- 2278 Unique students accessed Q Center

New (and Future) Initiatives

Goals for 2024-2025

- Support All Students: Continue online tutoring services for all campuses.
- Tutor Training: Adopt data-driven methods to ensure equity and inclusion using time-series forecasting.
- Feedback Systems: Build stronger connections with STEM departments and AAC.
- SI Collaboration: Expand support for quantitative-intensive courses.

Future Vision - The Q Center remains committed to the following:

- Expanding access to all students.
- Offering hybrid tutoring models for in-person and online support.
- Collaborating with departments to address STEM challenges.

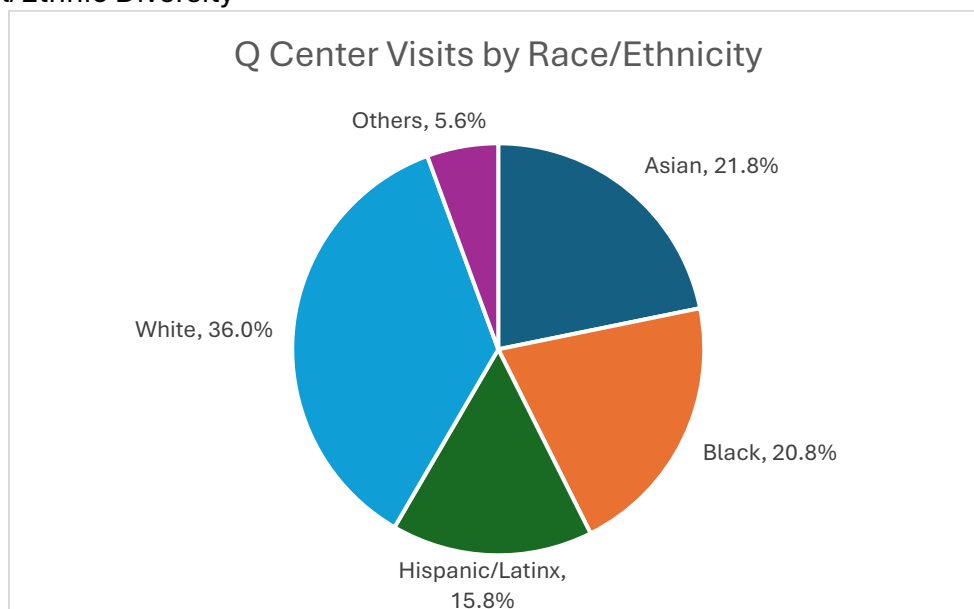
DEI Efforts

The Q Center continued to engage a diverse community of learners through its services.

Gender Diversity

- Female: 8,147 visits (58.3%)
- Male: 5,817 visits (41.7%)

Racial/Ethnic Diversity



Center for Access & Postsecondary Success (CAPS)

Overview of Unit

For 57 years, CAPS has been an integral part of the University of Connecticut's mission to foster diversity, equity, and inclusion by advancing educational equity and increasing access to higher education and transformative experiences that support retention and graduation for students who are first-generation to college, from low-income households, and from other underserved populations. Serving both college and pre-college students from the State of Connecticut's most under-resourced communities, CAPS proudly houses the University's four federal TRIO programs, two State of Connecticut Minority Advancement Programs, and several innovative partnerships across the public and private sectors. Residing within the Institute for Student Success (ISS), CAPS College Programs serve over 1,200 UConn students across five campuses, with the largest concentration enrolled at the main campus in Storrs.

CAPS College Programs

- **CAPS College Program** (includes Summer Bridge Program - all campuses)
- **CAPS Research Opportunities** (Apprentice, Scholars, TRIO McNair Scholars – Storrs)
- **Promoting Academically Successful Students** (PASS – Storrs)
- **Camina Conmigo (Developing Hispanic-Serving Institution)** (Waterbury)
- **TRIO Student Support Services** (SSS – Storrs)
- **Resilience, Inclusion, Success, and Equity** (RISE – Hartford, Stamford, Waterbury)
- **Travelers EDGE** (Storrs and Hartford).

CAPS Pre-College Programs

- **Connecticut Collegiate Awareness and Preparation Program (ConnCAP)** (Hartford Public High School, Buckley High School, Stamford High School, Rockville High School, Windham High School, Naugatuck High School, Norwich Free Academy, New London High School)
- **College Advising Corps (CAC)** (Hartford & Storrs)
- **Upward Bound** (Naugatuck High School, New London High School, Norwich Free Academy, Rockville High School, Windham High School)
- **Upward Bound Math and Science** (New London High School, Norwich Free Academy)

Key Accomplishments

- 90% one-year retention rate for 2023 CAPS College Program Storrs cohort, a 10% increase from the 2022 cohort one-year rates; 2023 cohort students served on the TRIO SSS grant had a 98% one-year retention rate.
- July 19, 2024 CAPS TRIO Anniversary Celebration; nearly 600 CAPS high school and college students and staff from five campuses and high schools across the state convened on the Storrs campus to celebrate the 60th anniversary of federal TRIO programs; Congressman Joe Courtney sent a video message congratulating CAPS and TRIO programs and Senator Chris Murphy sent an official letter of congratulations to CAPS.
- Over 300 students were recruited into the RISE program across the Hartford, Stamford, and Waterbury campuses who will receive intensive supports through a cohort-based model.
- To date, 812 CAPS Students have travelled abroad to over 80 destinations worldwide.
- 100% of pre-college program participants were promoted to the next grade level, and 100% of seniors graduated high school.
- Twelve McNair Scholars traveled to national undergraduate research conferences to present their undergraduate research projects and network with potential PhD advisors while building cultural and social capital. Between July and November, 2024, two at Baylor (TX), 4 at UMBC,

1 at BMES (MD); 1 at Brookhaven National Laboratory; 3 at ABCRMS (PA), 2 at discipline-specific meetings (MA).

New and Future Initiatives

- **New:** Knack Tutoring; offers students easy access to and flexibility in seeking out tutoring; option of online or in-person tutoring by UConn undergraduate students; allows for more flexible tutoring times and expands the number of courses for which tutoring is offered
- **New:** UNIV 1800 offered in summer 2023 and 2024 and new UNIV 1810 CAPS Learning Community courses offered in fall, both designed to address the unique needs of the CAPS student population
- **New:** MATH 1795Q: Special Topics in Algebra and STEM Success Series for summer program participants majoring in STEM to prepare them for fall chemistry and pre-calculus or calculus
- **New:** Summer study abroad program in Cusco, Peru – included service learning at Chocco School, where Neag students are currently volunteering
- **New:** The RISE program has continued growing staff to support the expansion of services for 300 scholars and now includes: Five FTE positions at UConn Waterbury (Project Director, College Success Coach, RISE Program Coordinator, Financial Literacy Coach, CAPS Program Assistant), Three FTE positions at UConn Hartford (Project Director, Student Success Coach, Success Counselor), and 1 Project Director position hired for at UConn Stamford.
- **Future:** Submitted applications for new SSS and SSS STEM grants for 2025-2030, which if awarded will provide opportunities for new programming and initiatives
- **Future:** The inaugural CAPS Research/McNair Winter Research Institute will occur during intersession 2024-25, for CAPS Research Scholars and McNair Scholars to dedicate full-time efforts to their undergraduate research projects while enhancing their preparedness for research-centric graduate degrees (MS, PhD in STEM disciplines) via weekly workshops and one-on-one holistic conversation with the Director and graduate student near-peer mentor.
- **Future:** UConn Stamford selected by HACU to join the new cohort of institutions invited to participate in the Building Hispanic Talent Initiative

Partnerships

- Institute for Systems Geonomics, Vergano Institute for Inclusion, First Year Experience, Learning Communities, Experiential Global Learning, UConn Foundation, Hispanic Association of Colleges and Universities, Brookhaven National Laboratory, UConn Cultural Centers, The Graduate School, Center for Teaching and Learning, OVPR, inCHIP, and Synchrony

DEI Efforts

- **The Summer Bridge Program** continues to be a campus leader in providing access to UConn for underrepresented students who are first-generation to college and from low-income backgrounds. *89% of all CAPS students are First-Generation to college.*
- **SSEI and CSD** at UConn Hartford worked to ensure early self-identification of students with IEP's and 504 plans eligible for services resulting in reasonable accommodations afforded them by law, were in place for their summer courses.
- **Sibling-2-Sibling:** The purpose of the S-2-S program is to build brotherhood and sisterhood, address and discuss gender issues relevant to college students, and foster camaraderie, support, and growth amongst students. In recent years, we have included a third, gender-free option for students but this year we were unable to secure a staff member
- **Research Apprenticeship:** Utilizing CAPS Research Apprentice curriculum built by the Director of CAPS Research/McNair, a university-wide apprentice opportunity is forming for more undergraduate students to have a beginner, exploratory undergraduate research training semester alongside graduate students.

Center for Students with Disabilities (CSD)

Overview

The Center for Students with Disabilities (CSD) is the University agent responsible for determining appropriate accommodations for students with disabilities at UConn and collaborates with students, faculty, family members, and the greater UConn community to promote holistic student success and ensure a comprehensively accessible and inclusive environment. CSD engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis.

Key Accomplishments/New Initiatives

The CSD is working with 6100 students across all campuses, which is a 15% increase over the past two years. This past academic year the CSD:

- Hired a Disability Service Professional to work with students enrolled in our Medical, Dental, UCHC and Social Work programs
- Coordinated and proctored over 5000 exams in the spring 2024 semester
- Provided notetaking assistance for 1500 students
- Worked with colleagues in Residential Life to provide over 2500 housing accommodations

Partnerships

Through a comprehensive campus partnership system, CSD staff has developed liaisons with colleagues across campus ensuring that every unit and department has a point person in CSD to discuss how to best work with our students with disabilities to ensure access and equity across the campus community. This system also allows us to share relevant information--changes in law, strategies, etc.--with our colleagues as it pertains to their functional area. These campus relationships, specifically with colleagues in Career Development, helped CSD establish connections with employers to provide students with disabilities career resources, job shadow and internship opportunities, and support in the job search process.

DEI Efforts

The CSD is a multi-faceted department committed to working within our campus community and state at large to promote access and awareness and serve as a resource to all UConn members.

Beyond Access. In addition to responding to student requests for accommodations, the Center also provides an enhanced services program which offers individualized services that exceed standard accommodations to bridge the gap between access and success for students. Predictors of academic success among students with disabilities show (Madaus et al., 2021):

- Learning strategies instruction is associated with GPA and graduation
- Self-advocacy and self-efficacy skills are associated with GPA
- Social connectedness is associated with retention and graduation

All these predictors of success are skills specifically targeted by the Beyond Access program, and as a result, students participating have not only doubled in the past few years, but at the end of the Spring 2024 semester, the average cumulative GPA of students who participated for at least one semester during the 2023-2024 academic year was 3.08, and students with at least 90% meeting attendance (“highly engaged participants”) had an average cumulative GPA of 3.21.

UConn GPS. For entering and transfer students, the CSD has created a summer transition program, UConn GPS, which allows students to move to campus early to participate in workshops and activities that provide holistic preparation with focus on academic success, knowledge of

campus resources, health and wellness, and social involvement. Program objectives include:

- Increase awareness of disability services and campus resources.
- Become an independent, engaged and efficient learner.
- Develop connections with other incoming students.
- Discover campus involvement opportunities.
- Gain familiarity with the UConn campus.

Communication Access & Interpreting Services (UCIS). Another unit within the CSD is UConn Communication Access & Interpreting Services (UCIS). UCIS cultivates universal inclusion and meaningful access by ensuring a comprehensively accessible educational environment for d/Deaf and hard of hearing students, faculty, staff, and visitors through the provision of exceptional communication access services, leading technologies, community-building enterprises, and educational programming that respond to the dynamic academic, professional, and cultural demands of a public research university. UCIS coordinates services for students, faculty, staff, and visitors across the following locations: Storrs, Stamford, Hartford, Waterbury, Avery Point, Med School, Dental School, Law School, School of Social Work, sporting arenas (Gampel, Rentschler, XL Center). From September 2021 to present day, UCIS went from coordinating 450 hours of access to 800 hours.

For the fall 2024, UCIS:

- Manages approximately 300 hours of service provision weekly.
- Provides 200 hours of ASL interpreter services.
- Coordinates 75-125 hours of CART services.

Cultural Centers & Programs

African American Cultural Center (AACC)

The AACC provides programs, activities, and resources to give students an appreciation and understanding of the heritage and cultural experiences of African Americans and people of African descent in the United States and throughout the world.

Key Accomplishments

- Facilitated 36 different programs/events, for Black History Month 2024; Hosted famed Actress, Nia Long for our BHM Opener with over 500 attendees to discuss the Longevity & Legacy: A Black Woman's Journey in America & Hollywood

New (and Future) Initiatives

- Developed the Black Excellence Summit for undergraduate, graduate, faculty/staff, and alumni on both the Hartford & Storrs Campuses; Redesigned the AACC's B.L.A.C.C. (Black Leadership and Community Cultivation) Mentor Program to be launched in the Fall 2025

Partnerships

- Collaborated w/ over 25 different Campus/Community partners on events & initiatives; Developed a strong working relationship with Scholars House LC, BSOUL LC, and Africana Studies Institute; Held in center office hours for SHaW/Counseling Services, Center for Career Readiness & Life Skills, and the Dean of Students; Host Weekly Tutoring in STEM focused subjects

Impact on Student Success

- 10,986 Check-ins (1,238 unique; 157 – SSS Students); 46.8% of all check-ins identify as First Gen; Average GPA 2.97; First-Year Students 490 (c/o '27 & '28)

Asian American Cultural Center (AsACC)

AsACC provides resources and programming to enhance the University's diversity commitment through its recruitment and retention efforts, teaching, service, and outreach to the Asian American community on campus and beyond.

Key Accomplishments

- The Asian/Asian American Mentoring Program (AMP) is the center's signature program. This year the program had 66 mentors paired with 105 first year or new transfer students to assist them with their first year on campus; The AsACC hosted its 30-year Gala in July 2024 at Foxwoods Ballroom for 150 alumni and community members.

New (and Future) Initiatives

- Three new endowment accounts were established and will be fully funded by the end of 2024: KUBE Endowment – supports the KUBE (Kids & UConn Bridging Education) program, our outreach program with middle school; AMP Endowment – supports the AMP program; Sheila M. Kucko Arts for AsACC – supports arts programming for the center; The AsACC and A/AASI received a \$1.9mil 5-year AANAPISI grant to provide courses, programs, and services to the UConn Hartford campus.

Partnerships

- ODI, various academic and student services departments (i.e. SHaW, DOS, residential life, dining services), Enrollment Management, other student success departments, regional campuses, faith communities, Storrs and other CT businesses, other Asian American cultural center in the U.S.

DEI Efforts

- One particular effort is our outreach program, KUBE, with middle school students from Killingly Intermediate and Windham Middle Schools. This is also a partnership with the Puerto Rican

Latin American Cultural Center. The professional staff provides a variety of DEI workshops and training opportunities for students, faculty, staff and alumni.

Puerto Rican / Latin American Cultural Center (PRLACC)

PRLACC works to sponsor educational and cultural programs, provide services and leadership opportunities, foster connections, and educate the greater University community about Latinx issues.

Key Accomplishments

- Hosted renowned scholar Dr. Tara J. Yoso for a faculty workshop - *Pedagogies of Community Cultural Wealth*: October 4th, at 11:00pm. Konover Auditorium; Dodd Center for Human Rights. Dr. Tara J. Yosso. As well as a keynote titled *A Community Cultural Wealth Approach to Student Success at UConn: Reclaiming Our Past, Reimagining Our Future*.

Initiatives (new)

- Pop-Ups at PRLACC: Bringing together campus services into the center to foster a sustained and guided relationship between students and university resources.

Partnerships

- El Instituto: Teaching of LLAS: 2001 course as part of our peer mentorship program METAS. 78 Mentors; 156 Mentees (first year, transfer, and campus change)

DEI Efforts

- KUBE (with AsACC); Delivered DEI Training for approximately 50 Orientation Leaders at all UConn Campuses; delivered DEI module for 11 FYE sections at UConn Waterbury

Rainbow Center

The Rainbow Center serves the University's diverse community of gender identities, expressions, and romantic and sexual orientations by providing resources, services, education, training and advocacy.

Key Accomplishments

- October 2023, 117 registered attendees for the 2nd Annual Rainbow Center Symposium 2023, provided 11 professional development workshops for students, staff, and faculty as well as a keynote collaboration with AsACC by author Curtis Chin; Rainbow Center distributed 10,000 safer sex supplies; Gender Lab Expansion

Initiatives

- American Association for the Advancement of Science (AAAS) Grant – Husky SOGIE Data Collection Project; FAMILIEE Mentoring Program – Year long mentoring program for first year/second year and transfer students; 39 upper-class students apply for paid mentor jobs, 12 hired; 48 mentees completed initial interest forms, 38 active mentees

Partnerships

- The Rainbow Center director served as population lead expert for WISHES survey 2023-2024 which surveyed all undergraduate students at Storrs. This was in partnership with SHaW and the Division of Student Life and Enrollment.

DEI Efforts

- Multi Stall All Gender Restroom Project @ Avery Point which resulted in the Inaugural multi-stall all gender restroom @ UConn on any campus; December 2023 – May 2024, Husky ID Chosen Name updates

Women's Center

The Women's Center provides education, advocacy, and support services for the achievement of women's equity at the University and larger community.

Key Accomplishments

- Reproductive Justice Presentation with Nia Eshu Martin-Robinson 100+ attendees; Expecting and Parenting Workgroup; Women Center convened collaboration with OIE, Regional Campuses; SHAW, Human Resources, Dean of Students, Moms4Moms, Graduate School; WiSTEM UConn Bound Day 90+ attendees

Initiatives

- Sexual Violence Prevention Training for NCAA athletes at UConn; WiSTEM networking events at UConn Stamford

Partnerships

- UConn Health during Sexual Assault Awareness Month; Dodd Center for Malka Penn Awards conversation about Human Trafficking; Office of Victim Services - for a training for UCPD this summer and a future training for SHaW around the Victim's Compensation Program

DEI Efforts

- Black Women's Roundtable Discussion; Chrysanthemum Presentation on the impact of gendered language

Native American Cultural Center (NACC)

UConn's Native American Cultural Programs (NACP) provides support, advocacy, and resources to both Native American students and students interested in the Native American culture through partnerships with UConn faculty, staff, and cultural centers, as well as with the local community and local tribes.

Key Accomplishments

- Return of the UConn Spring Pow wow; US Treasurer Chief Lynn Malerba (Mohegan Tribe) and Mashantucket Pequot Tribal Chairman Rodney Butler hosted by NACP for public speeches

Initiatives

- Cultural Fellow program - bringing in local Native artisans/knowledge keepers to work with NACP students on a project of their choosing; Mental health access for students through NACP; Return of UCINCEE and UNISSN mentor programs

Partnerships

- Annual partners with WGSS, NAIS and The Women's Center to co-sponsor a halftime show and classroom program in honor of Native American Heritage Month

DEI Efforts

- Advising the creation of a new Afro-Indigenous/Black Indigenous student association; "Paint Your Culture" and Beading workshops for both Indigenous People's Day and Native and Indigenous Heritage Month open to the entire campus; UConn Spring Pow Wow.

Office of Early College Programs

Executive Summary – Early College Experience (ECE)

Established in 1955, the UConn Early College Experience (ECE) program is the nation’s longest running concurrent enrollment program and is the only Connecticut program to be nationally accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). UConn’s Early College Experience (ECE) program is proud to support over 17,000 students annually with access to UConn coursework, comprising 70% of all dual credit enrollments statewide this past academic year. The program works to partner with and support school counselors and building leaders in nearly 200 high schools statewide, and partners with 1,800+ certified UConn ECE Instructors to providing access to over 100 UConn course offerings, across 40 disciplines and 5 schools and colleges at the University. Additionally, the University and Office of Early College Programs is committed to ensuring equitable access to coursework and programming, providing course fee waivers to students and schools who qualify, graduate scholarships for educators who need additional coursework, and scholarships to students within the ECE community.

UConn ECE Key Figures, Accomplishments & Initiatives

<ul style="list-style-type: none">• 17,236 Students; 29,063 Course Enrollments; 95,580 Credits Attempted• 43% of UConn ECE students identify as First-Gen students;• 91% of UConn ECE students passed courses with a C or higher;• 37.1% of UConn ECE students received a fee waiver;• 29.4% of the Class of 2027 at Storrs were UConn ECE alumni (average range is 30-35%);• 87% of ECE high school seniors applied for admission to the University; and,• UConn ECE positively affects the University 4-year graduation rate with matriculating ECE alumni averaging 10.5 credits.	<ul style="list-style-type: none">• 40 Disciplines across 5 Schools and Colleges (Agriculture, CLAS, Education, Engineering & Fine Arts) partner with the UConn ECE program• During 2022-23, UConn ECE expanded access to course offerings in the following disciplines: ASLN, BUSN, CHIN, CSE, ENGL, MATH, NUSC, and PUBH.• University faculty & leaders, partner school districts, state leaders, students and families now have readily available access to annual enrollment data & 10-year trend data through the following sites: https://ece.uconn.edu/data-dashboard-high-school-partner-profile/• UConn’s OECP is eligible to seek \$1,864,000 in ARPA grant funding from the Connecticut State Department of Education (CSDE) for the reimbursement of allowable programmatic expenditures
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Executive Summary – Pre-College Summer (PCS)

The UConn Pre-College Summer (PCS) program is a nationally recognized non-credit residential academic program for high school sophomores, juniors, and seniors, where students from across the nation and globe can travel to Storrs and experience what it means to be a UConn Husky. PCS students explore courses and academic majors in a week-long, hands-on, small class setting, led by UConn professors, adjunct faculty and university professional staff. With the additional support of workshops, near-peer mentorship, and other activities, PCS supports students’ social, emotional, and academic development.

UConn PCS Key Figures, Accomplishments & Initiatives

<ul style="list-style-type: none">• The 614 students who attended PCS arrived on campus from 37 states and 11 countries;• 65% of UConn PCS students are Female; 35% of UConn PCS students are Male	<ul style="list-style-type: none">• PCS piloted a credit bearing course offering where students earned Allied Health credits through a multimodal course format, while
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<ul style="list-style-type: none"> • 17% of UConn PCS students identify as First-Gen students; • 36% of UConn PCS students received scholarship/tuition assistance; • 43 UConn Faculty/Staff/Department across 23 Disciplines partner with the UConn PCS program; and, • 68% of PCS participants are planning to apply to UConn. 	<p>living on campus and navigating a work-life balance.</p> <ul style="list-style-type: none"> • PCS continued to expand partnerships with internal and external stakeholders as numerous faculty approached PCS to partner and support their grant initiatives, which includes scholarships. (i.e., NSF, STARTALK). • PCS implemented a program Open House event giving approximately 100 families and prospective students an opportunity to explore and engage with program instructors.
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OECP Partnerships

In addition to collaborating with numerous internal university offices, departments and programs, the Office of Early College Programs continues to support and expand robust partnerships with key external organizations including but not limited to the following:

UConn Early College Experience (ECE)	UConn Pre-College Summer (PCS)
<ul style="list-style-type: none"> • National Alliance of Concurrent Enrollment Partnerships (NACEP) • New England Alliance of Concurrent Enrollment Partnerships (NEACEP) • Various Connecticut Education organizations including CABE, CAS, CAPSS, CEA, CSCA, CSDE, CTTOY 	<ul style="list-style-type: none"> • Achievement First, CREC & CT IB Academy • Harlem Village Academies • Hartford Youth Scholars • Human Rights Close to Home Youth Summit • Mystic Aquarium • Reach Prep • Summer of a Lifetime

OECP Efforts to Expand Access & Representation:

UConn’s Office of Early College Programs has made steady gains in increasing access and enrollment for historically underrepresented student groups with annual participation that supports university initiatives to maintain a diverse and representative student body:

	UConn ECE 2023-24 Enrollment	UConn PCS Summer 2024	2023-24 UConn Undergraduate Population
American Indian/Alaska Native	0.24%	1%	44%
Asian	8.5%	24%	
Black/African American	7.9%	16%	
Hispanic/Latino	21.2%	20%	
Native Hawaiian/Pac Island	0.09%	0%	
Two or more races	5.0%	8%	
White	52.6%	51%	56%

Department of Student Activities

The Department of Student Activities (DSA) at UConn is integral to fostering a dynamic, inclusive, and engaging campus community that supports student success across academic, social, and personal development spheres. Through a variety of strategically aligned initiatives, DSA serves thousands of students annually, enhancing their UConn experience by promoting leadership, civic engagement, and a sense of belonging.

Key Contributions

- DSA organizes and supports high-impact campus events such as Family Weekend (7,000+ attendees), Pumpkinfest (2,000+ participants), and the Involvement Fair (4,000+ students). These events foster community, bolster school pride, and connect students with each other and campus resources.
- By providing over 150 training sessions and development programs annually, DSA empowers more than 4,000 student leaders and supports 700+ student organizations. Programs such as the Leadership Certificate Series and Legacy Leadership Program equip students with critical skills, enhancing their academic success and career readiness.
- Through programs like MLK Jr. Day of Service and the Jumpstart literacy initiative, as well as voter engagement efforts that registered 3,000+ students in the last election, DSA nurtures social responsibility and civic participation, helping students develop as active, engaged citizens.
- DSA has implemented substance-free Late-Night programs, with attendance averaging 400 students weekly, designed to include neurodivergent students and create a safe, welcoming environment. These efforts contribute to a sense of belonging and emotional well-being among students.
- DSA manages a \$5M Student Organizations Fund, supporting over 400 organizations with financial and logistical resources. This comprehensive support ensures operational sustainability for student-led initiatives, advancing student-led governance and financial responsibility.
- Serving 2,300+ fraternity and sorority members, DSA provides leadership training and educational programs focused on ethics, risk management, and inclusivity, fostering a responsible and culturally aware Greek Life community.
- Through these contributions, DSA plays a central role in creating a supportive campus environment where students are empowered to achieve academic, professional, and personal success. The department's work aligns closely with UConn's goals for a vibrant, inclusive community that supports each student's journey, equipping them to become leaders within and beyond UConn.

Future Initiatives/Programs

- Expand leadership initiatives, including a two-day Leadership Conference, to deepen skill-building opportunities.
- Increase mid-week programming and refine Mega Weeks to provide regular, accessible engagement.
- Strengthen DEIB efforts through targeted training and inclusive spaces to enhance students' sense of belonging.

DSA's ongoing commitment to student engagement, leadership, and community connection underpins its essential role in student success at UConn, making it a pillar of support for the university's academic and social mission.

Partnerships and Collaborations

DSA collaborates extensively with various campus and external partners to enhance student success and campus engagement. Key campus partners include the Husky Ambassador (Admissions), Care and Concern, Cultural Centers, Early College Experience (ECE), Student Union, Residential Life, Dining Services, Academic Achievement Center, Global Affairs, Athletics, Husky Nutrition, Office for Diversity and Inclusion, One Stop Shop, Honors, Human Rights Institute, and the UConn Foundation, Learning Community, First Year Programs, Off-Campus Housing Services/Commuter Services, Recreation, UConn Police, UConn Dining, Facilities, Dean of Students.

Diversity, Equity, Inclusion, and Belonging (DEIB) Efforts

- **DSA DEIB Committee** focused on promoting diversity, equity, inclusion, and belonging in our unit for staff and students, and as a staple to our programs as well.
- **Training Programs:** Offering training on Neurodiversity and Implicit Bias, as well as conducting Post-Election Conversations have taken place at All Staff Meetings thus far this semester and will continue on a monthly basis.
- **Inclusive Communication:** Regular "Food for Thought" messages are sent to encourage dialogue on DEIB topics and raise awareness among students and staff.
- **Supportive Spaces:** Ensuring that Student Activities' spaces are welcoming and promote a sense of belonging, enhancing the environment for students and staff. continuous learning and inclusivity.

Student-Athlete Success Program

The Student-Athlete Success Program (SASP) is critical in helping student-athletes navigate the challenges of balancing academics and athletics. This program recognizes that student-athletes face unique demands and aims to provide tailored, holistic support to help them succeed in all aspects of their college experience.

Individualized Academic Support: The main responsibility of our academic counselors is to provide individualized academic support and counseling for our student-athletes which takes many forms based on the student's needs. Each athletic team is assigned a specific academic counselor(s) to work with them. The SASP academic counselors work closely with faculty regarding each student's academic progress, provide travel letters and/or documentation regarding injuries, and when needed, travel with teams to proctor study halls and/or exams. Learning outcomes and individualized academic plans are established with student-athletes by their SASP academic counselor throughout the academic year.

Academic Success: SASP places a strong emphasis on student success, offering resources such as individualized academic plans, tutoring, study skill strategies, and regular meetings with their SASP academic counselor to help student-athletes meet graduation requirements and university benchmarks.

NCAA Compliance: SASP works in conjunction with the Office of Athletic Compliance, Admissions, and the Registrar's office to track student-athletes' NCAA eligibility. Student-athletes must meet those benchmarks from a university and NCAA standpoint, or there will be an adverse impact on the APR which could affect a specific team, the Division of Athletics, and/or the university.

Campus Partnerships: SASP collaborates with faculty and academic advisors to ensure that student-athletes receive the necessary guidance and support to meet their degree requirements toward graduation and take advantage of opportunities that enhance their educational experience. SASP works in conjunction with the Student Health and Wellness, Center for Students with Disabilities, Dean of Students, Office of Diversity and Inclusion, and our Cultural Centers to identify and assist students in connecting with the appropriate resources on campus. SASP's Learning Services team has a strong partnership with the Center for Students with Disabilities, Student Health and Wellness, and Psychological Services. These partnerships ensure that student-athletes with specific needs or concerns receive tailored support, whether it's related to learning accommodations, physical health, or mental wellness.

Learning Services: SASP's Learning Services team works closely with students to provide content-based tutoring, academic mentoring and additional workshops based on various study strategies to promote student success. SASP also provides initial learning evaluations for students to understand their background to provide individualized academic support. At times, if a student-athlete is also working with SASP's Learning Team and/or the Center for Students with Disabilities (CSD), there will be a larger holistic plan for designed the student-athlete.

SASP and Husky Advantage: SASP understands that student-athletes are not just athletes but also students and members of the broader UConn community. As such, SASP works to create an environment where student-athletes can grow intellectually, personally, and professionally. Husky Advantage and SASP create opportunities and resources to enhance critical skills in personal,

professional, and leadership development. This partnership provides evidence-based programming that addresses a range of student-athlete needs and interests and leverages the transferability of athletics to life away from sport and vice versa.

Through these comprehensive approaches, SASP supports student-athletes to graduate, develop life skills, and prepare for successful futures, whether in their sport or in other endeavors.

Key Accomplishments

- For the 2022-23 academic year, UConn's overall APR is 992. Five teams posted a perfect multi-year rate, while 14 teams scored perfect scores for the 2022-23 academic year.
- The cumulative grade point average for our student-athletes was 3.266 after the Spring 2024 semester
- 76% of the student-athletes achieved over a 3.00-semester grade point average.
- 82 student-athletes achieved a perfect 4.00.
- 100 student-athletes named to the Dean's List in their respective school or college.
- 30 student-athletes were named as New England Scholars.
- 8 student-athletes who were recipients of the Babbidge Scholars honor.

New Initiatives

- As the landscape of college athletics continues to shift, SASP updates its current structure and services to meet the student-athletes' needs. Increasing graduation and retention rates for student-athletes is imperative to meeting the NCAA benchmarks surrounding the Academic Progress Rates (APR). Failure to meet these benchmarks could negatively impact individual teams, the Division of Athletics and/or the university.
- The impact Name, Image, Likeness (NIL) has on student-athletes continues to grow. SASP is working on ways to help our student-athletes navigate NIL's influence on their time and lives. It is essential we create support services to assist our student-athletes in balancing their academics and athletics and, if desired, take advantage of the opportunities NIL has created. Creating new collaborations with campus partners will assist SASP in meeting this goal.
- SASP continues to work in conjunction with the Division of Athletics and Husky Advantage to provide additional opportunities for students to participate in various national opportunities such as the Black Student-Athlete Summit, Career in Sports Forum, NCAA Leadership Institute, NCAA Inclusion Forum, the Big East Health and Wellness Summit, and the Team Impact Fellow Summit. These opportunities have allowed the student-athletes to expand their knowledge base, create their own networks, and be empowered to share and challenge us to grow and expand our services.

Diversity, Equity, and Inclusion Commitment

The Student-Athlete Success Program strives to create an inclusive, supportive environment for our students to meet their academic goals and develop holistically. Alana Butler, SASP's Associate Director, chairs the Division of Athletics' Diversity, Equity, and Inclusion committee which provides educational opportunities for student-athletes and staff. This group has created resources for the Pride game, provided civic engagement and service opportunities, and partnered with RISE, which is a nonprofit organization that educates the sports communities regarding racial equity and social justice.

Veterans Affairs & Military Programs

UConn's Office of Veteran's and Military Programs (VAMP) serves as the university's single point of expertise for all veteran and military-connected students, programs, and initiatives across all UConn campuses. VAMP also assists university stakeholders to support and empower military-connected students and veteran and military employees of the University of Connecticut. We provide financial benefits advising and processing, a safe and welcoming space, and community for all military affiliated students. Both Air Force and Army ROTC are part of VAMP. VAMP strives to be the nexus for a positive experience during all phases of their educational journey at UConn.

Military and Military Personnel Served by VAMP Programs

- Populations Served by VAMP: Military affiliated students at all campuses (Priority 1), Military affiliated faculty and staff at all campuses (Priority 2), The larger veteran and military community in the state of Connecticut (Priority 3).

Key Partners/Collaborators

- On Campus: Registrar, Bursar, Financial Aid, CSD, DOS, Center for Career Development, Transfer Admissions, Regional POCs and Campus Directors, SHaW, Student Union, CARE Team, Various Faculty (see Part III below)
- Off Campus: Federal VA, State VA, Vet Centers, CTNG, Veterans Service Organizations, State DOE, Willimantic Veterans Coffee House, State DOL, Businesses – Many to include Voya, Travelers, Pratt and Whitney, EB, Aetna, Cigna, Black and Decker, and more.

Enrollment Trends – Military Affiliated Students

- AY 23-24: 1051
- AY 22-23: 1017
- AY 21-22: 1030
- AY 20-21: 1075
- AY 19-20: 1045

ROTC Commissioning Numbers

Army	Air Force
<ul style="list-style-type: none">• FY24 (AY 23-24): 36• FY23 (AY 22-23): 35• FY22 (AY 21-22): 40• FY21 (AY 20-21): 24• FY20 (AY 19-20): 27	<ul style="list-style-type: none">• FY24 (AY 23-24): 4• FY23 (AY 22-23): 12• FY22 (AY 21-22): 7• FY21 (AY 20-21): 16• FY20 (AY 19-20): 12

Major Initiatives and Accomplishments

- Educational Programs: AFROTC and AROTC, Veterans FYE, New Veterans History Project Internship (Open to all students), Expansion of USCGA/Avery Point pilot program with MISI course at Avery Point slated for Spring 2025.
- ROTC Programs
 - Dining In Events, Partnership with Air and Army National Guard in CT and beyond, Arnold Air Society and Nathan Hale Club, Army, partnerships with other UConn Athletics teams, Global Security Forum, Project Go.
 - Physical Assessments: Collaboration with Dr. Laurie Devaney the PT Cares Team (Kinesiology Department) to conduct physical assessments and support ROTC students with performance development and profile management. This program has been ongoing for the last two years, but it improves with each AY.

- Nutrition and Bone Health Study: In collaboration with Dr. Jennifer Fields and her team from UCONN Nutrition Science - new initiative focused on nutrition and bone health. This study, expected to last at least two years, began with an initial survey involving ROTC cadets across the state.
- Continuing to maximize the Air Force funded You Can Fly program, which puts cadets in an aircraft at local flying schools to obtain flight hours. Last year, Det 115 obtained 300% of its initial authorized allocations by continuing to advocate for its candidates and capitalizing on under-utilized dollars that other universities left at the table.
- Events
 - Memorial Day Flag Placing at State Veterans Cemetery, Veterans Day Ceremony on Campus, Huskies and Heroes Football Game w/ Voya, Husky Run and Ruck with HMF, Employers on Campus – Specific Vet/Mil recruiting, campus wide donation drive, Regular visits from Vocational Rehabilitation during the academic year, Eisenhower Series, Veterans History Project

DEI Initiatives

- Belongingness survey
- Increasing family friendly events
- Increasing staff engagement with regional campus students

Major Goals and Priorities for Spring 25 and AY 25-26

- Successfully roll out the new SYE Course; Gain and sustain enrollment in Internship
- Continue to grow VHP on and off campus
- Complete consolidation of Facility Codes and Reapproval Project
- Continue to assess student engagement and belonging, and how interventions have increased the same.
- Continue to increase engagement on the National Scale
- Conferences and Professional Groups
- Continue to engage with policy and lobbying effort related to VA/Vet initiatives

Recommendation to Change the University By-Laws, Article IX. Section G

Paragraph 1:

The Senate Executive Committee (SEC) shall consist of 16 members plus the Chair. The SEC makeup should include, if possible, at least 1 person from each of the voting constituencies as described in Article IX, section B plus two at large selections from elected Senators. The Senate member with the highest number of votes (assessed from the three most recent elections, including at-large elections, for populating the initial committee) from each of these constituencies will be automatically assigned to the SEC. If the assigned Senator declines the post or a sitting member vacates the post prior to the end of their term, the position passes to the active Senator from that same constituency with the next highest number of votes from the past 3 years for the remainder of the vacated seat's SEC term or the Senators term, whichever is shorter. If there are no elected senators from a constituency or if all elected senators from that constituency decline or vacate the position, the position becomes at-large and will be voted on by currently elected members of the University Senate for the remainder of that term. At-large seats on the SEC will revert back to specific constituencies as they become available in the order that they were vacated (i.e. first to vacate, first to refill by that constituency in subsequent years as new Senators are elected from that constituency). For example, if no Senator from the School of Nursing sits on the SEC for longer than any other voting constituency, then they will have the right of first refusal for an open at-large seat on the SEC when a Senator is elected from the School of Nursing.

Paragraph 2:

The SEC will comprise no more than two members from any constituency, and elections to at-large positions on the SEC will select the highest vote-getter that abides by this rule. eight faculty members, two professional staff members, and two undergraduate and two graduate student members. The faculty and professional staff members shall be elected by the 21 Senate from among the elected members of the Senate who are not primarily administrators. Department heads and directors are not regarded as primarily administrators. Both the undergraduate and graduate members shall be elected from among and by all student members of their respective Senate delegation in a blanket election, wherein the top vote-getters will serve as the Senate Executive Committee representatives. At least one of the undergraduate student members of the SEC shall be a representative from Storrs and at least one shall be a representative from Avery Point, Hartford, Stamford, or Waterbury. The Undergraduate Student Government of Storrs and Graduate Student Senate Presidents or their student Senate member designee will serve as the interim student representatives to the Senate Executive Committee during the summer months until the permanent members are selected. Elections shall follow the annual election of such members and shall normally take place in April. For faculty and professional staff members, a term of service on the Executive Committee shall begin on July 1 and shall be for three years. The term of membership in the Senate of a faculty or professional staff representative elected to the Executive Committee shall be automatically extended, if necessary, to be coterminal. For the student members, the term of service shall be one year, renewable to a maximum of three consecutive years. After the annual election, the SEC shall elect one of the ten faculty or professional staff members to serve as Chair of the SEC for a one-year term, which may be renewed. **A Senator may serve on the SEC for consecutive terms so long as the above conditions are met.** A vacancy on the SEC shall be filled by election for the duration of the vacancy. No school/college shall have more than one faculty representative elected in any class, except the College of Liberal Arts and Sciences, which may have as many as two representatives in any class. The College of Liberal Arts and Sciences may have no more than a total of four members on the SEC at any time and no other school/college may have more than two members at any time. No faculty or professional staff senator shall be eligible for immediate re-election to the SEC.

Here are the voting constituencies:

1. College of Agriculture, Health and Natural Resources
2. School of Business
3. Neag School of Education
4. School of Engineering
5. School of Fine Arts
6. School of Law
7. College of Liberal Arts and Sciences
8. School of Nursing
9. School of Pharmacy
10. School of Social Work
11. Regional Campuses
12. Staff
13. Undergraduate students
14. Graduate students