

University Senate Meeting
March 3, 2025
Student Union, Room 330/331 (hybrid via WebEx)

Moderator **Siegle** called the meeting to order at 4:02 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 February 3, 2025 Meeting of the University Senate were approved as distributed.

2. Report of the President

Presented by President Maric

President **Maric** gave an update on the budgeting process, stating that they would be testifying in front of the Higher Education Employment Advancement Committee tomorrow, on what is needed for UConn to become an AAU institution, and particularly advocating for funds to be able to recruit the best faculty. President **Maric** then asked the Moderator to recognize Vice President **Alpay** to provide a detailed update on research and federal grants.

VP **Alpay** summarized recent executive orders which have impacted funding from the NIH, NSF and other federal agencies. VP **Alpay** added that their office is adjusting what they do in terms of research and development to align with priorities of the federal government, such as energy independence, AI quantum technologies, defense specifically focused on supply chain management, project management, technology development, and healthy living. VP **Alpay** also gave details on how their office continues to monitor and respond to news coming out of Washington D.C., which includes daily team meetings with leadership, as well as weekly taskforce meetings. They added that externally, OVPR is also in close contact with other institutions. VP **Alpay** encouraged senators to share information with their office by emailing research@uconn.edu, and to get involved by joining a taskforce.

Moderator **Siegle** thanked President Maric for their report asked if there were any questions.

A question was raised regarding IDCs, their negative perception, and whether there is a plan to clarify and promote education on how important IDCs are to support research. President **Maric** shared that during the hearing with the appropriations committee, the team made it very clear how this funding is used to support research. VP **Alpay** emphasized that we are talking to our congressional delegation to explain to them where these dollars are being used, and that OVPR is working with Presidents of other state institutions to talk about IDCs. A question was also raised regarding funding for research assistants and graduate assistants. VP **Alpay** answered that many of these staffing decisions are not done by the university administrative level, but by individual departments, PIs or centers/institutes, highlighting that we should be doing everything we can to support our students. A question was raised regarding cuts to the Fulbright, and VP **Alpay** answered that they do not know exactly what the funding situation is with this program, but that we should find a way of supporting the students that we have. A question was also raised regarding whether the loss in federal funding might be considered in state budget discussions. President **Maric** shared that they have spent significant time with the Governor, and that it is not just higher education that is suffering due to funding cuts, so while he is understanding of this difficult situation, there is a lot to consider and many ways to which we can respond to this. President **Maric** re-emphasized that they are testifying tomorrow for additional funding for the university for hiring top faculty, so it means that they value higher education. A question was also raised regarding whether there are any efforts underway to explain why it is important to do both basic and curiosity-driven research. VP **Alpay** and President **Maric** responded by giving details of the different ways the team is showing the value of UConn's research to the state's economy in many ways. A senator asked for reassurance from the President that UConn will remain committed to teaching identity-related courses, and performing research in these areas, even if there is pushback from the federal government. President **Maric** stated that we are always going to stay and honor our values and mission and asked the Senate to recognize Vice President and Chief Diversity Officer, Jeff Hines to speak on this. VP **Hines** said that diversity, equity, inclusion, and accessibility are foundational to our mission and values, and we will continue to do this work. He encouraged colleagues to find ways, individually and collectively, to support those who have been harmed. VP **Hines** also highlighted three important pillars of some of the work that ODI is doing in response to the recent executive orders, including the standing up of a

taskforce to look specifically at the effects of the orders targeting DEI and those that target different communities, as well as meetings with different stakeholders, such as the recent meetings with the Council of Deans, Associate Deans and Department Heads, and faculty members. Another question was raised regarding how ongoing searches should be handled, considering the current fiscal climate. President **Maric** asked Provost D'Alleva to respond to this question, and Provost **D'Alleva** shared that any ongoing, approved searches are continuing. However, their office is asking Deans and Directors to reconsider searches and to pause hiring while we consider the impact of potential changes at the federal level, and until we determine our state level of funding. A question was raised whether diversity statements are required as part of the application package and VP Hines stated that we are not asking folks to provide a diversity statement and that interviews are a helpful tool. A question was raised regarding whether new information could be shared to help faculty and staff support students navigating this new landscape and restrictions. Provost **D'Alleva** answered that the Dean of Students Office is an essential resource and is the first stop for undergraduate students whenever they need any kind of support, and The Graduate School offers the same for Graduate students. Provost D'Alleva also cited cultural centers and cultural programs as great spaces for students to connect, emphasizing that these centers are open to all. A question was raised regarding the FAQ released related to the Dear Colleague Letter that highlighted graduation ceremonies, housing and scholarships as areas that cannot be exclusive to anyone specific group. VP Hines stated that they have been in close contact with the General Counsel's Office, and that UConn has been and continues to be in compliance with the Supreme Court ruling in SFFA v Harvard and Title VI.

Moderator **Siegle** thanked President Maric for their presentation.

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

Presented by Senate Executive Committee Chair Laura Burton

Senator **Burton** shared that since the February meeting, the SEC has met privately with the Provost and President, as well as Senior Leaders and with the Chairs of Senate Committees to set today's agenda. Senator Burton added that the SEC has also met with Mike Kirk, Vice President for Communication and encouraged senators to reach out to the SEC, their constituents, and bring questions to Senate Committees, Chairs and members of the SEC so that they can make sure that we are hearing the concerns and ideas of constituents. Senator **Burton** also shared that there will be a call for a Special Meeting soon to review the holistic by-law review proposal that the

SEC has been working on over the past several months. Senator **Burton** also reminded Senators to please fill out their Senate Standing Committee preferences form, shared by the Senate Administrator, and to be utilized by the Senate Nominating Committee to determine Standing Committee appointments for the next academic year. Additionally, Senator **Burton** shared the ad hoc committee established by vote at the May 20, 2024 Special Meeting is in the process of writing their final report, which will be provided at a future Senate meeting. Senator **Burton** also shared that there will be an open call for CCC Chair, encouraging Senators to apply.

Moderator **Siegle** thanked Senator **Burton** for their presentation and asked if there are any questions.

A question was raised regarding logistics for calling a Special Senate meeting, citing challenges faced last year, and what the communication strategy might be over summer break. Senator **Burton** stated that the call for any special meeting would follow protocols laid out in the by-laws, and that any broad communication over the summer would be the responsibility of university administration.

4. Consent Agenda Items:

Attachment #1 & #2

C & C Report

Nominating Committee Report

A question was raised regarding Area 6, Item 3 of the C&C Report and a motion was raised by Senator **Bacher** and seconded by Senator **Jockusch** to remove it from the Consent Agenda. By voice vote, the consent agenda passed as amended.

5. Motion to Change By-Laws, Rules & Regulations of the University Senate, Article II. B. 12. Academic Advising and Registration, Readmission

Attachment #3

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

Senator **Bresciano** shared that in 2002 the university decision was made to no longer ask applicants for admission and readmission about their previous criminal history; this decision was informed by the ban the box movement, and that the common application stopped asking questions about criminal history in 2020. In the

Senate By-Laws, there is a statement regarding criminal history in the undergraduate readmission process which is not in line with current practice. Senator **Bresciano** presented the motion language and Moderator **Siegle** opened the floor to questions. Moderator Siegle thanked Senator Bresciano for their presentation.

6. Motion to Change By-Laws, Rules & Regulations of the University Senate, Article II. E. 9. Class Attendance

Attachment #4

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

Senator **Kleinman** summarized the objective of this proposed change, which would update the language regarding policies when the university closes taking into account the various modes of instruction that have developed since the pandemic. Senator **Kleinman** shared the proposed by-law language change.

Moderator **Siegle** thanked Senator Kleinman for their presentation and opened the floor to questions.

A question was raised regarding what the definition is of "sufficient time." Senator **Kleinman** answered that we would look to both the Provost's Office and the Dean of Students Office as to what would be considered sufficient considering the unique circumstances at play for a specific closure. Another Senator pointed out that this proposal does not distinguish between when the university is just canceling classes but remains open vs when the university is completely shut down.

7. Budget Update

Presented by Vice President & CFO, Jeffrey Geoghegan

Vice President & CFO Jeffrey **Geoghegan** gave a presentation looking at the budget for fiscal year 2025, where we currently stand in the budget process for the current legislative session, and the budgets for fiscal years 2026 and 2027. VP **Geoghegan** stated that for fiscal year 2025, the university is forecasting a surplus of \$1.4 million favorable to the budget. However, since the last presentation there have been two reductions of funding from the state, one in overall permanent funding in the block grant, and the second from the one-time ARPA funds, totaling a \$5.5 million reduction in state support. VP **Geoghegan** reviewed the different categories in FY 25 spending thus far, giving particular attention to grant spending which is currently tracking higher than originally targeted, as well as capital projects which also appear to be greater on spending than budgeted. VP **Geoghegan** added that capital

projects will be supported by reinvestment of funds gained from housing and dining. VP **Geoghegan** also shared undergraduate and graduate enrollment by residency from Fall 2021 – Fall 2024, showing that housing stands at more than 100% capacity due to the university's ability to rent some apartments at the Oaks. VP **Geoghegan** requested to pause the presentation to take questions on fiscal year 2025.

A question was raised regarding what we do with net income, and VP **Geoghegan** confirmed that in talking with the board and legislature at this time, they want the university to reinvest any net income or positive variance into next year's budget request.

VP **Geoghegan** shared that since the governor's budget came out, the university team has met with OPM and gave testimony in front of the appropriations committee. Looking forward, the legislature will develop and release a budget at the end of May, which will go through reconciliation and be finalized hopefully at the beginning of June. At that point, it will be voted on by the legislature and passed to the governor. VP **Geoghegan** shared a slide which highlighted the FY 2025 approved state funding (\$326.2 million), FY 26 UConn funding request (\$300.2 million) and FY 27 UConn request (\$284.7), comparing it with the governor's proposed budget for FY 26 of \$234.6 million and FY 27 of \$239.8 million. VP **Geoghegan** highlighted that the governor's proposed budget also included figures for a prospective 3% wage increase (\$7 million in 2026 and \$12.2 million in 2027) on top of the base funding, which has never been in budgets before and has only been done in this year's state budget for higher education institutions. VP **Geoghegan** highlighted that by their team's estimates, salary increases in FY 26 would be closer to \$18.5 million and \$37.6 million in FY 27. VP **Geoghegan** summarized by sharing that \$84.1 million would allow the university to balance its budget, and is unlikely to be received, but that numbers will change as we move through the budget process. VP **Geoghegan** added that most likely, the budget presented to the Board of Trustees is going to include additional revenues through the SEM plan and include continued reductions on 2-ledger spending.

Moderator **Siegle** called for New Business.

Moderator **Siegle** thanked Vice President **Geoghegan** for their report and opened the floor for questions. A question was raised whether an analysis has been done or not regarding any potential losses or gains relative to the specific campuses. VP **Geoghegan** stated that their office has not monitored or allocated the cost for students by campus. A senator asked about total budget per year and VP

Geoghegan answered that the total budget in FY 25 was \$1.7 billion, and that moving into FY 26, there has already been a reduction in state support of \$5.5 million, emphasizing that the way out of this deficit is to focus on increasing revenues to achieve balance. A question was raised regarding the figures presented related to raises, specifically whether figures related to the raise increases include employees who are paid by other means, such as contracts, athletics, dining and housing. VP **Geoghegan** stated that the raise figures included all employees regardless of funding source.

8. Undergraduate Education & Instruction (UEI) Report, Part 2 Attachment #5 Presented by Vice Provost for Academic Affairs, Gladis Kersaint

Vice Provost **Kersaint** presented slides summarizing the achievements, goals and future planning of the units which report up through Academic Affairs: Center for Career Readiness and Life Skills, the Center for Excellence in Teaching and Learning (CETL), Honors and Enrichment Programs, and the Office of Undergraduate Advising. Vice Provost Kersaint announced that a new CETL Director has been appointed and will join UConn on May 2, 2025. Vice Provost **Kersaint** also reviewed structural changes which have impacted these units, particular the Office of Undergraduate Advising which now houses the Academic Center for Exploratory Students (ACES) and Advising for the Bachelors of General Science. Senators were reminded that full reports for all units are included in the agenda packet. The floor was opened to questions and a concern was raised regarding the advising loads that professional staff advisors carry, sharing that they are higher than the national average. Vice Provost **Kersaint** stated that typical loads should be 300:1 and closer to 200:1 for at risk populations (such as students at regional campuses), adding that a plan has been presented to help bring UConn closer in line with these standards.

Moderator **Siegle** thanked Vice Provost Kersaint for their report.

9. New Business

An amended version of Area 6, Item 3 of the C&C Report was presented to the Senate by C&C Chair Gustavo Nanclares and passed unanimously by voice vote.

A resolution was presented by Senate JEDI Committee Chair, Martha Cutter to affirm the University Senate's "support for and solidarity with individuals feeling threatened here or elsewhere due to religion, race, gender, sexual orientation, ethnicity, immigration status or other factors." Moderator Siegle thanked Senator Cutter for

the presentation of the motion and opened the floor to discussion. An amendment was proposed to strike "given the current anti-DEI climate in this country" from the statement. The amendment passed by voice vote.

The amended motion passed by electronic vote, 52 YAY, 5 NAY, 5 ABSTAIN.

10.Adjournment

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

Senator **Morrell** seconded.

Motion passed unanimously.

The meeting was adjourned at 6:19 p.m.

Respectfully Submitted,
Michelle Everard
University Senate Administrator

SENATE EXECUTIVE COMMITTEE

Laura Burton, Chair
Maureen Armstrong
Bob Day
Sandy Grande
Karima Hamada
Michael Morrell
Del Siegle
Lorien Touponse

Karen Bresciano
Jennifer Dineen
Bryan Greene
Joe MacDougald
Morty Ortega
Alaa Selim

University Senate Curricula and Courses Committee
Report to the Senate
February 3, 2025

I. New 1000- or 2000-Level Courses

1. PATH 1001 Diseases, Medicine, and Social Determinants of Health (#28872)
PATH 1001. Diseases, Medicine, and Social Determinants of Health (3 Credits)
Introduction to the biology of disease, with an emphasis on health and medicine. Topics include disease mechanisms, defense responses, and sociological factors influencing disease.
2. DRAM 1711 Introduction to Acting and Directing Practices (#28232)
Proposed Course Catalog
DRAM 1711. Introduction to Acting and Directing Practices (3.00 credits)
An introduction to fundamental techniques in acting and directing through practical exercises, collaborative projects, and critical reflection.
Enrollment requirements: Open to Dramatic Arts majors. Others by instructor consent.
3. JOUR 1015 Introduction to Sports Journalism (#29879)
Proposed Course Catalog
JOUR 1015. Introduction to Sports Journalism (3 Credits)
Exploration of the history of sports reporting, the growth of sports media, the cultural influence of sports coverage, and the fundamentals of sports journalism, including sourcing, interviewing and the production of sports stories on varied platforms.
Enrollment Requirements: Cannot be take for credit after passing JOUR 1095 when offered as “Introduction to Sports Journalism.”
4. MCB 2001 Contemporary Biotechnology through Biophysics (#28613)
Proposed Course Catalog
MCB 2001. Contemporary Biotechnology through Biophysics (3 Credits)
Contemporary topics in biotechnology and bioscience viewed through the lens of the underlying chemistry, physics, and mathematics. Emphasis on applications from biomedical sciences, synthetic biology, and agriculture. Intended for students considering a degree and career in the quantitative biological sciences such as biophysics, biochemistry, or structural biology.
Enrollment Requirements: BIOL 1107. Recommended Preparation: At least one additional college-level biology, chemistry, physics, or mathematics course.
5. PP 2110 Survey Research Methods II (#29435)
Proposed Course Catalog
PP 2110. Survey Research Methods II (3 credits)
Advanced exploration of the practice of survey research and questionnaire design.
Enrollment Requirements: PP 2100.

II. Revised 1000- or 2000-Level Courses

1. ARE 2215 Business Management (#27213) [Revise prereqs]

Current Catalog Copy

ARE 2215. Business Management (3 credits)

Analysis of marketing, management, and financial decision-making tools in agribusiness.

Formerly offered as ARE 3215.

Revised Catalog Copy

ARE 2215. Business Management (3 credits)

Analysis of marketing, management, and financial decision-making tools in agribusiness.

Prerequisites: ARE 1333, or ARE 3333, or equivalent course with instructor approval; Can be taken concurrently.

2. EARTH 3010 Earth History and Global Change (#29672) [Revise level]

Current Course Catalog

ERTH 3010. Earth History and Global Change (3 Credits)

Reconstruction of earth history from geological data. Processes and events responsible for the stratigraphic record, and techniques used to decipher it. An integrated survey of earth history. One or more weekend field trips may be required.

Enrollment Requirements: EARTH 1050 or both EARTH 1052 and one of EARTH 1010 or 1051 or 1055 or 1070 or GEOG 1070.

Proposed Course Catalog

ERTH 2010. Earth History and Global Change (3 Credits)

Reconstruction of earth history from geological data. Processes and events responsible for the stratigraphic record, and techniques used to decipher it. An integrated survey of earth history. One or more weekend field trips may be required.

Enrollment Requirements: EARTH 1050 or both EARTH 1052 and one of EARTH 1010 or 1051 or 1055 or 1070 or GEOG 1070.

3. EARTH 3020 Earth Surface Processes (#29675) [Revise level]

Current Course Catalog

ERTH 3020. Earth Surface Processes (3 Credits)

Processes responsible for the formation of the unconsolidated materials, landforms, and soils which constitute the Earth's surface. Introduction to surface-water and groundwater hydrology, geological hazards and the effects of climatic change. One or more weekend field trips may be required.

Enrollment Requirements: EARTH 1050 or both EARTH 1052 and one of EARTH 1010 or 1051 or 1055 or 1070 or GEOG 1070.

Proposed Course Catalog

ERTH 2020. Earth Surface Processes (3 Credits)

Processes responsible for the formation of the unconsolidated materials, landforms, and soils which constitute the Earth's surface. Introduction to surface-water and groundwater hydrology, geological hazards and the effects of climatic change. One or more weekend field trips may be required.

Enrollment Requirements: EARTH 1050 or both EARTH 1052 and one of EARTH 1010 or 1051 or 1055 or 1070 or GEOG 1070.

4. EARTH 3030 Earth Structure (#29892) [Revise level]

Current Course Catalog

EARTH 3030. Earth Structure (3 Credits)

Description and interpretation of geological structures; stress and strain; contractional, extensional, and strike-slip tectonics; survey of New England geology; and application of principles of structural geology to environmental issues. One full-day field trip on a weekend may be required.

Enrollment Requirements: EARTH 1050 or both EARTH 1052 and one of EARTH 1010 or 1051 or 1055 or 1070 or GEOG 1070.

Proposed Course Catalog

EARTH 2030. Earth Structure (3 Credits)

Description and interpretation of geological structures; stress and strain; contractional, extensional, and strike-slip tectonics; survey of New England geology; and application of principles of structural geology to environmental issues. One full-day field trip on a weekend may be required.

Enrollment Requirements: EARTH 1050 or both EARTH 1052 and one of EARTH 1010 or 1051 or 1055 or 1070 or GEOG 1070.

5. EARTH 3040 Earth Materials (#29693) [Revise level and title]

Current Course Catalog

EARTH 3040. Earth Materials (3 Credits)

Principles of symmetry and crystal chemistry and the identification of minerals by hand sample, petrographic and x-ray methods. Description of the mineralogy and texture of igneous, sedimentary and metamorphic rocks and the application of contemporary petrogenetic models to the interpretation of the geologic environments they record. One or more weekend field trips may be required.

Enrollment Requirements: EARTH 1050 or both EARTH 1052 and one of EARTH 1010 or 1051 or 1055 or 1070 or GEOG 1070. Recommended preparation: CHEM 1124-1126 or 1127 and 1128.

Proposed Course Catalog

EARTH 2040. Environmental Mineralogy and Earth Resources (3 Credits)

Principles of symmetry and crystal chemistry and the identification of minerals by hand sample, petrographic and x-ray methods. Description of the mineralogy and texture of igneous, sedimentary and metamorphic rocks and the application of contemporary petrogenetic models to

the interpretation of the geologic environments they record. One or more weekend field trips may be required.

Enrollment Requirements: EARTH 1050 or both EARTH 1052 and one of EARTH 1010 or 1051 or 1055 or 1070 or GEOG 1070. Recommended preparation: CHEM 1124-1126 or 1127 and 1128.

6. EARTH/MARN 3230 Beaches and Coasts (#29674 & 29915) [Revise level] – Note: Two CARs submitted for the same action.

Current Course Catalog

EARTH 3230. Beaches and Coasts (3 Credits)

(Also offered as MARN 3230)

Introduction to the processes that form and modify coasts and beaches, including tectonic setting, sediment supply, coastal composition, energy regimes and sea level change; tools and techniques utilized in marine geologic mapping and reconstruction of submerged coastal features; field trips to selected coastal features.

Enrollment Requirements: MARN 1002 or MARN 1003 or EARTH 1050 or EARTH 1051, or consent of instructor.

MARN 3230. Beaches and Coasts (3 Credits)

(Also offered as EARTH 3230)

Introduction to the processes that form and modify coasts and beaches, including tectonic setting, sediment supply, coastal composition, energy regimes and sea level change; tools and techniques utilized in marine geologic mapping and reconstruction of submerged coastal features; field trips to selected coastal features.

Enrollment Requirements: MARN 1002 or MARN 1003 or EARTH 1050 or EARTH 1051, or consent of instructor.

Proposed Course Catalog

EARTH 2230. Beaches and Coasts (3 Credits)

(Also offered as MARN 2230) Introduction to the processes that form and modify coasts and beaches, including tectonic setting, sediment supply, coastal composition, energy regimes and sea level change; tools and techniques utilized in marine geologic mapping and reconstruction of submerged coastal features; field trips to selected coastal features.

Enrollment Requirements: MARN 1002 or MARN 1003 or EARTH 1050 or EARTH 1051, or consent of instructor.

MARN 2230. Beaches and Coasts (3 Credits)

(Also offered as EARTH 2230) Introduction to the processes that form and modify coasts and beaches, including tectonic setting, sediment supply, coastal composition, energy regimes and sea level change; tools and techniques utilized in marine geologic mapping and reconstruction of submerged coastal features; field trips to selected coastal features.

Enrollment Requirements: MARN 1002 or MARN 1003 or EARTH 1050 or EARTH 1051, or consent of instructor.

7. JOUR 2065 Mobile Journalism (#22126) [Revise restrictions and description]

Current Course Catalog

JOUR 2065. Mobile Journalism (3 Credits)

Entry-level multimedia skills course that develops aesthetic and technical skills for storytelling using mobile devices such as smartphones. Capturing and editing photos, audio, and video; practice producing journalistic content for social media platforms.

Enrollment Requirements: Recommended preparation: JOUR 1002 and 2000W, which may be taken concurrently.

Proposed Course Catalog

JOUR 2065. Mobile Journalism (3 Credits)

Entry-level multimedia skills course that develops aesthetic and technical skills for journalistic storytelling using mobile devices such as smartphones. Capturing and editing photos, audio, and video; practice producing journalistic content for varied digital platforms.

Enrollment Requirements: Not open for credit to students who have passed JOUR 2111 or JOUR 3065; JOUR 2111 or JOUR 3065 may not be taken concurrently. Recommended preparation: JOUR 1002, which may be taken concurrently.

8. JOUR 2575 The Art of the Interview in Documentary Filmmaking (#29881) [Revise prereqs]

Current Course Catalog

JOUR 2575. The Art of the Interview in Documentary Filmmaking (3 Credits)

Exploration of the technical and ethical practices of preparing for and conducting filmed interviews. Development of essential skills for documentary film production and engagement in exercises that deepen understanding of how recorded interviews drive narratives forward.

Enrollment Requirements: Open to sophomores or higher. Recommended preparation: JOUR 2000W, 2111. Not open for credit to students who have passed JOUR 2095 when offered as Art of Interview in Documentary Filmmaking.

Proposed Course Catalog

JOUR 2575. The Art of the Interview in Documentary Filmmaking (3 Credits)

Exploration of the technical and ethical practices of preparing for and conducting filmed interviews. Development of essential skills for documentary film production and engagement in exercises that deepen understanding of how recorded interviews drive narratives forward.

Enrollment Requirements: JOUR 2065 or JOUR 2111. Open to sophomores or higher. Not open for credit to students who passed JOUR 2095 when offered as Art of Interview in Documentary Filmmaking.

9. LLAS 2012 Latinos in Connecticut: Writing for the Community (#29732) [Revise title]

Current Course Catalog

LLAS 2012. Latinos in Connecticut: Writing for the Community (4 Credits)

Students partner with Latino agencies to apply research and writing skills to community needs. Community theory, digital literacy, historical background of CT Latinos, contemporary issues that impact the population. Service learning component.

Enrollment Requirements: Open to sophomores or higher. Recommended preparation: LLAS 2011W.

Proposed Course Catalog

LLAS 2012. Latinos in Connecticut: Serving the Community (4 Credits)

Students partner with Latino agencies to apply research and writing skills to community needs. Community theory, digital literacy, historical background of CT Latinos, contemporary issues that impact the population. Service learning component.

Enrollment Requirements: Open to sophomores or higher. Recommended preparation: LLAS 2011W.

10. MARN 2996 Directed Research 1 (#29917) [Add repeatability]

Current Course Catalog

MARN 2996. Directed Research 1 (1-6 Credits)

Investigation of a special problem involving field and/or laboratory observations in marine sciences.

Enrollment Requirements: Instructor consent.

Proposed Course Catalog

MARN 2996. Directed Research 1 (1-6 Credits)

Investigation of a special problem involving field and/or laboratory observations in marine sciences.

Enrollment Requirements: Instructor consent. May be repeated for a total of 6 credits.

III. New S/U Graded Courses

1. DRAM 3100. Dramatic Arts: The Practice and the Profession (#27873)

Proposed Catalog Copy

DRAM 3100. Dramatic Arts: The Practice and the Profession (0.5 Credits)

A forum for Dramatic Arts students to meet, share and discuss ongoing work, engage collaboratively across programs and cohorts, discuss emerging issues in the department and the field, and learn from the skills and experiences of guest artists.

Enrollment Requirements: Open to Dramatic Arts majors and minors.

IV. Common Curriculum Course “Direct Transitions”

1. ENGL 2107 The British Empire, Slavery, and Resistance [CA1 to TOI-3, TOI-5]
2. ENGL/AMST/HIST 2207 Empire and U.S. Culture [CA1, CA4 to TOI-2, TOI-3]
3. GEOG 2320E Climate Change: Current Geographic Issues [CA2, EL to TOI-4, TOI-5]
4. HIST 2752 Africa in Global History [CA1, CA4INT to TOI-2, TOI-5]
5. HIST 2841 Empire and Nation in Southeast Asia [CA1, CA4INT to TOI-2, TOI-3]

6. HIST 2842 History of Vietnam [CA1, CA4INT to TOI-2, TOI-3]
7. HIST 3531 Japanese Americans and World War II [CA1, CA4 to TOI-3, TOI-5]
8. HIST 3675 Latina History and Biography [CA1, CA4 to TOI-2, TOI-3]
9. HIST 3705 The Modern Middle East from 1700 to the Present [CA1, CA4INT to TOI-2, TOI-3]
10. HIST 3712 The Middle East Crucible [CA1, CA4INT to TOI-2, TOI-3]
11. HIST 3845 The Vietnam War [CA1, CA4INT to TOI-2, TOI-3]
12. JOUR 2010 Journalism in the Movies [CA1 to TOI-2, TOI-5]
13. PHIL 1104 Philosophy and Social Ethics [CA1 to TOI-3, TOI-5]
14. PHYS 1601Q Fundamentals of Physics I [CA3LAB, Q to TOI-6L]
15. PSYC 1101 General Psychology II [CA2 to TOI-5, TOI-6]
16. PSYC 1103 General Psychology II (Enhanced) [CA2 to TOI-5, TOI-6]
17. PSYC 3102 Psychology of Women [CA4 to TOI-3, TOI-5]
18. PSYC/AFRA 3106 Black Psychology [CA4 to TOI-3, TOI-5]
19. SOCI 1001/W Introduction to Sociology [CA2, W to TOI-3, TOI-5]
20. SOCI 2250 Racial Disparities in Health [CA2 to TOI-3, TOI-5]
21. WGSS 2105/W Gender and Science [CA4INT, W to TOI-5, W]

Correction

1. PHYS 1010Q Elements of Physics [CA3LAB, Q to TOI-3, TOI-6**LAB**]

Note: The course should be a TOI-6L, not TOI-6.

V. New Common Curriculum Courses

1. ENGL 2210 Introduction to Indigenous Literature and Culture (#27054) [CA4 and TOI-2, TOI-3]

Proposed Catalog Copy

ENGL 2210. Introduction to Indigenous Literatures and Cultures (3 Credits)

Examination of the literatures and cultures of pre-contact, post-contact, and contemporary Indigenous peoples.

Enrollment Restrictions: ENGL 1007 or 1010 or 1011

Content Areas: CA4

Topics of Inquiry: TOI 2, TOI 3

2. ENGL 2648 Introduction to Fan Studies (#25952) [CA1 and TOI-1, TOI-2]

Proposed Catalog Copy

ENGL. 2648. Introduction To Fan Studies

Exploration of fan cultures and communities across various forms and media, including literature, film, gaming, television, music, and the athletics sphere.

Enrollment Restrictions: ENGL 1007 or 1010 or 1011

Topics of Inquiry: TOI 1, TOI 2

Content Areas: CA1 A/B

VI. Common Curriculum Course “Transitions with Revisions”

1. CAMS 3245 Ancient Mediterranean World in Cinema (#27052) [CA1 to TOI-2; Revise title and description]

Current Course Catalog

CAMS 3245. Ancient World in Cinema (3 Credits)

Representations of the ancient Mediterranean world in contemporary cinema.

Proposed Course Catalog

CAMS 3245. Ancient Mediterranean World in Cinema (3 Credits)

Survey of contemporary (1950-present) films set in the ancient Mediterranean world or referencing the ancient world throughout. Topics include the development over time of a self-referential "ancient epic" genre, in Hollywood and beyond; the impact of technological change on the making of ancient epic films; the use of films about the ancient world to comment on social and political issues at the time the film was made; and the striking of an appropriate balance between "fidelity" to historical or literary sources and the creative vision of contemporary producers, directors, screenwriters and actors.

Content Areas: CA1

Topics of Inquiry: TOI 2

2. HIST 3516 Rise of US Global Power (#20406) [CA1 to TOI-2, TOI-5; Revise description; Add CAs and TOIs]

Current Course Catalog

HIST 3516. Rise of U.S. Global Power (3 credits)

Prerequisites: None.

Grading Basis: Graded

The people and ideas that powered the growth of America's global empire. Emphasis on the world wars, the Cold War, the Vietnam War, intervention in Latin America, and the global economy.

Proposed Course Catalog

HIST 3516. Rise of U.S. Global Power (3 credits)

Prerequisites: None.

Grading Basis: Graded

The people, ideas, and cultural patterns that powered the growth of America's global empire. Emphasis on the world wars, the Cold War, the Vietnam War, intervention in Latin America, the global economy, and renewed tensions with Russia and China.

Content Areas: CA1-C

Topics of Inquiry: TOI 2, 5

3. SPSS/PLSC 3210 Molecular Laboratory Technology (#26239) [Add CA3 and TOI-6L]

Current Course Catalog

SPSS 3210. Molecular Laboratory Technology (3 Credits)

Laboratory technologies for identification and characterization of molecules important for molecular biology research, genetic manipulation and disease diagnosis. Labs will provide hands-on experience performing basic molecular biology techniques, lectures will cover theoretical basis and application.

BIOL 1107 or 1108 or 1110 or equivalent.

Proposed Course Catalog

SPSS 3210. Molecular Laboratory Technology (3 Credits)

Laboratory technologies for identification and characterization of molecules important for molecular biology research, genetic manipulation and disease diagnosis. Labs will provide hands-on experience performing basic molecular biology techniques, lectures will cover theoretical basis and application.

BIOL 1107 or 1108 or 1110 or equivalent.

4. SPSS 2125 Environmental Soils Lab (#26692) [Add CA3L and TOI-6L; Revise title and description]

Current Course Catalog

SPSS 2125. Soils Lab (1 Credit)

Basic laboratory analysis of the physical and chemical properties of soil. Includes weekend field trips.

Enrollment Requirements: SPSS 2120, which may be taken concurrently.

Proposed Course Catalog

SPSS 2125. Environmental Soils Lab (1 Credit)

Soil science laboratory with an emphasis on environmental issues, Analyses of soil physical, biological and chemical properties. Includes weekday and weekend field trips.

Enrollment Requirements: SPSS 2120, which may be taken concurrently.

Content Areas: CA3L

Topics of Inquiry: TOI-6L

5. WGSS 2217W Women, Gender and Film (#26533) [CA1, CA4, W to TOI-1, TOI-2, W; revise description]

Current Course Catalog

WGSS 2217. Women, Gender and Film (3 Credits)

Examines intersectional identities of gender, race, and sexuality depicted in film through feminist analysis. CA 1. CA 4.

Content Areas: CA1: Arts & Humanities, CA4: Diversity & Multicultural

Topics of Inquiry: TOI1: Creativity: Des,Expr,Inn, TOI2: Cultural Dimen Human Exp

WGSS 2217W. Women, Gender and Film (3 Credits)

Examines intersectional identities of gender, race, and sexuality depicted in film through feminist analysis. CA 1. CA 4.

Enrollment Requirements: ENGL 1007 or 1010 or 1011 or 2011.

Content Areas: CA1: Arts & Humanities, CA4: Diversity & Multicultural

Topics of Inquiry: TOI1: Creativity: Des,Expr,Inn, TOI2: Cultural Dimen Human Exp

Proposed Course Catalog

WGSS 2217. Women, Gender and Film (3 Credits)

Examines how images, stories, and formal constructions in film frame gender identities through Indigenous, decolonial, feminist, and queer critique.

Content Areas: CA1: Arts & Humanities, CA4: Diversity & Multicultural Topics of Inquiry:

TOI1: Creativity: Des,Expr,Inn, TOI2: Cultural Dimen Human Exp

WGSS 2217W. Women, Gender and Film (3 Credits)

Examines how images, stories, and formal constructions in film frame gender identities through Indigenous, decolonial, feminist, and queer critique.

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

Content Areas: CA1: Arts & Humanities, CA4: Diversity & Multicultural Topics of Inquiry:

TOI1: Creativity: Des,Expr,Inn, TOI2: Cultural Dimen Human Exp

VII. New Themes

1. Food, Water, and Natural Resources for the Future

Includes the following courses:

ARE 1110E ARE 2434E

NRE 1000E NRE 1235E

NRE 2215E NRE 2600E

PATH 1100E SPSS 2100E

LAND 2210E

Respectfully Submitted by the 24-25 Senate Curricula and Courses Committee: Gustavo Nanclares (Chair), Dorothea Anagnostopoulos, Pam Bedore (Ex-officio), John Chandy, Sarah Croucher (Ex-Officio), Louis Hanzlik, Marc Hatfield, Laurie, McCarty (Ex-Officio), Matt McKenzie, Dan Mercier, David Ouimette, Tina Reardon, Sharyn Rusch, Josh Schulman (Student Rep), Steve Stifano, Suzanne Wilson, Terra Zuidema (Registrar alternate), and Karen McDermott (Program Assistant)

From the 2/6/25 and 2/20/25 meeting

Senate Nominating Committee Report:
University Senate
March 3, 2025

CCC+ Committee:

- W Co-Chair: Brent Lucia, Asst. Professor in Residence, School of Business
- TOI-1 Co-Chair: Rogerio Victor, Assoc. Professor in Residence, School of Business
- TOI-3 Co-Chair: Jessica Malek, Asst. Professor in Residence, CAHNR: Allied Health
- TOI-4 Co-Chair added: Robert Thorson, Professor, CLAS: Earth Sciences
- TOI-5 Co-Chair: Frank Griggs, Asst. Professor in Residence, CLAS: Political Science

Faculty Standards Committee:

- Scott Campbell and Kimberly Cuevas on sabbatical Spring 2025
- Kelly Herd, School of Business added

Scholastic Standards Committee
To the University Senate
March 3, 2025

Background:

In 2022, a university decision was made to no longer ask applicants for admission/readmission about their previous criminal history. This decision was informed by the understanding that asking about criminal history can often have a chilling effect on applicants and significantly took into consideration that the Common Application stopped asking about criminal history in 2020.

It was brought to the attention of the Scholastic Standards Committee in the early fall 2024 semester that the By-Laws Rules, and Regulations of the University Senate, as written, do not reflect current practice in the Dean of Students Office regarding undergraduate readmission and the materials to review for assessment of the applications.

Summary of Action:

The Scholastic Standards Committee brings this motion to the Senate to ensure that the language reflects current practice.

This recommendation comes to the Senate in consultation with the various points of admission/readmission within UConn (Undergrad Admission, The Graduate School, and the Dean of Students Office.)

Proposed Bylaw Change:

Article II, B. 12 Academic Advising and Registration, Readmission

12. Readmission

A student seeking readmission to the University must apply through the Dean of Students Office. Readmission is not guaranteed. Criteria used in determining readmission include, but are not limited to, academic progress and university discipline history, ~~and criminal history.~~

All applications for readmission must be evaluated through the Dean of Students Office who will convene a readmission board including the deans' designees. The standards for academic evaluation can be found at the website of each school/college, the Dean of Students Office, and the Regional Campus Student Services Offices. The attention of such students is called to the following University Regulations:

1. A student who wishes to apply toward a degree credits earned more than eight years before graduation must obtain permission from the dean of the school or college concerned and the Vice Provost for Academic Affairs.
2. All readmitted students (except those who are on an official leave of absence returning to their previous school or college) must satisfy the academic requirements of the school or college to

which readmitted as stated in the catalog effective at the time of readmission, unless a subsequent catalog is elected.

3. Undergraduate students who have been separated from the university for at least eight consecutive semesters may seek academic renewal at the time of their application for readmission. Through academic renewal, a student may remove up to 16 credits of coursework with a grade of C- or lower from their GPA calculation after rematriculating at UConn. These courses must have been taken previously at the University of Connecticut. The registered grade, earned credits, and grade points for these courses shall remain on the transcript but will no longer calculate into the GPA. Students shall not receive credit toward their degree for courses placed on academic renewal. Academic renewal can be used only once and is limited to those completing their first bachelor's degree at UConn.

Scholastic Standards Committee
To the University Senate
March 3, 2025

Background & Summary of Action:

The Senate Scholastic Standards Committee presents a motion to the University Senate to revise the By-Laws, Rules & Regulations of the University Senate, Article II, E. 9 Class Attendance. Prior language was unclear and had the potential to confuse guidance provided by the Office of the Provost regarding class material for University closures. It was also written before the widespread availability of synchronous and asynchronous modes of instruction by all faculty.

This revision clarifies how instructors are to manage class sessions affected by University closings. They support the principle of assuming that at least some students will have issues accessing synchronous content during periods of closure. Revised bylaw language ensures that students are protected from rapid pivots to online content. Updated language provides flexibility to allow optional synchronous instruction during a closure, but only with equivalent asynchronous content.

Specifically, the updates do the following:

- Instructors must provide sufficient time after the University reopens to schedule and complete work. *SSC intentionally chose “sufficient time” rather than a pre-determined time (e.g., 72 hours) as this is a by-law; specific times will be determined by instructors for specific closures and guidance may be provided by the Provost.*
- Instructors must provide clear communication about missed work and assessments, including notification of rescheduled assessments, due dates, and penalties for late submissions. *SSC advocates for transparency of information to students.*
- During a University closure, instructors must not require students to attend synchronous class sessions or to submit assessments, but they may provide asynchronous online instruction. *SSC clarifies that instructors are not permitted to require students to be present for synchronous online class sessions or submit assessments during a University closure, but that instructors can post asynchronous online instruction.*
- Instructors may reschedule class sessions on emergency make-up dates authorized by the Registrar. Any rescheduled sessions should avoid conflicts including, but not limited to, religious observances and other previously scheduled University obligations. *Consistent with the original by-law, SSC acknowledges that instructors may provide online instruction, utilize the make-up days authorized by the Registrar, and should avoid conflicts (as previously specified).*
- Annually, the Provost provides guidance on academic issues related to closures. *SSC recognizes the role of the Provost in University closure.*

Current Bylaw Language:

Article II, E. 9 Class Attendance

In the event that the University is closed due to inclement weather or other emergency on a regularly scheduled class day, instructors are expected to make reasonable attempts to complete all stated course learning objectives by the last day of classes. Approaches that an instructor may use to ensure the completion of all stated course learning objectives include, but are not limited to:

- a. Scheduling class make up on the “Emergency Closing Make Up Date(s)” designated by the Registrar’s Office in the University Calendar.
- b. Scheduling class make up at other times
- c. Extending class times
- d. Using educational technology and other not in-person alternatives.

In all situations in which stated course objectives would be completed outside of the regularly scheduled class time, it is essential that instructors should be sensitive to students’ inability to attend these alternative class times due to unavoidable conflicts such as, but not limited to, religious observances and other previously scheduled University obligations. Reasonable accommodation should be offered to students with such conflicts.

Proposed Bylaw Change (*replacing the above*):

When an instructor’s scheduled class sessions are impacted by University closure (e.g., inclement weather), the instructor is expected to make reasonable arrangements for students to make up missed work and assessments. In making these arrangements, instructors must:

- a. Provide sufficient time after the University reopens to schedule and complete missed work and assessments.
- b. Provide clear communication about missed work and assessments, including notification of rescheduled assessments, due dates, and penalties for late submissions.

During a period of university closure, instructors must not require students to attend synchronous class sessions or to submit assessments.

Instructors may reschedule class sessions and assessments on emergency make-up dates authorized by the Registrar. Any rescheduled sessions should avoid conflicts including, but not limited to, religious observances and other previously scheduled University obligations.

Annually, the Provost provides guidance on academic issues related to closures.

Honors and Enrichment Programs Report to the University Senate February 3, 2025

The five units of Enrichment Programs – the Honors Program, the Individualized and Interdisciplinary Studies Program, the Office of National Scholarships and Fellowships, the Office of Pre-Professional Advising, and the Office of Undergraduate Research – share a common goal of supporting students' educational enrichment through engaging in purposeful exploration, aligning values and purpose, and taking strategic risks. Our collective values include: diversity, equity, and inclusion; care and respect; creativity and innovation; individualized, holistic practices; relationships and collaboration; and the pursuit of excellence. Our offices work with all students at all UConn campuses and every school and college at UConn. The following report shares updates on the activities of each unit over the last academic year and the fall semester of the current academic year.

Honors Program

The [Honors Program](#) continues to expand, supporting students with coursework and programming at all UConn campuses. 2024 saw both the largest graduating class (454 students) and the largest entering first-year class (600 students) in the Program's history. Ensuring that all Honors students can **explore, create, and lead** within an inclusive environment remains our top priority. At UConn Storrs, the upper-division residential community is now in neighboring Snow and Connecticut Halls, with the first-year residential community continuing in Buckley and Shippee Halls. We have increased our programming and presence in those spaces, and we are partnering with Dining Services to use the discontinued dining space in Buckley Hall for Honors student events, study space, and community building. Fall 2024 saw the first incoming Honors cohort at UConn Hartford, where students will be supported by an additional staff member and the newly launched Honors Student Leadership Board - Hartford. At UConn Stamford, Honors now has a designated space for students and staff thanks to a partnership with the Queer Collaborative. To enhance student learning and engagement across all UConn campuses, we launched a redesigned University Honors Laureate (UHL) Leadership Experience in Fall 2024. We also deepened our commitment to diversity, equity, and inclusion, launching a dedicated page within the Honors website, hosting the inaugural student-led Honors DEI conference in March 2024, planning for the second annual conference in spring 2025, and relaunching the Honors DEI committee this spring. Dr. Jennifer Lease Butts directs the Honors Program and serves as Associate Vice Provost for Enrichment Programs.

Individualized and Interdisciplinary Studies Program

The [Individualized and Interdisciplinary Studies Program](#) (IISP) administers the Individualized Major (IMJR) Program, coordinates the [University Scholar Program](#), oversees three interdisciplinary minors, and hosts [The Discipline Mix-Up](#), an interdisciplinary panel discussion series. The [Indie Major Podcast](#) is produced by the program and features the stories and visions of current IMJRs as well as alumni. The show debuted in spring 2024 and has released 20 episodes so far, covering a wide range of majors from “Criminal Behavior” to “Paleontology as Outreach & Education.” The Individualized Major program was established at UConn in 1974, and since then more than 2500 students have graduated with IMJRs. Over 80% of individualized majors engage in experiential learning (internship, study abroad, research). The most common IMJR themes include Health, International Studies, Crime & Justice, Neuroscience, and Sport. The program has often served as an “incubator” of emerging majors, the most recent example being the transition of “Data Science” from the IMJR program to the Department of Statistics. Faculty support of individualized majors has always been a crucial element in the success of individualized majors. In AY23-24, 178 faculty served as advisors to 116 IMJR students. They were from nine of the university’s schools and colleges and from 48 different departments. The IMJR program is always looking for new ways to collaborate with UConn’s colleges, departments, centers, and programs to create exciting opportunities for students! Dr. Ken Cormier directs the IMJR program.

Office of National Scholarships and Fellowships

The Office of National Scholarships and Fellowships (ONSF) advises and mentors UConn students who are competing for prestigious, nationally-competitive scholarships and fellowships. As part of Enrichment Programs, ONSF is open to *all* graduate and undergraduate students at all of UConn’s campuses. UConn cemented its institutional commitment to preparing students to compete for prestigious national scholarships in 2007 with the appointment of ONSF’s first full-time director, and our record of student recipients of these scholarships since that investment mirrors the growing prestige and reputation of our university, its students, and its faculty on the national and international stages. Notably, the position of Fulbright Program Advisor moved to ONSF in 2014. Since then, 60 students have received Fulbright Awards, the average number of recipients per year has increased four-fold, and in 2024, UConn was named a “Top Producing Institution” of Fulbright U.S. Student Program grant recipients for the first time in school history. Dr. Vin Moscardelli has served as director of ONSF since 2016.

Office of Pre-Professional Advising

The [Office of Pre-Professional Advising](#) (PPA) at UConn provides comprehensive and inclusive support for **over 6,200 current students and alumni pursuing careers in health and legal professions**. Services include one-on-one advising, workshops, student organization support, and application assistance, **assisting approximately 300 health professions applicants annually** with a **68%** acceptance rate (which is higher than the average nationally for MD, DO, and dental programs). PPA's comprehensive applicant support for health professions includes a virtual "Cycle Application Orientation" workshop, the Health Professions Applicant Portfolio (HPAP), personalized coaching sessions, and the collection and submission of letters of recommendation via the Health Professions Letter Packet (HPLP). This process ensures applicants are guided through every stage, from crafting compelling applications to managing deadlines. **In the 2023–2024 academic year, PPA held over 1,100 advising appointments, 255 drop-in meetings, and 300 coaching sessions.**

PPA also supports UConn's Pre-Medical and Health Professions Post-Baccalaureate Program, which includes recruitment, application review, and a unique two-credit course taught by the PPA Director, Dr. Sarah Scheidel, fostering community among participants. Additionally, the office provides advising and programmatic support for the Special Program in Medicine, Dental Medicine, and Law, enhancing pathways for exceptional students admitted to these competitive programs. Finally, PPA has developed and expanded a team of peer advisors for both pre-health and pre-law, utilizing the expertise of the "Peer Ambassadors"—trained students who contribute to outreach, lead workshops, and provide peer support to enrich the advising experience and build a strong sense of community among pre-professional students.

Office of Undergraduate Research

The [Office of Undergraduate Research](#) (OUR) is a resource **for all undergraduates in all majors on all UConn campuses** seeking to enrich their undergraduate experiences through participation in research, scholarship, and creative activity. OUR provided \$640,833 in funding to 337 undergraduate students 2023-24. OUR provides funding opportunities for student research and scholarship through a range of programs including: UConn Change Grants, Caxide Scholars, Health Research Program, UConn IDEA Grants, OUR Conference Presentation, Travel, and Supply Awards, Summer Undergraduate Research Fund, BOLD Women's Leadership Network, and Work-Study Research Assistant Program. OUR is always looking for faculty to support our application review for SURF, provide research opportunities for undergraduate students, and faculty to present their research at Research Connections as part of Month of Discovery. We are always happy to help faculty advertise their research opportunities for undergraduate students. Dr. Micah Heumann directs the office.

University of Connecticut
Undergraduate Education and Instruction Report
To: University Senate
Subject: Effectiveness of the Center for Career Readiness and Life Skills

Introduction

The Center for Career Readiness and Life Skills plays a pivotal role in supporting the University of Connecticut's undergraduate students in their transition from academic life to professional careers or further education. This report highlights key accomplishments, new initiatives, strategic partnerships, and our commitment to diversity, equity, and inclusion (DEI).

Key Accomplishments

The Center for Career Readiness and Life Skills has achieved substantial success in preparing UConn graduates for post-graduation opportunities. Among the most notable achievements:

- **92% Positive Outcomes Rate:** Within six months of graduation, 92% of UConn undergraduates have secured employment, continued their education, or pursued meaningful service opportunities.
- **Employment & Education Metrics:**
 - 58% of graduates are employed.
 - 33% are continuing their education.
 - Less than 1% are serving in the U.S. Armed Forces or participating in volunteer service.
- **Retention of Talent in Connecticut:**
 - 76% of employed in-state graduates remain in Connecticut.
 - 77% of in-state graduates pursuing further education attend institutions within Connecticut.
 - 17% of employed out-of-state graduates work in Connecticut.
 - 42% of out-of-state graduates continuing their education enroll at Connecticut institutions.
- **Career Services Utilization:**
 - 85% of UConn students utilize Career Services, compared to 60% nationally—a 25 percentage point difference.
 - Graduates who used Career Services reported a 10% higher employment alignment with career goals (68% vs. 58%).
 - Graduates utilizing Career Services had an average starting salary of \$63,000, \$14,500 higher than those who did not.

These statistics reflect the Center's dedication to equipping students with the necessary skills and opportunities to succeed in their chosen paths.

New (and Future) Initiatives

To further enhance student success, several new and forthcoming initiatives have been implemented or are in development:

- **Enhanced Career Readiness Programs:** Expanding workshops and one-on-one coaching sessions focusing on resume building, interview preparation, and networking strategies.
- **Experiential Learning Expansion:**
 - 82% of graduates participated in at least one experiential learning opportunity prior to graduation.
 - Those who participated saw a 13% increase in positive post-graduation outcomes.
 - Career Services users had a 13% higher participation rate in experiential learning.
- **Technology Integration:** Implementing AI-driven career counseling tools to provide personalized guidance and job-matching services.
- **Post-Graduation Support:** Strengthening alumni engagement initiatives to provide continued career assistance for recent graduates.

Partnerships

The Center has cultivated strong partnerships with key stakeholders to maximize career readiness outcomes for students:

- **Corporate & Industry Collaborations:** Strengthening ties with Connecticut-based employers to increase job placement opportunities.
- **Academic Partnerships:** Collaborating with UConn faculty and departments to integrate career development modules into coursework.
- **Community & Government Engagement:** Working with local and state organizations to facilitate workforce development programs.

These partnerships help bridge the gap between academic learning and professional application, ensuring students have access to real-world experiences before graduation.

Diversity, Equity, and Inclusion (DEI) Efforts

The Center remains committed to fostering inclusive career readiness initiatives:

- **Equitable Career Services:** Providing tailored career resources to underrepresented student populations, including first-generation college students and students of color.

- **DEI-Focused Employer Outreach:** Encouraging companies to adopt diverse hiring practices and offer mentorship programs for diverse candidates.
- **Accessibility Enhancements:** Expanding virtual career services to ensure all students, regardless of location or ability, have access to necessary resources.

These efforts align with UConn's broader institutional commitment to ensuring equitable access to career opportunities for all students.

Conclusion

The Center for Career Readiness and Life Skills continues to make significant strides in preparing UConn undergraduates for successful post-graduation outcomes. Through innovative initiatives, strategic partnerships, and a steadfast commitment to DEI, we are ensuring that students are well-equipped to navigate their careers and contribute meaningfully to the workforce. We look forward to building upon these successes and further expanding our impact in the coming years.

Undergraduate Education and Instruction Report to the University Senate

From: Vice Provost for Academic Affairs Gladis Kersaint

Subject: CETL Units

Date: January 28, 2025

Overview

The Center for Excellence in Teaching and Learning (CETL) comprises five key units: Faculty Development, the Office of Academic Program Assessment (OAPA), Educational Technologies (EdTech), UConn Online (eCampus) Instructional Design and Development, and Media Production. This report outlines the accomplishments, new and future initiatives, partnerships, and diversity, equity, inclusion, and accessibility (DEIA) efforts of each unit.

Faculty Development

Key Accomplishments

- **Artificial Intelligence Series:** A comprehensive series on the impact of artificial intelligence, coordinated by Tina Huey, was offered to faculty, fostering awareness of emerging educational technologies.
- **Course Design Retreat:** Collaborated with CCC+, eCampus, and EdTech to organize and facilitate a retreat attended by over 60 faculty members working on new or revised Common Curriculum courses.
- **New Faculty Orientation:** Worked with the Office of the Provost to plan and deliver New Faculty Orientation in August, ensuring new instructors are well-prepared.
- **Mobile Summer Institute:** Hosted a Mobile Summer Institute on Scientific Teaching and Transformation, focusing on equity and inclusion to enhance student success.

New Initiatives

- Developing a workshop series on teaching approaches to support neurodiverse students in collaboration with partners.
- Partnering with Media Production to create informational videos tailored for new faculty orientation.
- Revising the University Teaching Award facilitation process, with nominations forthcoming.
- Collaborating with OAPA to assist faculty in assessing student learning.

Partnerships and DEIA Faculty Development integrates DEIA principles into all initiatives, ensuring equity and inclusion are at the forefront of programming and collaboration.

Office of Academic Program Assessment (OAPA)

Key Accomplishments

- **Comprehensive Program Assessment:** Integrated all undergraduate programs lacking specialized accreditation into the assessment process, which included defining objectives, mapping curricula, and establishing performance indicators.
- **Culture of Assessment:** Fostered a culture of assessment through peer engagement via fellowships and the University Student Learning Assessment Committee.
- **Graduate Objectives:** Partnered with the Graduate School to define institution-level graduate objectives and develop assessment processes.
- **Faculty Leadership Opportunities:** Provided faculty assessment fellowships to encourage leadership in advancing educational effectiveness.
- **Annual Assessment Institute:** Hosted the third annual institute with over 100 attendees, featuring UConn faculty-led sessions.

New and Future Initiatives

- **UASCEND Project:** Secured anticipated funding of \$300k from the Davis Foundation for the UConn Advancing Structural Consistency through Educational Networks and Design (UASCEND) project to enhance faculty and program-level skills in designing effective assessments.
- **Common Curriculum Assessment:** Preparing to lead the assessment of general education activities as the Common Curriculum launches this fall.
- **Specialized Accreditation Support:** Expanding support to programs with specialized accreditation needs.
- Collaborating with non-academic units on assessment initiatives and leading NECHE Standard 8 self-study activities.

Partnerships

- Collaborating with Institutional Research to enhance data access for educational assessment.
- Partnering with Student Affairs to identify alignment opportunities.
- Supporting health-related programs through a learning community to address shared challenges in specialized accreditation.

DEIA

- Focused on advancing student learning for all demographics and modalities, with an emphasis on reducing disparities in retention, graduation, and DFW rates.
 - Leveraged disaggregated data to highlight inequities in student outcomes and promote targeted interventions.
-

EdTech

Key Accomplishments

- **HuskyCT Transition:** Between Spring 2024 and into Fall 2024, EdTech staff conducted over 300 direct consultations with faculty to assist in transitioning their courses in HuskyCT from Original to the new Ultra Course View (UCV). This averaged ~20 meetings per week and ~80 per month.
- All 1000- and 2000-level courses in HuskyCT transitioned to UCV for Fall 2024, with the exception of certain Physics lab courses requiring features not yet supported by UCV.
- Focused on the 25 highest-enrollment courses to ensure instructors received ample assistance with their UCV transition.
- Implemented a direct booking system to simplify faculty scheduling for consultations.
- Developed over 80 short tutorial videos on various HuskyCT features and tasks.
- Trained four new EdTech student staff on HuskyCT, who are now available for faculty consultations.

New Initiatives

- Reaching out to specific departments, deans, and regional campus directors for focused faculty workshops.

Partnerships

- Advised CETL colleagues on the UCV transition.
- Collaborated with eCampus staff on UCV features and transition processes.
- Maintained close collaboration with the HuskyCT team, particularly ITS staff, during the UCV transition.

DEIA

- Worked with the Center for Students with Disabilities (CSD) and ITS Accessibility Coordinator to ensure technology accessibility and accommodations.
- Advised CSD tech staff on UCV and LockDown Browser features supporting accessibility.

eCampus

Key Accomplishments

- Collaborated with ITS and EdTech on the successful mass course migration from Learn to Ultra.
- Developed 64 new online courses for Summer Session and graduate degree and certificate programs.

- Provided pop-up support for developing "Confronting Anti-Muslim Racism" and facilitated the transition of pop-up support to Senate oversight.

New Initiatives

- Developing Online Course Teaching Awards to recognize excellence in online pedagogy.

Partnerships

- Supported Academic Program Development for non-credit and graduate certificate programs.
- Partnered with the Center for Career Readiness to integrate career competencies into online courses.
- Collaborated on the eCampus Accessibility Checklist with IT Accessibility and CSD.
- Worked closely with ITS and EdTech on Ultra implementation.

DEIA

- Created the eCampus Accessibility Checklist to guide DEIA efforts in online and mixed-mode courses.

Media Production

Key Accomplishments

- Collaborated with eCampus Learning Developers and Instructional Designers to provide editing and captioning support for developed courses and programs.
- Produced a series of videos for new faculty in collaboration with Faculty Development, featuring Deans and Department Heads and highlighting resources and services for faculty.
- Removed over 60 high-consumption tungsten and halogen lighting fixtures in the Jorgensen recording studio, replacing them with energy-efficient fixtures, significantly reducing electricity use and ventilation demands.
- Reconfigured the Jorgensen studio control room by removing obsolete multicamera switching equipment and wiring, creating a space better suited for current needs.
- Consulted and made recommendations to various departments on video/photo equipment and software usage.

New and Future Initiatives

- Expanding the photo database to showcase CETL initiatives for social media sharing.
- Producing videos to support the anticipated \$300k Davis Foundation grant for the UASCEND project.
- Collaborating with Fine Arts and DMD staff to upgrade DMX lighting control consoles.

Partnerships

- Partnered with DMD to maintain a shared calendar and implement locked equipment storage protocols for the Jorgensen studio.
- Regularly met with eLearning and Continuing Education leaders to assess and plan course support needs.

DEIA

- Coordinated with AVT staff and Kaltura liaison to provide Spanish captions for select videos.
- Submitted and quality-checked closed captioning for courses, including Systems Engineering and Farm Risk Management.
- Consulted with UConn Communication Access & Interpreting Services to create embedded captions for social media videos.
- Collaborated with Jorgensen and facilities staff to plan for the installation of an accessibility lift to make the studio space mobility accessible.

Conclusion

CETL's units demonstrate a robust commitment to advancing teaching and learning through collaboration, innovation, and a focus on equity and inclusion. Collectively, their efforts contribute to UConn's mission of fostering academic excellence and student success across all modalities and demographics.

Office of Undergraduate Advising – February 2025 Senate Update

Overview

The Office of Undergraduate Advising collaborates with faculty and staff across UConn's campuses to enhance undergraduate advising efforts and promote student success through equitable and inclusive practices, collaborative partnerships, innovative problem solving, and data-driven decision making. We provide strategic leadership and support for our institutional strategic plan and student success goals, in partnership with our school/college and regional campus advising teams and valued campus partners.

Undergraduate Advising at UConn: Mission and Vision

Mission: Academic advising is rooted in UConn's mission of teaching, learning, and student success. Advising is a series of collaborative and purposeful interactions that teach and empower undergraduates to be independent decision makers and self-advocates as they pursue their unique educational, professional, and personal goals.

Vision: Through relationships with both students and campus partners, UConn's advisors equip students with equitable and inclusive access to knowledge, resources, and opportunities; teach students the skills requisite for navigating the university environment; reduce barriers to academic success and persistence; and facilitate the growth and development of today's leaders and global citizens.

By the Numbers

- 938 undergraduate advisors across all campuses (as of 1/2025)
 - 833 faculty advisors, 99 professional staff advisors, and 6 other employees (emeritus, special payroll, graduate assistants)

Key Accomplishments

- Professional staff advising teams delivered academic onboarding, education, and course registration/planning via New Student Orientation to our largest first-year student class ever in Summer 2024
 - More than 6,400 students across five campuses (an increase of 11.8% from Fall 2023 and 18.2% since Fall 2021), with no growth in professional advising staff during this time
- Collaboratively built a shared mission and vision for undergraduate advising *across* UConn, in partnership with school/college and regional advising directors, to articulate our shared goals, value, and impact across all five campuses
- Continued targeted and personalized outreach for all unregistered first-year students prior to each term, contributing significantly to our 92% first-year retention rate at Storrs
 - As of 1/28/25, more than 97.5% of first-year Storrs students and 90.5% of regional first-year students are registered for their second semester at UConn (led by 94.0% at Hartford)

- Completed a comprehensive review of UConn's academic standing and dismissal processes, leading to critical changes in terminology (i.e., replaced "Scholastic Probation" with "Academic Notice"), required time away after dismissal, student support systems, and related Senate By-Laws
- Honored our outstanding staff and faculty advisors with advising awards in Spring 2024: Abigail Clark (Nursing; previously Hartford), Jenna Hartwell (Economics; previously Waterbury), Kristen Dostaler (CAHNR), and Vida Samuel (HDFS faculty, Stamford)

New Initiatives

- The Undergraduate Advising Microgrant initiative enabled our office to support regional and school/college advising teams in scaling and enhancing their work. Funded projects launched a pilot faculty advising fellows model, provided advisor coaching training, and improved support for regional students through initiatives such as campus change, Spring to Storrs, and "Advising Everywhere" programs

Partnerships

- Established key working groups and continued collaborative efforts to support students readmitted after dismissal, campus change students, and cross-campus communications efforts

DEI

- Adapted and grew our advising professional development series, which includes over twenty programs each year targeting topics such as building quality faculty advising, developing connections with campus partners, supporting students in academic difficulty, and growing culturally competent advising practices

Future Priorities

- Addressing growth in professional staff advisor caseloads and responsibilities, in tandem with developing sustainable solutions to address increases in undergraduate enrollment and student needs
- Exploring faculty advising roles, responsibilities, and caseloads, enabling meaningful rewards and recognition for quality advising across all schools/colleges and regionals
- Ensuring equitable access to faculty advising for all undergraduate students
- Developing additional supports, course modules, and engagement checkpoints for academically at-risk students and those on academic notice
- Building comprehensive and structured onboarding and training resources for all new faculty and staff advisors, ensuring they are well-equipped with the knowledge, tools, and support necessary to effectively advise students.
- Exploring growth opportunities for the Bachelor of General Studies (BGS) program, given the 385,000+ individuals in Connecticut with some college but no degree

**RESOLUTION FROM JEDI (JUSTICE, EQUITY, DIVERSITY, AND INCLUSION) COMMITTEE TO THE
UNIVERSITY SENATE
March 3, 2025**

Resolved: The University Senate at the University of Connecticut affirms its support for and solidarity with individuals (faculty, staff, and students) feeling threatened here or elsewhere due to religion, race, gender, sexual orientation, ethnicity, immigration status, or other factors. In accordance with our University's strategic plan's focus on a "[**Stronger, More Inclusive University**](#),"* we affirm our commitment going forward to diversity, accessibility, justice, equity, and inclusion and to infusing these principles into everything we do.

From our University's Strategic Plan:

[*A Stronger, More Inclusive University](#)

[Our faculty, staff, and students reaffirmed our commitment to diversity, equity, inclusion and justice \(DEIJ\) during this strategic planning process. We believe UConn can set the standard across higher education for how to embrace these principles and infuse them across everything we do.](#)

52 YAY 5 NAY 5 ABSTAIN

The resolution passed as amended