

UNIVERSITY SENATE MEETING MINUTES

May 5, 2025

A regular meeting of the University Senate will be held on

Monday, May 5, 2025, at 4:00 p.m.

Student Union Ballroom (330/331) (hybrid via WebEx)

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

The agenda for this meeting is as follows:

1. Approval of Minutes

April 7, 2025

The minutes were approved unanimously by voice vote.

2. Report of the President

President by President Maric

President Maric started their report with congratulations and gratitude for all as the semester comes to a close. President Maric reported that Jeffrey Geoghegan will make a full report on the Budget during this meeting, summarizing that the shortfall now stands at \$12 million and the final budget will be signed by the Governor during the first week of June. President Maric also shared information on impacts of recent federal actions on research funding, as well as support for international students. President Maric asked the Senate to recognize Vice President Nathan Fuerst to give an update on the SEM plan and enrollment for the fall. Vice President Fuerst gave an update on the SEM plan, citing the QR code on the screen for Senators to provide feedback. The presentation summarized the goals of the SEM plan and cited specific strategies and tactics that will be utilized to support each goal. Vice President Fuerst gave an update on Fall 2025 enrollment, stating that projected enrollment stands at 4,747, above the 4,500 enrollment target. They also shared enrollment for Regional Campuses, with each campus close to their target enrollment in terms of deposits to date.

Moderator Siegle thanked President Maric for their report and opened the floor to questions. A question was raised regarding an email OVPR sent regarding NSF

funding and the recent decision by the NSF to only grant IDCs of 15%, expressing concerns that the university's position seems to be one that will not accept grants that are only 15% IDC. President Maric stated that they will be in Washington D.C. next week to testify on how the IDCs are essential for university operations and research support, and asked the Senate to recognize Vice President Alpay to give further details. Vice President Alpay stated that the OVPR team is working non-stop to address concerns that are coming up and collaborating closely with Government Relations, the Office of the General Counsel, the Provost's Office and APLU. Vice President Alpay stated that guidance from APLU states that accepting grants at 15% IDCs will set a precedent showing that we can do research and potentially every grant moving forward at that rate, therefore we will not accept any awards until we know more. A question was raised as to why UConn has not yet signed the AAC&U Call for Constructive Engagement, and concerns were raised regarding UConn's strategy to "fly under the radar" in response to federal actions, asking for evidence that supports this strategy. President Maric shared a lack of large endowments, a need to protect jobs, particularly those supported by research activities, and the ongoing budget negotiations as priorities, sharing that they are going to Washington D.C. to join other Presidents to take action, and having bi-weekly meetings between the Presidents of New England universities. A Senator urged President Maric to connect with other institutions that are in similar circumstances to work to form a coalition. Another Senator asked whether the university has compiled information on outcomes when other universities have responded in different ways to the current university, particularly regarding funding. President Maric said that they are happy to share this information with the Senate Executive Committee and emphasized the actions that they are taking to work in coalition and partnership with other universities.

3. Report of the Senate Executive Committee

Presented by Senate Executive Committee Chair Laura Burton

Senator Burton shared that since the last Senate Meeting, the SEC has met with committee chairs, senior administrators, and privately with both Provost D'Alleva and President Maric. Senator Burton gave thanks to all Senate Committee Chairs for this work over the past year, particularly Pamela Bedore whose term as CCC+ Chair will end this summer, congratulating Jamie Kleinman who will be taking on the CCC+ Chair position in the fall. Senator Burton also gave special thanks to SEC members whose terms are ending on June 30 and welcomed the new SEC members, Alexis Boylan from the School of Fine Arts, Betsy McCoach from Neag,

and Erin Ciarimboli from the Office of Undergraduate Advising. They also congratulated Bob Day who was elected SEC Chair for the upcoming academic year. Special thanks were also issued to the undergraduate and graduate student members of the SEC, as well as the Senate Parliamentarian and Senate Administrator. Senator Burton also congratulated two long-serving Senators on their upcoming retirements; Gary English from the School of Fine Arts and Suzanne Wilson in the Neag School of Education. Senator Burton also stated that Senators will soon vote on a Nominating Slate of eligible Senators for the role of Moderator for the next academic year, encouraging Senators to participate when the ballot is sent, adding that the SEC will use this Nominating Slate to determine the Moderator election, which will take place during the September meeting. Senator Burton also stated that the Senate will be calling a Special Meeting for the purpose of approving the final C&C report of this academic year so that all courses launching in the fall with the new curriculum will be ready. Senator Burton called for the Senate to vote that this special meeting be hosted in a fully virtual format. The resolution to host the upcoming Special Meeting for the purpose of approving the final C&C report of the academic year in a fully virtual format passed unanimously by voice vote. Senator Burton closed their report by thanking their colleagues for their incredible work and dedication they have given over the past year, sharing their appreciation for their colleagues.

Moderator Siegle thanked Senator Burton for their report and opened the floor to questions. Senator Day thanked Senator Burton for their leadership work over the past two years.

4. Consent Agenda Items
C&C Report

The Consent Agenda passed unanimously by voice vote.

5. Nominating Committee Report: Senate Standing Committee Rosters, AY 2025-2026
Presented by Nominating Committee Chair Laura Burton

Senator Burton asked Senators to refer to the report in the agenda. Moderator Siegle asked if there were any questions or discussion. There was none.

The Nominating Committee Report passed unanimously by voice vote.

6. Senate Standing Committees Annual Reports

Presented by Senate Standing Committee Chairs

Each Committee Chair presented a summary of their committee annual report in the following order: Curricula & Courses, CCC+, Enrollment Committee, Faculty Standards Committee, JEDI (DEIJA) Committee, Scholastic Standards Committee, Student Welfare Committee, University Budget Committee, and University Planning Committee.

Senator Siegle thanked the Chairs for their reports and opened the floor to questions. There were none.

7. Resolution to Support New England Public Land Grant University Senate Statement

Presented by the Senate Executive Committee

SEC Chair Laura Burton presented the resolution, stating that they have been meeting with leaders of the Faculty and University Senates of the New England Public Land Grant universities and agreed that they would each offer the following resolution to each of their Senates for approval. Senator Burton added that this statement is an up-down vote and not open to amendments.

Moderator Siegle opened the floor to questions. Two Senators commented in support of this resolution and the sentiments of collective action.

The resolution passed unanimously by voice vote.

8. Resolution to Work in Mutual Defense of Academic Freedom

Presented by the Senate Executive Committee

SEC Chair Laura Burton presented the resolution, stating that the resolution underscores the importance of solidarity, defending academic freedom, and institutional integrity and calls for an opening strategy for UConn to evolve and respond to federal actions.

Moderator Siegle opened the floor to questions. Senator Bush thanked Senator Burton and the SEC for their work on this resolution and proposed an amendment to the resolution; the amendment was seconded by Senator Semaan. Discussion ensued on the amendment. The amendment passed unanimously by voice vote.

The resolution passed as amended unanimously by voice vote.

Moderator Siegle called for New Business.

9. Budget Update

Presented by Vice President and CFO Jeffrey Geoghegan

Vice President Geoghegan shared an update on the budget, sharing that the Appropriations Committee budget (which includes an additional inflationary increase) is higher from the Governor's original budget, but still creates a shortfall of \$12.1 million in FY26 and \$25.8 million in FY27. Vice President Geoghegan added that the Appropriations Committee also proposed about \$4.8 million of new funding in FY26 and \$9.5 million in FY27 that is specific to fund scholarships for students transferring from CT state community colleges. Vice President Geoghegan also shared that the Appropriations Committee budget also specifically reduces the comptroller's budget which includes salary funding for all state workers in the comptrollers. Vice President Geoghegan stated that next steps are reconciliation (the Governor meets with the Legislature), and the final budget will go to the House and the Senate; the goal is to present final numbers to the UConn Board of Trustees at the June 25 meeting.

Moderator Siegle opened the floor to questions. A Senator raised a question as to why salary increases for university faculty and staff are being treated differently than salary increases for all other state employees. Vice President Geoghegan stated that yes, the Governor proposed \$7 million for salary increases, and that the Appropriations Committee mirrored what the Governor had in their budget in theirs. Vice President Geoghegan added that discussions are still ongoing and that there are no final collective bargaining agreements. A follow-up question was raised regarding whether there is a plan in place regarding raises considering this unique situation. Vice President Geoghegan stated that what comes out of the collective bargaining will determine next steps, sharing the complicated factors that come into play with state funding and other financial levers, such as enrollment.

10. Regional Campus Report

Presented by Vice Provost Amy Gorin

Vice Provost Gorin shared a presentation summarizing the Regional Campus report which was shared in Senate materials, and asked Provost D'Alleva to share a few words. Provost D'Alleva shared details of the work being done in the Provost's Office to visit and engage with regional campus communities, highlighting the importance of the multiple campuses to UConn. Vice Provost Gorin encouraged Senators to reference the full report and reviewed several highlights: First Year Retention Rates up to 81%; Graduation rate of 60% which is 18 points higher than the national average of 42%; Remarkable trends considering over half of our undergraduate students enrolled at Regional Campuses are first-generation college students, and half are Pell Grant students. Looking ahead, Vice Provost Gorin shared that there has been a significant increase in first choice applications at each campus, and that Regional Campus Deans are leading strategic planning efforts at their respective campuses that tie into the University's Strategic Plan and will be linked with the SEM plan once finalized.

Moderator Siegle thanked Vice Provost Gorin for their report and opened the floor to questions. A Senator asked for more information regarding the Honors Program at the Hartford campus. Vice Provost Gorin shared that Honors & Enrichment is on all Regional Campuses, and that there has been a lot of activity around student success initiatives on all Regional Campuses. Provost D'Alleva emphasized that if there is a resource or activity that is available at the Storrs Campus, it should also be available in some form on the Regional Campuses. A Senator asked for more information about the efforts being put forward regarding retention. Vice Provost Gorin answered that retention gains are largely due to student support and student resources becoming more available on Regional Campuses. A concern was raised regarding the percentage of courses that students on the Regional Campuses that have no choice but to take online because there is no robust in-person offering. Vice Provost Gorin stated they will keep that in mind and also shared that another metric they are keeping a close eye on are the number of courses being taught by adjunct faculty on the regional campuses, stating that they would like to lower these rates to better impact student success. A Senator stated that there are currently several services not available on Regional Campuses that are available on the Storrs Campus, and Provost D'Alleva clarified that this is a goal they are working toward and have not yet achieved.

11. New Business

Senator Cutter shared a resolution on behalf of the DEIJA Committee, asking the Senate to vote in support of the following statement: “The University Senate at UConn urges President Maric to join other University Presidents in Signing ‘a Call for Constructive Engagement.’”

Moderator Siegle thanked Senator Cutter for their presentation and opened the floor to questions. Several Senators spoke in support of the resolution. Senator Al Zouabi asked the Moderator to recognize the USG President to make a comment on the resolution. USG President Andy Zhang spoke in support of the resolution. Senator Ginsberg requested an electronic vote as opposed to a voice vote on this resolution.

The resolution passed by electronic vote 53 YAY, 2 NAY, 4 ABSTAIN.

12. Adjournment

Senator Morrell made a motion to adjourn the meeting; the motion was seconded by Senator Bresciano.

The meeting was adjourned at 6:58 p.m.

Respectfully submitted,

Michelle Everard
University Senate Administrator

University Senate Curricula and Courses Committee
Report to the Senate
May 5, 2025

I. Revise 1000- or 2000-level Courses

1. POLS 3245 Chinese Politics and Economy (#28995) [Revise to 2000 level]

Current Catalog Copy

POLS 3245. Chinese Politics and Economy (3 Credits)

Chinese political structure and policymaking process, attempts at democratization, process and outcome of economic reforms, development challenges in contemporary China.

Enrollment Requirements: Open only to juniors or higher. Recommended preparation: a 1000-level course in Economics.

Proposed Catalog Copy

POLS 2245. Chinese Politics and Economy (3 Credits)

Chinese political structure and policymaking process, attempts at democratization, process and outcome of economic reforms, development challenges in contemporary China.

Enrollment Requirements: Open only to sophomores or higher. Recommended preparation: a 1000-level course in Economics.

II. New Special Topics Courses

1. UNIV 3995 Showcasing your Competencies: Crafting Pre-Health Applications, Part 1 (#30172)
2. UNIV 3995 Showcasing your Competencies: Crafting Pre-Health Applications, Part 2 (#30173)
3. UNIV 3995 Showcasing your Competencies: Crafting Pre-Health Applications (#30212)

III. Common Curriculum Course “Direct Transitions”

1. AMST 3267W Race and the Scientific Imagination [CA1, CA4, W to TOI-3, TOI-5, W]
2. COMM/LLAS/WGSS 3321 Latinas and Media [CA4 to TOI-3, TOI-5]
3. ECON 1107E Honors Core: Economics, Nature, and the Environment [CA2, EL to TOI-4, TOI-5]
4. ENGL/AFRA 2214/W African American Literature [CA4, W to TOI-2, TOI-3]
5. ENGL 2730W Travel Writing [CA1, W to TOI-1, TOI-5, W]
6. EARTH 1052 Earth’s Dynamic Environment (Laboratory) [CA3L to TOI-6L]*
* As with CA3L, this course may satisfy the TOI-6L requirement when paired with one of EARTH 1010, 1051, 1055 or 1070. Current catalog copy states, “Students who complete both EARTH 1052 and one of EARTH 1010, 1051, 1055 or 1070 may request that the prerequisite be converted to a CA 3 Laboratory course.” This can be revised to include TOI-6 Laboratory.
7. FREN 3270W French Literature and Civilization in English [CA1, W to TOI-2, TOI-3, W]
8. GEOG 1010 New Digital Worlds of Geographic Information Science [CA3 to TOI-6]
9. GEOG 2400E Introduction to Sustainable Cities [CA2, EL to TOI-3, TOI-4; INTENSIVE]
10. HEJS 1103 Who Are the Jews? Jewish Identity through the Ages [CA1, CA4 to TOI-2, TOI-3]
11. HIST 1200 World History, 1200-1800 [CA1, CA4INT to TOI-2, TOI-5]

12. HIST 1250 Sports in History [CA1 to TOI-2, TOI-5]
13. HIST 2101 The Pacific in World History [CA1, CA4INT to TOI-3, TOI-5]
14. HIST 2205/W Personality and Power in History [CA1, W to TOI-2, TOI-5, W]
15. HIST 2810 (2550) Crime, Policing, and Punishment in the United States [CA1 to TOI-2, TOI-5]
16. ILCS 1149 Cinema and Society in Contemporary Italy [CA1, CA4INT to TOI-2, TOI-5]
17. ILCS 1158 Italian American Experience in Literature and Film [CA1, CA4 to TOI-2, TOI-3]
18. LING 1010 LING 1010 Language and Mind [CA1 to TOI-2]
19. LING 1020 Language and Environment [CA2, CA4INT to TOI-3, TOI-5]
20. LING 1030 The Diversity of Languages [CA2, CA4 to TOI-5]
21. MUSI 1112 University Symphony Orchestra [CA1 to TOI-1, TOI-2]

IV. New Common Curriculum Courses

1. AH 3093 International Health Study in Rwanda (#29632) [New TOI-2]
Proposed Catalog Copy
AH 3093. International Health Study in Rwanda (4 credits)
Concepts of global health from a unique African perspective. The healthcare system in Rwanda and major public health concerns from both a local and a global perspective. Skill development through interactive learning, workshops, field visits, and general cultural immersion followed by two weeks of service-learning where students work hand in hand with service providers to help assess and discuss different ways to minimize public health risks.
Topics of Inquiry: TOI-2
2. ARTH/HRTS 3625 Beyond Recognition: Images, Distance and Speed in and for Human Rights (#25034) [TOI-2, TOI-3]
Proposed Catalog Copy
ARTH 3625. Beyond Recognition: Images, Distance and Speed in and for Human Rights (3 Credits)
(Also offered as HRTS 3625) Explores the impact of visual images on the process of “recognition” of other human beings, upon which human rights are based.
Topics of Inquiry: TOI-2, TOI-3

HRTS 3625. Beyond Recognition: Images, Distance and Speed in and for Human Rights (3 Credits)
(Also offered as ARTH 3625) Explores the impact of visual images on the process of “recognition” of other human beings, upon which human rights are based.
Topics of Inquiry: TOI-2, TOI-3
3. ARTH/HRTS 3625W Beyond Recognition: Images, Distance and Speed in and for Human Rights (#25054) [TOI-2, TOI-3, W]
Proposed Catalog Copy
ARTH 3625W. Beyond Recognition: Images, Distance and Speed in and for Human Rights (3 Credits)

(Also offered as HRTS 3625W.) Explores the impact of visual images on the process of “recognition” of other human beings, upon which human rights are based.

Prerequisites: ENGL 1007 or 1010 or 1011; open to juniors or higher.

HRTS 3625W. Beyond Recognition: Images, Distance and Speed in and for Human Rights (3 Credits)

(Also offered as ARTH 3625W.) Explores the impact of visual images on the process of “recognition” of other human beings, upon which human rights are based.

Prerequisites: ENGL 1007 or 1010 or 1011; open to juniors or higher.

4. DMD 2030 Generative AI for Creative Minds: The Future of Work (#26792) [TOI-1]

Proposed Catalog Copy

DMD 2030. Generative AI for Creative Minds: The Future of Work. (3 credits)

This course delves into key developments in generative AI, investigating how these platforms are reshaping the boundaries of creativity and innovation. TOI-1. CA1. Prerequisites: Students must have completed 15 credits. Recommended preparation: DMD 2010.

Content Area: CA1

Topics of Inquiry: TOI-1

5. ENGL 2470 Texts, Images, Objects (#26235) [TOI-1, TOI-2]

Proposed Catalog Copy

ENGL 2470. Texts, Images, Objects. (3 Credits)

This is a course about collecting—and related practices such as editing, exhibiting, displaying, and archiving—as an integral if often overlooked aspect of telling stories, creating knowledge, and shaping culture. Through the critical assessment of existing collections of texts, images, and objects, and through the creative production of new collections, students will learn to evaluate the design decisions that inform collecting practices and to appreciate the cultural values embedded within and promoted by collecting practices in different eras and cultures. CA 1.

Content Areas: CA1

Topics of Inquiry: TOI-1, TOI-2

6. ENGL 3618 Indigenous Horror (#26854) [CA4 to TOI-2, TOI-3]

Proposed Catalog Copy

ENGL 3618. Indigenous Horror (3 Credits)

Focused study of Indigenous representation in horror media from pre-contact to the present day.

Enrollment Restrictions: ENGL 1007 or 1010 or 1011

Content Areas: CA4

Topics of Inquiry: TOI-2, TOI-3

7. EARTH 2300 The Energy Transition (#29877) [New TOI-4, TOI-5]

Proposed Catalog Copy

ERTH 2300E. The Energy Transition (3 Credits)

An introduction to the energy transition and the role of renewable energy, carbon dioxide removal (CDR), and critical minerals. The course addresses the socio-economic and geopolitical dimensions of the energy transition, including the impacts of critical mineral extraction, supply chain vulnerabilities, and equitable access to energy resources.

Competency: EL

Topics of Inquiry: TOI-4, TOI-5

8. FREN 1057 Medicine, Disability, and Literature (#26974) [CA1 to TOI-1, TOI-2]

Proposed Catalog Copy

FREN 1057. Medicine, Disability and Literature. (3 credits)

Introduction to the fields of Medical Humanities and Disability Studies, through a range of texts and visual works from a range of national, cultural, and historical contexts across the French and Francophone world. Awareness of current ethical, social, and conceptual issues related to healthcare and disability and emphasis on cultural competence while also allowing students to demonstrate skills in the critical analysis of texts and visual materials. Topics include the role of narrative structures in shaping public discourse and individual perception on issues of health and disability; perceptions of the lived experience of healthcare and disability, such as the efficiency of doctor/patient communication or the impact of strategies of inclusion; narratives of cultural identity and difference around notions of body normativity or the importance of sociocultural factors for notions of health and disability. Taught in English.

Topics of Inquiry: TOI-1, TOI-2.

9. JOUR/HRTS 2110 Global Press Freedom: Journalism, Human Rights, and Democracy (#27012) [New TOI-2, TOI-5]

Proposed Catalog Copy

JOUR 2110 Global Press Freedom: Journalism, Human Rights, and Democracy (3 Credits)

(Also offered as HRTS 2110.) Examination of the complex relationship between freedom of the press and the broader exercise of civil liberties and human rights internationally and in the United States. Understanding of the critical importance of a free press in the functioning of democracy and distinguishing between responsible, fact-based reporting and the falsehoods that sustain authoritarian regimes and aspiring authoritarians. Analysis of the various components that go into the gathering and dissemination of news while engaging in critical thinking about the vulnerability of the press to coercion, the power structures that limit and enable freedom of expression, and the potential for journalism to expose injustice among marginalized and traditionally exploited populations.

Topics of Inquiry: TOI-2, TOI-5

HRTS 2110 Global Press Freedom: Journalism, Human Rights, and Democracy (3 Credits)

(Also offered as JOUR 2110.) Examination of the complex relationship between freedom of the press and the broader exercise of civil liberties and human rights internationally and in the United States. Understanding of the critical importance of a free press in the functioning of democracy and distinguishing between responsible, fact-based reporting and the falsehoods that

sustain authoritarian regimes and aspiring authoritarians. Analysis of the various components that go into the gathering and dissemination of news while engaging in critical thinking about the vulnerability of the press to coercion, the power structures that limit and enable freedom of expression, and the potential for journalism to expose injustice among marginalized and traditionally exploited populations.

Topics of Inquiry: TOI-2, TOI-5

10. KINS 4206W Scientific Writing in Exercise Science (#29534)

Proposed Catalog Copy

Scientific Writing in Exercise Science (1 credit)

A writing intensive course integrated with course content from KINS 4204. Students will prepare a scientific manuscript and present their work in a public presentation.

Skill Code: W

11. MCB 3846W Molecular Evolution of Infectious Diseases (#28592) [W]

Proposed Catalog Copy

MCB 3846W. Molecular Evolution of Infectious Diseases. (3 Credits)

Discussion of the scientific literature leveraging genetic technologies to rapidly identify, characterize, monitor, and evaluate evolutionary patterns and behavioral mechanisms of contemporary and ancient pathogens in humans.

Enrollment Requirements: ENGL 1007, 1010, or 1011; MCB 2400; Not open for credit to students who have passed MCB 3841W when taught as “Molecular Evolution of Infectious Diseases.” Recommended preparation: EEB 2245

12. WGSS 2256/W Latin American and Latinx Feminist Theory and Praxis (#26237) [CA1, CA4-INT, W and TOI-1, TOI-3, W]

Proposed Catalog Copy

WGSS 2256. Latin American and Latinx Feminist Theory and Praxis. (3 Credits)

Introduction to the dynamic field of Latin American and Latinx feminist theory and praxis with special emphasis on theoretical, artistic, creative, and activist approaches. Includes creative assignments and curatorial projects.

Content Areas: CA1-A, CA4-INT

Topics of Inquiry: TOI-1, TOI-3

WGSS 2256W. Latin American and Latinx Feminist Theory and Praxis. (3 Credits)

Introduction to the dynamic field of Latin American and Latinx feminist theory and praxis with special emphasis on theoretical, artistic, creative, and activist approaches. Includes creative assignments and curatorial projects.

Enrollment Requirements: ENGL 1007, 1010, or 1011

Content Areas: CA1-A, CA4-INT

Topics of Inquiry: TOI-1, TOI-3

V. Common Curriculum Course “Transitions with Revisions”

1. BUSN/BADM 2235 Personal Finance Literacy (#27512) [TOI-5; Revise title]

Current Catalog Copy

BUSN 2235 Personal Finance Literacy (3 Credits)

(Also offered as BADM 2235.) Introduction to essential topics in personal finance for individuals and entrepreneurs. Financial literacy, personal finance topics including recordkeeping, budgeting, risk, insurance, credit, purchasing decisions, savings/investment options, income taxation of individuals and small businesses, and retirement savings.

Enrollment Restrictions: Open only to business majors.

BADM 2235. Personal Financial Literacy (3 Credits)

(Also offered as BUSN 2235.) Introduction to essential topics in personal finance for individuals and entrepreneurs. Financial literacy, personal finance topics including recordkeeping, budgeting, risk, insurance, credit, purchasing decisions, savings/investment options, income taxation of individuals and small businesses, and retirement savings.

Enrollment Restrictions: Open only to non-business majors.

Proposed Catalog Copy

BUSN 2235. Personal Finance. (3 Credits)

(Also offered as BADM 2235.) Introduction to essential topics in personal finance for individuals and entrepreneurs. Financial literacy, personal finance topics including recordkeeping, budgeting, risk, insurance, credit, purchasing decisions, savings/investment options, income taxation of individuals and small businesses, and retirement savings.

Enrollment Requirements: Open only to business majors.

Topics of Inquiry: TOI-5

BADM 2235. Personal Finance. (3 Credits)

(Also offered as BUSN 2235.) Introduction to essential topics in personal finance for individuals and entrepreneurs. Financial literacy, personal finance topics including recordkeeping, budgeting, risk, insurance, credit, purchasing decisions, savings/investment options, income taxation of individuals and small businesses, and retirement savings.

Enrollment Requirements: Open only to non-business majors.

Topics of Inquiry: TOI-5

2. COMM 2000Q Research Methods in Communication (#28695) [Add CA3, TOI-6]

Current Catalog Copy

COMM 2000Q. Research Methods in Communication. (3 Credits)

The scientific approach as it specifically applies to communication.

Enrollment Requirements: COMM 1000. Recommended preparation: MATH 1011Q or equivalent.

Skill Code: Q

Proposed Catalog Copy

COMM 2000Q. Research Methods in Communication. (3 Credits)

The scientific approach as it specifically applies to communication.

Enrollment Requirements: COMM 1000.

Recommended preparation: MATH 1011Q or equivalent.

Skill Code: Q

Content Areas: CA3

Topics of Inquiry: TOI6: Scientific and Empirical Inquiry.

3. DRAM 1101 Introduction to Theatre (#26872) [Revise description; Already approved for TOI-1]

Current Catalog Copy

DRAM 1101. Introduction to the Theatre. (3 Credits)

Analysis of the functions of the theatre artists and their contributions to the modern theatre.

Content Areas: CA 1

Topics of Inquiry: TOI-1

Proposed Catalog Copy

DRAMA 1101: Introduction to Theatre. (3 Credits)

Examines theatre as a collaborative, socially expressive art form by analyzing the artistry, concepts, and techniques of theatre makers. Through discussion, experiential activities, and performances, students of all backgrounds experiment with creative processes to create theatre.

Content Areas: CA 1

Topics of Inquiry: TOI-1

4. DRAM/AFRA 3131 African American Theatre (#26855) [TOI-1, TOI-2; Revise title and description]

Current Catalog Copy

DRAM 3131. African-American Theatre. (3 Credits)

(Also offered as AFRA 3131.) The significant developments in African American theatre and its antecedents and an examination of selected play scripts that exemplify those developments. CA 4.

Content Areas: CA4

Topics of Inquiry: TOI-1, TOI-2

AFRA 3131. African-American Theatre. (3 Credits)

(Also offered as DRAM 3131.) The significant developments in African American theatre and its antecedents and an examination of selected play scripts that exemplify those developments. CA 4.

Content Areas: CA4

Topics of Inquiry: TOI-1, TOI-2

Proposed Catalog Copy

DRAM 3131. Black Theatre (3 Credits)

(Also offered as AFRA 3131.) Critical study of Black theatre and performance through reading, dialogue, creative exercises, and group work.

Enrollment Requirements: Recommended preparation DRAM 2130/2131 or AFRA 2211.

Content Areas: CA4

Topics of Inquiry: TOI-1, TOI-2

AFRA 3131. Black Theatre (3 Credits)

(Also offered as DRAM 3131.) Critical study of Black theatre and performance through reading, dialogue, creative exercises, and group work.

Enrollment Requirements: Recommended preparation DRAM 2130/2131 or AFRA 2211.

Content Areas: CA4

Topics of Inquiry: TOI-1, TOI-2

5. ENGL 1101/W Classical and Medieval Western Literature (#26252 & 26253) [Add TOI-1, TOI-2; Add enrollment restrictions and revise description for non-W]

Current Catalog Copy

ENGL 1101. Classical and Medieval Western Literature. (3 Credits)

European ancient and medieval literature through Dante. CA 1.

Content Areas: CA1

ENGL 1101W. Classical and Medieval Western Literature. (3 Credits)

This and ENGL 1103 offer a study of European literature from ancient times to the present.

ENGL 1101 considers ancient and medieval literature through Dante. CA 1.

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

Content Areas: CA1

Skill Codes: W

Proposed Catalog Copy

ENGL 1101. Classical and Medieval Western Literature. (3 Credits)

Ancient and medieval literature through Dante in the European tradition. This and ENGL 1103 offer a study of European literature from ancient times to the present.

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

Content Areas: CA1

Topics of Inquiry: TOI-1, TOI-2

ENGL 1101W. Classical and Medieval Western Literature. (3 Credits)

Ancient and medieval literature through Dante in the European tradition. This and ENGL 1103 offer a study of European literature from ancient times to the present.

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

Content Areas: CA1

Topics of Inquiry: TOI-1, TOI-2

Skill Codes: W

6. ENGL 2401/W Poetry (#26112 & #26332) [CA1 to TOI-1, TOI-2; INTENSIVE]

Current Catalog Copy

ENGL 2401. Poetry. (3 Credits)

A study of the techniques and conventions of the chief forms and traditions of poetry in English.

CA1

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

Content Areas: CA1

ENGL 2401W. Poetry. (3 Credits)

A study of the techniques and conventions of the chief forms and traditions of poetry in English.

CA 1.

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

Content Areas: CA1

Skill Codes: W

Proposed Catalog Copy

ENGL 2401. Poetry. (3 Credits)

A study of the techniques and conventions of the chief forms and traditions of poetry in English.

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

Content Areas: CA1

Topics of Inquiry: TOI-1, TOI-2

ENGL 2401W. Poetry. (3 Credits)

A study of the techniques and conventions of the chief forms and traditions of poetry in English.

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

Content Areas: CA1

Topics of Inquiry: TOI-1, TOI-2

Skill Codes: W

7. ENGL/WGSS 3020W Professional and Technical Writing for Social Justice (#15305) [Add repeatability]

Current Catalog Copy

ENGL 3020W. Professional and Technical Writing for Social Justice. (3 Credits)

(Also offered as WGSS 3020W.) Critical analysis of and engaged practice in technical and professional communication and writing for both specialist and non-specialist audiences about complex topics. Attention to questions of rhetoric, representation, social justice, and ethics in contexts including, but not limited to, class, disability, gender, race, and sexuality.

Prerequisites: ENGL 1007 or 1010 or 1011.

Skill Codes: W

Topics of Inquiry: TOI-3, TOI-5

WGSS 3020W. Professional and Technical Writing for Social Justice. (3 Credits)
(Also offered as ENGL 3020W.) Critical analysis of and engaged practice in technical and professional communication and writing for both specialist and non-specialist audiences about complex topics. Attention to questions of rhetoric, representation, social justice, and ethics in contexts including, but not limited to, class, disability, gender, race, and sexuality.

Prerequisites: ENGL 1007 or 1010 or 1011.

Skill Codes: W

Topics of Inquiry: TOI-3, TOI-5

Proposed Catalog Copy

ENGL 3020W. Professional and Technical Writing for Social Justice. (3 Credits)
(Also offered as WGSS 3020W.) Critical analysis of and engaged practice in technical and professional communication and writing for both specialist and non-specialist audiences about complex topics. Attention to questions of rhetoric, representation, social justice, and ethics in contexts including, but not limited to, class, disability, gender, race, and sexuality.

Prerequisites: ENGL 1007 or 1010 or 1011.

May be repeated for up to 6 credits with a change in topic.

Skill Codes: W

Topics of Inquiry: TOI-3, TOI-5

WGSS 3020W. Professional and Technical Writing for Social Justice. (3 Credits)
(Also offered as ENGL 3020W.) Critical analysis of and engaged practice in technical and professional communication and writing for both specialist and non-specialist audiences about complex topics. Attention to questions of rhetoric, representation, social justice, and ethics in contexts including, but not limited to, class, disability, gender, race, and sexuality.

Prerequisites: ENGL 1007 or 1010 or 1011.

May be repeated for up to 6 credits with a change in topic.

Skill Codes: W

Topics of Inquiry: TOI-3, TOI-5

8. EARTH 1055 Geoscience and the American Landscape (#27832) [Revise description and Honors Credit language; Already approved for TOI-6]

Current Catalog Copy

ERTH 1055. Geoscience and the American Landscape. (3 Credits)

An Honors Core course. Foundation course in geology linked to the American Landscape through readings from American history and literature. Students who complete both EARTH 1055 and EARTH 1052 may request that EARTH 1055 be converted to a CA 3 Laboratory course. CA 3.

Enrollment Requirements: Open only to Honors students. Not open for credit to students who have passed EARTH 1010, 1050, 1051, 1070.

Grading Basis: Honors Credit

Content Areas: CA3

Topics of Inquiry: TOI-6

Proposed Catalog Copy

ERTH 1055. Geoscience and the American Landscape. (3 Credits)

Foundation course in geoscience linked to the American Landscape through campus field trips and internet travel. An Honors Core course emphasizing content learning through discussion, exploration, leadership, and creativity. Students who complete both EARTH 1055 and EARTH 1052 may request that EARTH 1055 be converted to a CA 3 Laboratory course. CA 3.

Enrollment Requirements: Current enrollment in the Honors Program; others by consent of instructor. Not open for credit to students who have passed EARTH 1010, 1050, 1051, 1070.

Grading Basis: Honors Credit

Content Areas: CA3

Topics of Inquiry: TOI-6

9. FREN 1171 French Cinema (#26695) [CA1 to TOI-1; Revise description]

Current Catalog Copy

FREN 1171. French Cinema. (3 Credits)

Weekly screenings of French films from the first comedies and surrealism to the New Wave and the young filmmakers of the 1990's. Introduction to film history, analysis, and interpretation of films. Readings, viewings and lectures in English. May not be used to meet the foreign language requirement. CA 1. CA 4-INT.

Content Areas: CA1, CA4INT

Proposed Catalog Copy

FREN 1171. French Cinema. (3 Credits)

Weekly screenings of French films. Early comedies, film noir, surrealism, New Wave as foundations for analysis of films by contemporary filmmakers. Culture explored in the Francophone world via an introduction to film history, narrative structure, genre, and aesthetics. Readings, viewings and lectures in English. May not be used to meet the foreign language requirement.

Content Areas: CA1, CA4INT

Topics of Inquiry: TOI-1

10. FREN 3234 Romanticism, Realism, Fin de Siecle: 19th-Century Literature (#29613) [CA1 to TOI-1, TOI-2]

Current Catalog Copy

FREN 3234. Romanticism, Realism, Fin de Siecle: 19th-Century Literature. (3 Credits)

The literary and artistic innovations that made France the center of 19th-century culture. The Fantastic, Realism, Naturalism, and Decadence. CA 1.

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

Content Areas: CA1

Proposed Catalog Copy

FREN 3234. Reading and Writing the Nineteenth Century (3 Credits)

The literary and artistic innovations that made France the center of 19th-century culture and their relations to revolutions in technology, media, and material culture. Personhood, justice, social and economic agency reimagined through Romantic, Realist, Symbolist, Naturalist, Decadent, and Fantastic literature. Readings and short writings explore genre creatively and analytically.

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

Content Areas: CA1

Topics of Inquiry: TOI-1, TOI-2

11. FREN 3235 French Modernity (#27072) [CA1 to TOI-1, TOI-3; revise title and description]

Current Catalog Copy

FREN 3235. French Modernity. (3 Credits)

A portrait of France in the 20th Century through contemporary French literature: exoticism, sexuality, war, colonialism, feminism, end of the century, related films and works of art. CA 1. Enrollment Requirements: Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.

Content Areas: CA1

Proposed Catalog Copy

FREN 3235. Paris at Midnight: Modernity, Minorities, and Exiles (3 Credits)

Paris as a hub of ethnic, national, religious, gender, and linguistic diversity and a hotspot for radical ideas and paradigms in the twentieth and twenty-first century. Focus on minorities and exiles in the rapidly evolving geographies of Paris. Analysis of the interplay of diversity, aesthetic modernity, and the struggle for equality and social justice. The course raises awareness of the role, contribution, and representation of migration and exile in modern and contemporary French society and emphasizes cultural competence while also allowing students to demonstrate skills in the critical analysis of texts and visual materials. Taught in English.

Content Areas: CA1

Topics of Inquiry: TOI-1, TOI-3.

12. ILCS 1168 Italian Literature into Film (#26220) [Revise title and description; Already approved for TOI-1 and TOI-2]

Current Catalog Copy

ILCS 1168. Italian Literature into Film. (3 Credits)

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

Content Areas: CA1, CA4INT

Topics of Inquiry: TOI-1, TOI-2

Proposed Catalog Copy

ILCS 1168. Italian Literature into Film

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

Content Areas: CA1, CA4INT

Topics of Inquiry: TOI-1, TOI-2

13. KINS 4205W Exercise Science Capstone (#29535) [Remove W; Credit revision]

**Note: Due to the change in credits, a new course was created under a different number.*

Current Catalog Copy

KINS 4205W (3 credits)

Participation in a scholarly project (original research, systematic review, or clinical case report) with one or more faculty mentors and students. Students prepare a manuscript meeting professional standards for form and content, and a poster consistent in format with a professional meeting call for abstracts.

Skill Code: W

Proposed Catalog Copy (NEW COURSE)

KINS 4204. Exercise Science Capstone. (2 credits)

The course introduces the fundamental concepts of research and scientific inquiry as these concepts apply to understanding and evaluating published research. Students will be able to make informed decisions about the relevance of published research to their own practice and research.

14. MENT/BADM 2234 The Entrepreneurial Journey (#27056) [TOI-1; revise description]

Current Catalog Copy

MENT 2234. The Entrepreneurial Journey. (3 Credits)

(Also offered as BADM 2234.) Interdisciplinary introduction to entrepreneurship; evaluating benefits and risks, assessing opportunities, and considering entrepreneurship as part of academics and career. Formerly offered as MGMT 2234.

Open only to business majors; not open to students who have passed or are currently taking MENT or BADM 3234.

BADM 2234. The Entrepreneurial Journey. (3 Credits)

(Also offered as MENT 2234.) Interdisciplinary introduction to entrepreneurship; evaluating benefits and risks, assessing opportunities, and considering entrepreneurship as part of academics and career. Formerly offered as MGMT 2234.

Open only to non-business majors; not open to students who have passed or are currently taking MENT or BADM 3234.

Proposed Catalog Copy

MENT 2234 The Entrepreneurship Journey. (3 Credits)

(Also offered as BADM 2234.) Interdisciplinary introduction to entrepreneurship that covers the foundational frameworks and skills involved with managing the creation and growth of new businesses as well as the social structures that shape accessibility of entrepreneurship as a career path. Accordingly, we will address three important areas related to new ventures: The Social Foundations of Entrepreneurship, Business Model Development, and Critical Entrepreneurial Management Skills.

Enrollment Requirements: Open only to business majors; not open to students who have passed or are currently taking MENT or BADM 3234.

Topics of Inquiry: TOI-1

BADM 2234 The Entrepreneurship Journey. (3 Credits)

(Also offered as MENT 2234.) Interdisciplinary introduction to entrepreneurship that covers the foundational frameworks and skills involved with managing the creation and growth of new businesses as well as the social structures that shape accessibility of entrepreneurship as a career path. Accordingly, we will address three important areas related to new ventures: The Social Foundations of Entrepreneurship, Business Model Development, and Critical Entrepreneurial Management Skills.

Enrollment Requirements: Open only to non-business majors; not open to students who have passed or are currently taking MENT or BADM 3234.

Topics of Inquiry: TOI-1

15. MKTG/BADM 2237 Personal Brand Management (#27434) [Add TOI-1, TOI-2]

Current Catalog Copy

MKTG 2237. Personal Brand Management. (3 Credits)

(Also offered as BADM 2237.) Introduction to building, leveraging, and managing a personal brand; concepts and perspectives relevant to any student looking to build a personal brand and business. Consideration of various media to engage with target customers and businesses and how to choose among alternative media platforms and messages. Students will analyze their individual strengths, weaknesses, opportunities, and threats; learn how to position and design a personal brand; learn how to measure personal brand assets and performance over time; and

create a personal brand portfolio and a plan for marketing themselves within their chosen industry.

Enrollment Requirements: Open only to business majors.

BADM 2237. Personal Brand Management. (3 Credits)

(Also offered as BADM 2237.) Introduction to building, leveraging, and managing a personal brand; concepts and perspectives relevant to any student looking to build a personal brand and business. Consideration of various media to engage with target customers and businesses and how to choose among alternative media platforms and messages. Students will analyze their individual strengths, weaknesses, opportunities, and threats; learn how to position and design a personal brand; learn how to measure personal brand assets and performance over time; and create a personal brand portfolio and a plan for marketing themselves within their chosen industry.

Enrollment Requirements: Open only to non-business majors.

Proposed Catalog Copy

MKTG 2237. Personal Brand Management. (3 Credits)

(Also offered as BADM 2237.) Introduction to building, leveraging, and managing a personal brand; concepts and perspectives relevant to any student looking to build a personal brand and business. Students will learn how to: 1) apply emotional intelligence and understand the importance of embracing a diversity of cultures, acting with authenticity, and demonstrating environmental awareness; 2) analyze their personal strengths, weaknesses, opportunities, and threats; 3) create a marketing plan that positions themselves toward target customers and businesses through relevant media channels and messaging; and 4) evaluate their personal brand marketing plan over time.

Enrollment Requirements: Open only to business majors.

Topics of Inquiry: TOI-1, TOI-2

BADM 2237. Personal Brand Management. (3 Credits)

(Also offered as MKTG 2237.) Introduction to building, leveraging, and managing a personal brand; concepts and perspectives relevant to any student looking to build a personal brand and business. Students will learn how to: 1) apply emotional intelligence and understand the importance of embracing a diversity of cultures, acting with authenticity, and demonstrating environmental awareness; 2) analyze their personal strengths, weaknesses, opportunities, and threats; 3) create a marketing plan that positions themselves toward target customers and businesses through relevant media channels and messaging; and 4) evaluate their personal brand marketing plan over time.

Enrollment Requirements: Open only to non-business majors.

Topics of Inquiry: TOI-1, TOI-2

16. SPAN 1007 Major Works of Hispanic Literature in Translation (#28214) [Add CA 1, CA 4-INT, TOI-2]

Current Catalog Copy

SPAN 1007. Major Works of Hispanic Literature in Translation. (3 Credits)

A study of major works selected from the best of Spanish and Spanish-American literature. A knowledge of Spanish is not required.

CA 1. CA 4-INT.

Content Areas: CA1, CA4INT

Proposed Catalog Copy

SPAN 1007. Major Works of Hispanic Literature in Translation. (3 Credits)

A study of major works selected from the best of Spanish and Spanish-American literature. A knowledge of Spanish is not required.

Topics of Inquiry: TOI-2.

Content Areas: CA 1. CA 4INT.

17. TRST 3010/W Translating Literature: Practice and Theory (#26217) [Adding W version; CA1, CA4 INT, TOI-1, TOI-2]

Current Catalog Copy

TRST 3010. Translating Literature: Practice and Theory. (3 Credits)

Introduction to theoretical aspects of literary translation. Translation of a diverse array of literary texts into English.

Enrollment Requirements: Working knowledge of a language other than English required.

Proposed Catalog Copy

TRST 3010. Translating Literature: Practice and Theory. (3 Credits)

Introduction to theoretical aspects of literary translation. Translation of a diverse array of literary texts into English.

Enrollment Requirements: Working knowledge of a language other than English required.

Content Areas: CA1, CA4 INT

Topics of Inquiry: TOI-1, TOI-2

TRST 3010W. Translating Literature: Practice and Theory. (3 Credits)

Introduction to theoretical aspects of literary translation. Translation of a diverse array of literary texts into English. Writing intensive.

Enrollment Requirements: ENGL 1007 or 1010 or 1011; Working knowledge of a language other than English required.

Content Areas: CA1, CA4 INT

Topics of Inquiry: TOI-1, TOI-2

Competencies: W

18. TRST 3011/W The Art of Literary Translation (#27594) [Adding W version; CA1, CA4, TOI-1, TOI-2]

Current Catalog Copy

TRST 3011. The Art of Literary Translation. (3 Credits)

Introduction to the practical aspects of literary translation with a focus on translating different types of literary texts into English. Working knowledge of a language other than English required.

Enrollment Requirements: Working knowledge of a language other than English required.

Proposed Catalog Copy

TRST 3011. The Art of Literary Translation. (3 Credits)

Introduction to the practical aspects of literary translation with a focus on translating different types of literary texts into English.

Enrollment Requirements: Working knowledge of a language other than English required.

Topics of Inquiry: TOI-1, TOI-2

Content Areas: CA1, CA4

TRST 3011W. The Art of Literary Translation. (3 Credits)

Introduction to the practical aspects of literary translation with a focus on translating different types of literary texts into English. Writing intensive.

Enrollment Requirements: ENGL 1007 or 1010 or 1011. Working knowledge of a language other than English required.

Topics of Inquiry: TOI-1, TOI-2

Content Areas: CA1, CA4

Competencies: W

VI. Courses Approved for Intensive Session Offering

1. ENGL 2401W Poetry (#26112 & #26332) [CA1 to TOI-1, TOI-2; INTENSIVE]
2. GEOG 2400E Introduction to Sustainable Cities [CA2, EL to TOI-3, TOI-4; INTENSIVE]

VII. Other Business

1. Honors Agreement with CCC+ and Senate C&C (See Appendix below)

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

From the 4/10/25 and 4/24/25 meetings.

Appendix

Title	Procedures for Honors classes holding Common Curriculum designations
Policy Owner	University Senate (Common Curriculum Committee & Senate C&C) / Honors Board.
Applies to	All faculty and staff.
Campus Applicability	All campuses
Approval Date	May 5, 2025 (consent agenda date to Senate)
For More Information Contact	Honors Program
Contact Information	honors@uconn.edu
Official Website	https://honors.uconn.edu/

BACKGROUND

Honors courses are intended to provide accelerated and challenging learning opportunities for high achieving students. Membership in the Honors Program is one way in which undergraduates demonstrate their ability and willingness to engage in this additional challenge. The University Senate and Honors Program affirm:

- Membership in the Honors Program may serve as a prerequisite for enrollment in Honors classes, including those that hold Common Curriculum designations.
- This prerequisite is implemented in Student Administration through enrollment restrictions including course or class prerequisites or reserve capacity.
- Instructors of Honors courses are encouraged to issue permission numbers to non-Honors students whom they deem qualified.

Reserving seats for honors students is independent of Senate Bylaw restrictions on reserved seats in courses with Common Curriculum designations.

PROCEDURES

There are three types of Honors courses, all of which are eligible for approval for Common Curriculum designations. Each is described below along with information about catalog copy and scheduling. These procedures apply to any semester, inclusive of required semesters and non-required terms.

1. Honors course with same course number and title as non-Honors version.

Departments can offer an Honors section of any course in any semester. This does not change the catalog copy, nor does it commit the department to future Honors offerings.

Departments should ensure that Honors sections of Common Curriculum courses in this category do not fully replace non-Honors sections. Non-Honors sections should be taught at least as frequently as the Honors sections; they may be taught in the same semester, alternating semesters, or alternating years.

- Course catalog copy does not refer to Honors
- Only Honors sections are given the Honors grading basis
- All seats in Honors sections will be reserved for Honors students, using class section prerequisites or the Honors reserve capacity.

- Recommended scheduling note: “Registration requires current enrollment in the Honors Program; others by consent of instructor.”

2. Honors course with different number and title from equivalent non-Honors course.

Some departments have created separate course numbers and titles for their Honors courses. This is often the case for courses in a sequence, as it allows for the enforcement of prerequisites. (For example, a student who took non-Honors CHEM 1127Q would need permission to take Honors CHEM 1148Q.)

- Course catalog copy should refer to Honors in the title, description, or both. If the word Honors is not used in the title, the course should be distinguished from the non-Honors equivalent in some way.
- Recommended catalog copy: “Prerequisite: Current enrollment in the Honors Program; others by consent of instructor.”
- Honors grading basis is applied at the course level.
- Course-level Honors membership prerequisite in Student Administration effectively reserves all seats for Honors students.

3. Honors course with no non-Honors equivalent.

These classes were developed expressly for an Honors population. They incorporate content and pedagogy appropriate for the motivation, ambition, and high academic abilities of Honors students. They capitalize on the fact that Honors students can accelerate their learning and, thus, the classes often incorporate innovative content that goes beyond any one non-Honors course. Some of these classes were designed as interdisciplinary Honors Core courses, while others support advanced Honors research or thesis writing in the major.

- Course catalog copy should refer to Honors (or “Honors Core” if appropriate) in the title, description, or both.
- Recommended catalog copy: “Prerequisite: Current enrollment in the Honors Program; others by consent of instructor.”
- Honors grading basis is applied at the course level.
- Course-level Honors membership prerequisite in Student Administration effectively reserves all seats for Honors students.

IMPLEMENTATION

These procedures apply to all Honors courses with Common Curriculum designations beginning in Fall 2025. Departments retain responsibility for scheduling and staffing of all courses. Applying course and class section prerequisites, grading basis, and reserve capacity is part of the overall university class scheduling process.

Honors staff will inform departments of these guidelines, including which courses are required to alternate between Honors and non-Honors versions and which courses may need updated catalog language. The Common Curriculum Committee will monitor the titles and prerequisites submitted as part of Honors Common Curriculum course proposals.

REFERENCES

University Senate Bylaws: <https://policy.uconn.edu/2011/05/19/by-laws-rules-and-regulations-of-the-university-senate/>

PROCEDURE HISTORY

Original MOU: 3/16/2016

Prepared by Jaclyn Chancey (Assistant Director for Curriculum, Assessment, and Planning, Honors Program) on March 16, 2016, on behalf of the following working group: James Chrobak (PSYC, Honors Board); Michael Darre (ANSC, Senate C&C); Dean Hanink (GEOG, Senate C&C, Honors Board); Virginia Hettinger (POLS, Honors Board); Stephanie Milan (PSYC, GEOC); Olivier Morand (ECON, GEOC); and Richard Watnick (MATH, Stamford campus, Honors Board).

Approved by Honors Board of Associate Directors (HBAD) [4/15/2016], General Education Oversight Committee (GEOC) [4/27/16], Senate Curricula and Courses Committee (Senate C&C) [4/27/16], and the University Senate [9/12/2016]

Revised Agreement: 2/19/2025

Prepared by Jaclyn Chancey (Honors Program Associate Director for Curriculum, Assessment, and Planning); Jennifer Lease Butts (Associate Vice Provost for Enrichment Programs and Director of the Honors Program); Pamela Bedore (Chair of the Common Curriculum Committee); and Karen McDermott (Administrative Support for the Common Curriculum Committee).

Approved by Common Curriculum Committee+ (CCC+) [3/10/2025], Senate Curricula and Courses Committee (Senate C&C) [3/27/2025], and Honors Board of Associate Directors (HBAD) [4/29/2025]

Scholastic Standards Transfer Oriented Program Approval

External Institution: _____CT State Community College_____

Program: _____Liberal Arts & Sciences, Associate of Science (LASC-AS)_____

Catalog Link:

https://catalog.ctstate.edu/preview_program.php?catoid=19&poid=7466&returnto=2009 (current)

Next Catalog (Fall 2025): <https://ct-edu.b-cdn.net/files/bor/BOR-ASA-02-14-2025-Agenda.pdf>
(page 48)

Estimated “general education” checklist

- ✓ Minimum 37 Credits of broad general education
- ✓ Lab Science course
- ✓ Writing Course
- ✓ Humanities Course
- ✓ Social Sciences
- ✓ Math
- Foreign Language – will require Transfer Oriented Language Check.

Notes:

This is one of the degree programs that all GAP students use.

Date Effective: 08/25/2025

Date of Expiration: 08/24/2028

Date Submitted for Consent Agenda: 05/05/2025

Date Approved:

Nominating Committee Report:
University Senate Standing Committee Rosters, AY 2025-2026
May 5, 2025

*All members marked with * are 2025-2026 Senators*

Curricula & Courses Committee

Chair not yet finalized

- *Kristin Bott, Nursing
- *John Chandy, Engineering, Engineering
- *John Cooley, CLAS (Hartford)
- *Amanda Crawford, CLAS
- *Kelly Dennis, SFA
- *Jamie Kleinman, CCC Chair, CLAS (Avery Point) (Ex-Officio)
- *Alvaro Lozano-Robledo, CLAS
- *Dan Mercier, Academic Affairs (Avery Point)
- *Natalie Munro, CLAS
- *Gustavo Nanclares, CLAS
- *Karen Skudlarek, Campus Tech Services
- *Diego Valente, CLAS

CLAS C&C Chair, TBD (Ex-Officio)
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Edward Lim, UConn Library
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Matt McKenzie, CLAS (Avery Point)
David Ouimette, First Year Programs and Learning Communities
Terra Zuidema, Registrar's Office alternate

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*Mike Ormsby, One Stop Student Services

*Alison Paul, SFA

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Brian Rockwood, Registrar's Office

Lauren Schlesselman, CETL, Academic Program Assessment and Learning Initiatives
Christine Wenzel, Center for Students with Disabilities

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*Arthur Galinat, International Student & Scholar Services

*Erica Granoff, Student Services (Stamford Campus)

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*Sarira Motaref, Engineering

*Nathanael Okpych, Social Work (Hartford) (*on sabbatical Fall 2025*)

*Tracy Rittenhouse, CAHNR

*Fiona Vernal, CLAS, History

Bryanna Anderson, Center for Students with Disabilities

Cynthia Costanzo, Interim Vice President for Student Life (Ex-Officio Member)

Kimberly Duby, Dean of Students Office

Tina McCarthy, SHaW

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Megan Petsa, The Graduate School

Peter Tribuzio, Student Services, Hartford Campus

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

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Steve Marchillo, SSW, Director of Finance

Dave Weber, School of Business

Reka Wrynn, AVP for Budget, Planning and Institutional Research

University Planning Committee

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*Christian Brueckner, CLAS

*Bonnie Burr, Co-Chair, CAHNR

*Sandy Grande, CLAS

*Justin Rogowski, Law Library

*Penny Vlahos, CLAS (Avery Point)

*Ashley Helton, CAHNR

*Jennifer Schaefer, University Libraries

Maria Groza, UPDC

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

Julie Schwager, OVPR

**Annual Report of the Senate Curricula & Courses Committee
to the University Senate
May 5, 2025**

During the 2024-2025 Academic Year, the Curricula and Courses Committee met 13 times by April 10 and brought the following actions. They are scheduled to meet twice more before the end of the semester.

I. 1000-level course actions:

New courses added:

ARE 1333	Introduction to Data and Visualization (9/9/24)
AHNR 1001	Career Exploration for CAHNR Fellows (2/3/25)
AHNR 1002	CAHNR Careers Essential Skills (2/3/25)
ME 1100	Technical Communication for Engineers (2/3/25)
PLSC 1000	Plant Appreciation (2/3/25)
POLS 1301	Career Development for Political Science Majors (2/3/25)
POLS 1396	Introduction to Research in Political Science (2/3/25)
PATH 1001	Diseases, Medicine, and Social Determinants of Health (3/3/25)
DRAM 1711	Introduction to Acting and Directing Practices (3/3/25)
JOUR 1015	Introduction to Sports Journalism (3/3/25)

Courses revised:

ARAB 1003	Intermediate Arabic I (11/11/24)
ARAB 1004	Intermediate Arabic II (11/11/24)
CLCS 1101	Classics of World Literature I (2/3/25)
CLCS 1102	Classics of World Literature II (2/3/25)

II. 2000-level course actions:

New courses added:

URBN 2302W	Qualitative Methods in Urban and Community Studies (9/9/24)
ME 2232	Engineering Thermodynamics (2/3/25)
MCB 2001	Contemporary Biotechnology through Biophysics (3/3/25)

PP 2110 Survey Research Methods II (3/3/25)

Courses revised:

COMM 2100	Professional Communication (10/7/24)
ARE 2150	Intermediate Applied and Resource Economics (11/11/24)
PSYC 2300	Abnormal Psychology (11/11/24)
ENVE 2310E	Environmental Engineering Fundamentals (12/2/24)
POLS 2600	Making the Modern American Presidency (12/2/24)
POLS 2601	Modern American Presidency (12/2/24)
CHEG 2201	Chemical Engineering Professional Skills I (2/3/25)
CSE 2102	Introduction to Software Engineering (2/3/25)
CSE 2301	Principles and Practice of Digital Logic Design (2/3/25)
CSE 2600	Introduction to Data Science and Engineering (2/3/25)
DRAM 2141	Script Analysis (2/3/25)
MEM 2211	Introduction to Manufacturing Systems (2/3/25)
POLS 2002	Classical and Medieval Political Theory (2/3/25)
POLS 2012	Modern Political Theory (2/3/25)
POLS 2017	Contemporary Political Theory (2/3/25)
POLS 2214	Comparative Social Policy (2/3/25)
POLS 2235	Latin American Politics (2/3/25)
POLS 2618	Politics of Inequality (2/3/25)
ARE 2215	Business Management (3/3/25)
ERTH 2010	Earth History and Global Change (3/3/25)
ERTH 2020	Earth Surface Processes (3/3/25)
ERTH 2030	Earth Structure (3/3/25)
ERTH 2040	Earth Materials (3/3/25)
ERTH/MARN 2230	Beaches and Coasts (3/3/25)
JOUR 2065	Mobile Journalism (3/3/25)
JOUR 2575	The Art of the Interview in Documentary Filmmaking (3/3/25)

LLAS 2012	Latinos in Connecticut: Writing for the Community (3/3/25)
MARN 2996	Directed Research 1 (3/3/25)

III. Revised 3000- and 4000-level W or Q Courses

CHEM 3565W	Physical Chemistry Laboratory (9/9/24)
MEM 4971W	Senior Design Project I (10/7/24)
HDFS 3127W	Professional Development and Advocacy in Early Childhood (11/11/24)
HIST 3375/W	The Devil in German History: Magic, Evil, and Faust (11/11/24)

IV. New S/U Graded Courses

MUSI 3979	Junior Half Recital (9/9/24)
DRAM 3100	Dramatic Arts: The Practice and the Profession (3/3/25)
ANSC 2582	Management Skills and Practices – Dairy (4/7/25)
ANSC 2583	Management Skills and Practices – Equine (4/7/25)

V. Revised S/U Graded Courses

SOWK 3700	Field Education I (10/7/24)
SOWK 3701	Field Work II (10/7/24)
ANSC 3492	Fidelco Guide Dog Puppy Training (12/2/24)

VI. Deleted S/U Graded Courses

DIET 4591	Dietetic Internship Practicum I (9/9/24)
DIET 4691	Dietetic Internship Practicum II (9/9/24)

VII. Chair Approved Special Topics Offering

UNIV 3995	Special Topics: The Science and Practice of Living a Purposeful Life (11/11/24)
PNB 1195	Special Topics: Introduction to Academic Research in Physiology and Neurobiology (12/2/24)
UNIV 3995	Special Topics: Becoming a Learning Assistant (12/2/24)

VIII. Common Curriculum Course “Direct Transitions”**9/9/24**

AAAS 1000	Pathways to Asian American Studies [CA1, CA4 to TOI-2, TOI-3]
AAAS 1001	Pathways to Asian Studies [CA1, CA4INT to TOI-2, TOI-3]
AAAS/ENGL 3212	Asian American Literature [CA4 to TOI-2, TOI-3]
ANTH 2000/W	Social Anthropology [CA2, CA4, W to TOI-2, TOI-3, W]
ANTH 2200	Race and Human Biological Diversity [CA3, CA4 to TOI-3, TOI-6]
ANTH 3028/W	Indigenous Rights and Aboriginal Australia [CA4INT, W to TOI-2, TOI-3, W]
ANTH 3030	Peoples of the Pacific Islands [CA4INT to TOI-3, TOI-4]
ANTH 3152	Race, Ethnicity, and Nationalism [CA2, CA4 to TOI-2, TOI-3]
ANTH 3230	Propaganda, Disinformation, and Hate Speech [CA2 to TOI-2, TOI-5]
ARAB 1751	Traditional Arab Literatures, Cultures, and Civilizations [CA1, CA4INT to TOI-2, TOI-3]
ARAB 1771	Modern Arabic Culture [CA1, CA4INT to TOI-2, TOI-3]
ARAB 3771	Cinema in the Middle East and North Africa [CA1, CA4INT to TOI-2, TOI-3]
ARTH 1128	Global Perspectives on Western Art: Renaissance to the Present [CA1, CA4INT to TOI-2, TOI-5]
ARTH 1137	Introduction to Art History: Prehistoric - 14th Century [CA1 to TOI-2, TOI-5]
ARTH 1138	Introduction to Art History: 15th Century – Present [CA1 to TOI-2, TOI-5]
ARTH 1140	Introduction to Asian Art [CA1 to TOI-2, TOI-5]
ARTH 1162	Introduction to Architecture [CA1 to TOI-2, TOI-5]
ARTH 3575/W	Human Rights and Visual Culture [CA1, W to TOI-2, TOI-3, W]
ARTH 3630/W	Alternative Modernities: Visual Culture of Latin America [CA4INT, W to TOI-2, TOI-3, W]
ARTH 3640/W	Mexican and Chicano Art from Muralism to La Raza [CA4, W to TOI-2, TOI-5, W]
ARTH 3645/W	From Revolution to Reggae: Modern and Contemporary Caribbean Art [CA4, W to TOI-2, TOI-3, W]
BIOL 1103	The Biology of Human Health and Disease [CA3LAB to TOI-6L]

CHIN 3230	Language and Identity in Greater China [CA1, CA4INT, W to TOI-2, TOI-3, W]
CLCS 1103W	Languages and Cultures [CA1, CA4INT, W to TOI-2, TOI-3, W]
DMD/ARTH/AMST 3570	History and Theory of Digital Art (CA1, CA4 to TOI-1, TOI-3)
DRAM 1501	Introduction to World Puppetry [CA1, CA4INT to TOI-1, TOI-2]
DRAM 2150	Devising Theatre for Social Justice I [CA1 to TOI-1, TOI-3]
DRAM 3130	Women in Theatre: Gender Identity and Expression on the Stage [CA4 to TOI-3]
DRAM 3133	Latina/o Theatre [CA4 to TOI-3]
EEB 2244/WE	General Ecology [EL, W to TOI-4, W]
ENGL 2301/W	Anglophone Literatures [CA4INT, W to TOI-2, TOI-3, W]
ENGL/AAAS/JAPN 2305	Modern Japanese Literature [CA1, CA4INT to TOI-2, TOI-3]
ENGL 2413/W	The Graphic Novel [CA1, W to TOI-1, TOI-2, W] (CAR# 21247)
ENGL 2607	Literature and Science [CA1 to TOI-3, TOI-5]
ENGL 3220/W/HEJS 3401/W	Jewish American Literature and Culture [CA1, CA4, W to TOI-2, W]
ENGL/AFRA 3215/W	Twentieth- and Twenty-First Century African American Literature [CA4, W to TOI-2, TOI-3, W]
ENGL/CLCS 2609	Fascism and its Opponents [CA1 to TOI-2, TOI-3]
EPSY 1100	Introduction to Special Education [CA4 to TOI-2]
ERTH 1010	Dinosaurs, Extinctions, and Environmental Catastrophes [CA3 to TOI-6]
GEOG 2000	Globalization [CA2, CA4INT to TOI-2, TOI-5] *INTENSIVE
GERM 1140W	German Literature in English [CA1, W to TOI-2, W]
HDFS 2001	Diversity Issues in Human Development and Family Sciences [CA4 to TOI-2, TOI-3]
HDFS 3141	Developmental Approaches to Intergroup Relations and Victimization [CA2, CA4 to TOI-2, TOI-3]
HDFS 3261	Men and Masculinities [CA4 to TOI-2, TOI-3]
HEJS 2104	Modern Jewish Thought [CA1, CA4INT to TOI-2, TOI-3]
HEJS 2200	Israel: History and Society [CA1, CA4INT to TOI-2, TOI-3]
HEJS 2203	The Holocaust in Print, Theater, and Film [CA1, CA4INT to TOI-2, TOI-3]

HEJS 2204	Jewish Culture in American Film [CA1, CA4 to TOI-2, TOI-3]
HEJS 2301	Jewish Humor [CA1, CA4 to TOI-2, TOI-3]
HEJS 3301	The Jewish Middle Ages [CA1, CA4 to TOI-2, TOI-3]
HEJS 3419	Jewish Responses to the Holocaust [CA1, CA4INT to TOI-2, TOI-3]
HIST 1100/W	The Historian as Detective [CA1, W to TOI-2, W]
HIST 1201	Modern World History (CA1 to TOI-2, TOI-5)
HIST 1203	Women in History (CA1, CA4 to TOI-2, TOI-3)
HIST 1300	Western Traditions Before 1500 (CA1 to TOI-2, TOI-5)
HIST 1400	Modern Western Traditions (CA1 to TOI-2, TOI-5)
HIST 1501/W	United States History to 1877 (CA1, W to TOI-3, TOI-5, W)
HIST 1503	Introduction to American Studies [CA4 to TOI-2, TOI-3]
HIST 1570	Migrant Workers in Connecticut [CA1, CA4 to TOI-2, TOI-3]
HIST 1801	History of Asia in the World to 1500 [CA1, CA4INT to TOI-2, TOI-5]
HIST 1805	Key Words in East Asian History and Culture (CA1, CA4INT to TOI-2, TOI-3)
HIST/CAMS 2020	Pyramids, Pirates, and the Polis: The Ancient Mediterranean [CA1, CA4INT to TOI-2, TOI-3]
HIST 2206	History of Science [CA1 to TOI-2, TOI-5]
HIST 2222E	Global Environmental History (CA1, CA4INT, EL to TOI-3, TOI-4)
HIST/AAAS 2688	Foreign Relations of China Since 1949 [CA1 to TOI-2, TOI-5]
HIST/AFRA 2753 (formerly 3753)	History of Modern Africa [CA1, CA4INT to TOI-2, TOI-3]
HIST/AFRA 3206	Black Experience in the Americas [CA1, CA4INT to TOI-2, TOI-3]
HIST 3326	Ancient Rome: Emperors and Barbarians [CA1 to TOI-2, TOI-5]
HIST/LLAS 3607	Latin America in the Colonial Period [CA1, CA4INT to TOI-2, TOI-5]
HIST/LLAS 3609	Latin America in the National Period [CA1, CA4INT to TOI-2, TOI-3]
HIST/LLAS 3635	History of Modern Mexico [CA1, CA4INT to TOI-2, TOI-3]
HIST/LLAS 3660W	History of Migration in Las Americas [CA1, CA4, W to TOI-2, TOI-3, W]
HIST 3674/LLAS 3220	History of Latinos/as in the United States [CA1, CA4 to TOI-2, TOI-3]
HIST/AAAS 3810 (2866)	China and the West [CA1, CA4INT to TOI-2, TOI-5]
HIST/AAAS 3820	History of Modern Chinese Political Thought [CA1, CA4INT to TOI-2, TOI-5]

HRTS 1007	Introduction to Human Rights [CA2, CA4INT to TOI-3, TOI-5]
HRTS 2100/W	Human Rights and Social Change [CA2, CA4INT, W to TOI-2, TOI-3, W]
HRTS 3200/W	International Human Rights Law [CA1, CA4INT, W to TOI-3, TOI-5, W]
ILCS 1160	Culture of Fascist Italy [CA1, CA4INT to TOI-2, TOI-5]
ILCS 1170	Introducing Italy through Its Regions [CA1 to TOI-2, TOI-5]
ILCS 3260W	Italian Cinema [CA1, CA4INT, W to TOI-2, TOI-5, W]
MARN 2801WE	Marine Sciences and Society [EL, W to TOI-4, W]
MCB 1200	Virus Hunters [CA3LAB to TOI-6L]
MCB 1201	Virus Hunting: Applied Bioinformatics [CA3LAB to TOI-6L]
MCB 2612	Honors Core: Microbe Hunters - Crowdsourcing Antibiotic Discovery [CA3LAB to TOI-6L]
MUSI 1115	Jazz Ensembles [CA1 to TOI-1, TOI-2]
NURS 1175W	The End of Life: A Multicultural Interdisciplinary Experience [CA4, W to TOI-2, W]
NURS 1500	Introduction to Correctional Health Care [CA2 to TOI-3]
NURS 2100W	Fostering a Culture of Health through Health Equity and Interprofessional Collaboration [CA4, W to TOI-3, W]
NURS 2175	Global Politics of Childbearing and Reproduction [CA1, CA4INT to TOI-2]
PHYS 1025Q	Introductory Astronomy with Laboratory CA3LAB, Q to TOI-6L, Q)
PHYS 1075Q	Physics of Music (CA3LAB, Q to TOI-1, TOI-6L, Q)
POLS 1207	Introduction to Nonwestern Politics [CA2, CA4INT to TOI-3, TOI-5]
POLS 3603WQ	Congressional Apportionment and Redistricting [CA2, Q, W to TOI-3, TOI-5, W, Q]
POLS 3662	Latino Political Behavior [CA4 to TOI-2, TOI-3]
PP 1001	Introduction to Public Policy [CA2 to TOI-3, TOI-5]
SOCI/HEJS 2509/W	Sociology of Anti-Semitism (CA4INT, W to TOI-2, W)
SOCI/LLAS 3525/W	Latino Sociology [CA2, CA4, W to TOI-3, TOI-5, W]
SOCI 3601/W	Sociology of Gender [CA4, W to TOI-5, W]
SPAN 1008	Christians, Muslims and Jews in Medieval Spain [CA1, CA4INT to TOI-2, TOI-5]

SPAN/LLAS 1009	Latino Literature, Culture, and Society [CA1, CA4 to TOI-2, TOI-3]
SPAN 1010	Contemporary Spanish Culture and Society through Film [CA1, CA4INT to TOI-2, TOI-3]
SPAN 1020	Intersections of Art, Fashion, Film, and Music in Modern Spain [CA1, CA4INT to TOI-2, TOI-3]
SPAN 3250	Film in Spain and Latin America [CA1, CA4INT to TOI-2, TOI-3]
SPAN 3267W	The Spanish-American Short Story [CA1, W to TOI-2, W]
SPSS 2100E	Environmental Sustainability of Food Production in Developed Countries [E to TOI-2, TOI-4]
URBN 1600	Cities of Imagination [CA2 to TOI-1, TOI-3]
URBN 3400E	Urban Parks and Sustainability [CA2, EL to TOI-4, TOI-5]
WGSS 1105	Gender and Sexuality in Everyday Life [CA2, CA4 to TOI-3, TOI-5]
WGSS 2124	Gender and Globalization CA2, CA4INT to TOI-2, TOI-5, INTENSIVE]

10/7/24

ARE 3438E	Climate Economics [EL to TOI-4]
CHEM 1122	Chemical Principles and Applications [CA3LAB to TOI-6L]
CHEM 1127Q	General Chemistry I [CA3L, Q to TOI-6L, Q]
CLCS 1102	Classics of World Literature II [CA1, CA4I to TOI-1, TOI-3]
CLCS 1110	Introduction to Film Studies [CA1 to TOI-1, TOI-2]
DRAM 1101	Introduction to Film [CA1 to TOI-1]
ENGL 2201/W	American Literature to 1880 [CA1, W to TOI-2, W]
ENGL 2411/W	Popular Literature [CA1, W to TOI-5, W]
ENGL 2614	Writing with Algorithms [CA3 to TOI-1, TOI-6]
FREN 1177	Magicians, Witches, Wizards: Parallel Beliefs and Popular Culture in France [CA1, CA4-Int to TOI-1, TOI-2]
GERM 1169	Contemporary Germany in Europe [CA1, CA4I to TOI-1, TOI-2]
HIST 1502/W	United States History Since 1877 [CA1 TOI-3, TOI-5]
HIST/AFRA/LLAS 3619/W	History of the Caribbean [CA 1, CA 4INT, W to TOI-2, TOI-3, W]

INTD (HEJS) 3260	The Bible, the Holy Land, and History [CA1 to TOI-1, TOI-2]
LAND 3230WE	Sustainable Environmental Planning and Landscape Design [EL, W to TOI-1, TOI-4]
MUSI 1003	Popular Music and Diversity in American Society [CA1, CA4 to TOI-1, TOI-3]
MUSI 1120	Jazz Combos [CA1 to TOI-1, TOI-2]
MUSI 3407W	History of Jazz [CA1, CA4, W to TOI-1, TOI-3, W]
PHIL 1105	Philosophy and Religion [CA1 to TOI-2, TOI-5]
POLS 2221/W	Introduction to Government and Politics in the Middle East and North Africa [CA2, CA4INT, W to TOI-2, TOI-3, W]
POLS 2602W	Religion and Politics in America [CA4, W to TOI-2, TOI-3, W]
POLS 3040	Power, Politics and Art [CA4I to TOI-1, TOI-2]
POLS 3250/W	The Political Economy of East Asia [CA2, W to TOI-2, TOI-3, W]
POLS 3610/W	American Politics in Film [CA2, W to TOI-1]
SLHS 1150/W	Introduction to Communication Disorders [CA2, CA4, W to TOI-2, TOI-3, W]
SOCI 1701/W	Society in Global Perspective [CA2, CA4INT, W to TOI-2, TOI-5, W]
URBN 1300/W	Exploring Your Community [CA2, CA4, W to TOI-3, TOI-5, W; INTENSIVE]
URBN 1400/W	Site and Sound: Understanding Cities Through Popular Music [CA2, CA4, W to TOI-3, TOI-5, W; INTENSIVE]
WGSS 2217/W	Women, Gender and Film CA1, CA4, W to TOI-1, TOI-2, W]
WGSS 2255/W	LGBTQ Sexualities, Activism, and Globalization [CA4INT, W to TOI-3, TOI-5, W]
WGSS 3253/W	Gender Representations in U.S. Popular Culture [CA2, W to TOI-2, TOI-5, W]
WGSS 3255/W	Sexual Citizenship [CA4INT, W to TOI-3, TOI-5, W]
WGSS 3718/W	Feminism and Science Fiction [CA4, W to TOI-2, TOI-3, W]

11/11/24

ANTH 3523	The Origins of Agriculture [N/A to TOI-4]
ARIS/WGSS 1170/W	Women's Contemporary Writing in the Arab World [CA1, CA4INT to TOI-2, TOI-3]
CHIN 1122	Modern Chinese Culture [CA1, CA4INT to TOI-2, TOI-3]

DMD 2010	History of Digital Culture [CA1, CA3 to TOI-2]
EEB 3205E	Current Issues in Environmental Science [CA3, EL to TOI-4, TOI-6]
ENGL/AMST 2200	Literature and Culture of North America before 1800 [CA1 to TOI-2]
ENGL 2640/W	Studies in Film [CA1 to TOI-1, TOI-2]
ENGL 3122/W	Irish Literature in English since 1939 [CA4INT, W to TOI-2, TOI-3, W]
ENGL 3715E	Nature Writing Workshop [EL to TOI-1, TOI-4]
ERTH 1050	Earth's Dynamic Environment [CA3L to TOI-6L]
ERTH 1051	Earth's Dynamic Environment [CA3 to TOI-6]
FREN 3267	Grammar and Culture [CA1 to TOI-1, TOI-2]
GERM 3261W	German Film and Culture [CA1, CA4INT, W to TOI-2, W]
GERM 3264W	German Cinema in Cross-Cultural Perspective [CA1, W to TOI-2, W]
HDFS 3141	Developmental Approaches to Intergroup Relations and Victimization [CA2, CA4 to TOI-2, TOI-3]
HDFS 3261	Men and Masculinities [CA4 to TOI-2, TOI-3]
HEJS 3401/W	Jewish American Literature and Culture [CA1, CA4, W to TOI-2, TOI-3, W]
HIST 2412/W	From Revolution to Nihilism: Ideas and Ideologies in Nineteenth-Century Europe [CA1, W to TOI-2, TOI-5, W]
HIST 2413W	From Nietzsche to Neo-liberalism: Ideas and Ideologies in Twentieth-Century Europe [CA1, W to TOI-2, TOI-5, W]
ILCS 1101	The Italian Renaissance [CA1 to TOI-2, TOI-5]
ILCS 3248W	The Italian Novella [CA1, CA4INT, W to TOI-2, TOI-3, W]
ILCS 3255W	Dante's Divine Comedy in English Translation [CA1, W to TOI-2, TOI-5, W]
MUSI 3421W	Music, Culture, and Difference in Globalization [CA4I, W to TOI-1, TOI-3]
NRE 1235E	Environmental Conservation [CA1, EL to TOI-3, TOI-4]
PHIL 1102	Philosophy and Logic [CA2 to TOI-5; INTENSIVE]
POLS 3413W	International Security [CA2, W to TOI-3, TOI-5, W]
SOCI 1251/W	Social Problems [CA2, CA4, W to TOI-3, TOI-5, W]
SOCI 1501/W	Race, Class, and Gender [CA2, CA4, W to TOI-3, TOI-5, W]
SOCI 2709WE	Society and Climate Change [CA2, E, W to TOI-1, TOI-4, W]

SPSS 1125 Insects, Food and Culture [CA4INT to TOI-2, TOI-4]

12/2/24

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

PHYS 1601Q Fundamentals of Physics I [CA3LAB, Q to TOI-6L, Q]

2/3/25

ANTH 1001W Anthropology Through Film [CA1, CA4-I to TOI-2, TOI-3]
 ANTH 1500 Great Discoveries in Archaeology [CA2, CA4INT to TOI-2, TOI-3]
 ANTH 3401 World Religions [CA1, CA4INT to TOI-2, TOI-5]
 BIOL 1107 Principles of Biology I [CA3LAB to TOI-6L]
 DRAM 2135 History of Popular Theatre and Live Entertainment [CA1, CA4INT to TOI-2, TOI-3]
 ECON 1101 Economics Through Film [CA2 to TOI-2, TOI-5]
 ECON 1108 Game Theory in the Natural and Social Sciences [CA2 to TOI-5, TOI-6]
 ECON 1201 Principles of Microeconomics [CA2 to TOI-5, TOI-6; INTENSIVE]
 ECON 1202 Principles of Macroeconomics [CA2 to TOI-5, TOI-6; INTENSIVE]
 ECON 2101/W Economic History of Europe [CA1, W to TOI-2, TOI-5, W]
 ECON 2103 Honors Core: Deep Roots of Modern Societies [CA1 to TOI-2, TOI-5]
 ECON 2467E Economics of the Oceans [EL to TOI-4, TOI-5]
 ENGL 1616/W Major Works of English and American Literature [CA1, W to TOI-1, TOI-2, W]
 ENGL/AMST 2274W Disability in American Literature and Culture [CA1, CA4, W to TOI-2, TOI-3, W]
 FREN 1155 Literature and Sexuality (#27192) [New CA1, TOI-2, TOI-3]
 GEOG 1700 World Regional Geography [CA2, CA4INT to TOI-2, TOI-3; INTENSIVE]
 GEOG 2200 Introduction to Human Geography [CA2, CA4INT to TOI-2, TOI-3]
 HDFS 3311 Parenthood and Parenting [CA2 to TOI-2, TOI-5]
 HIST 2402/W Europe in the Twentieth Century [CA1, W to TOI-2, TOI-5, W]
 HIST 2811 Early Modern India: From Muslim Rulers to British Raj [CA1, CA4INT to TOI-2, TOI-5]
 HIST 2821 Early Modern China: From Mongols to Manchus [CA1, CA4INT to TOI-2]
 HIST 3105 (2105) History through Film [CA1 to TOI-2, TOI-5]
 HIST 3554 Immigrants and the Shaping of American History [CA1, CA4 to TOI-2, TOI-5]
 HIST 3812 (2812) Modern India [CA1, CA4INT to TOI-2, TOI-5]

MAST 1200	Introduction to Maritime Culture [CA1 to TOI-1, TOI-2]
PHYS 1010Q	Elements of Physics [CA3LAB, Q to TOI-3, TOI-6]
SOCI 2651/W	Sociology of the Family [CA4 to TOI-5]
SOCI 3601/W	Sociology of Gender [CA4, W to TOI-5, W]

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ENGL 2107	The British Empire, Slavery, and Resistance [CA1 to TOI-3, TOI-5]
ENGL/AMST/HIST 2207	Empire and U.S. Culture [CA1, CA4 to TOI-2, TOI-3]
GEOG 2320E	Climate Change: Current Geographic Issues [CA2, EL to TOI-4, TOI-5]
HIST 2752	Africa in Global History [CA1, CA4INT to TOI-2, TOI-5]
HIST 2841	Empire and Nation in Southeast Asia [CA1, CA4INT to TOI-2, TOI-3]
HIST 2842	History of Vietnam [CA1, CA4INT to TOI-2, TOI-3]
HIST 3531	Japanese Americans and World War II [CA1, CA4 to TOI-3, TOI-5]
HIST 3675	Latina History and Biography [CA1, CA4 to TOI-2, TOI-3]
HIST 3705	The Modern Middle East from 1700 to the Present [CA1, CA4INT to TOI-2, TOI-3]
HIST 3712	The Middle East Crucible [CA1, CA4INT to TOI-2, TOI-3]
HIST 3845	The Vietnam War [CA1, CA4INT to TOI-2, TOI-3]
JOUR 2010	Journalism in the Movies [CA1 to TOI-2, TOI-5]
PHIL 1104	Philosophy and Social Ethics [CA1 to TOI-3, TOI-5]
PHYS 1601Q	Fundamentals of Physics I [CA3LAB, Q to TOI-6L]
PSYC 1101	General Psychology II [CA2 to TOI-5, TOI-6]
PSYC 1103	General Psychology II (Enhanced) [CA2 to TOI-5, TOI-6]
PSYC 3102	Psychology of Women [CA4 to TOI-3, TOI-5]
PSYC/AFRA 3106	Black Psychology [CA4 to TOI-3, TOI-5]
SOCI 1001/W	Introduction to Sociology [CA2, W to TOI-3, TOI-5]
SOCI 2250	Racial Disparities in Health [CA2 to TOI-3, TOI-5]
WGSS 2105/W	Gender and Science [CA4INT, W to TOI-5, W]

4/7/25

CHEM 1147Q	Honors General Chemistry I [CA3LAB, Q to TOI-6L, Q]
ECON 2102/W	Economic History of the United States [CA1, W to TOI-2, TOI-5, W]
ECON 3466E	Environmental Economics [EL to TOI-4, TOI-5]
GEOG 2350E	Geography of Energy for Sustainability [CA2, CA4INT, EL to TOI-4, TOI-5]
HEJS 2204	Jewish Culture in American Film [CA1, CA4 to TOI-2, TOI-3]
HIST 2621	Cuba in Local and Global Perspective [CA1, CA4INT to TOI-2, TOI-3]
HIST 3822 (2822)	Modern China [CA1, CA4INT to TOI-2, TOI-5]
HIST 3823	History of the People's Republic of China [CA1, CA4INT to TOI-2, TOI-5]
HIST 3846/W	Genocide and Mass Killings in Asia [CA4INT, W to TOI-2, TOI-3, W]
ILCS 3258W	Cinematic Representations of Italian Americans [CA1, CA4, W to TOI-2, TOI-5, W]
LAND 2210E	The Common (Shared) Landscape of the USA: Rights, Responsibilities and Values [CA1, EL to TOI-2, TOI-4]
LING 2010Q	The Science of Linguistics [CA3, Q to TOI-6, Q]
PHAR 1001E	Toxic Chemicals and Health [CA3, EL to TOI-4, TOI-6]
PHYS 1401Q	General Physics with Calculus I [CA3LAB, Q to TOI-6L]
SOCI 2680/W	Sociology of Sexualities [CA4, W to TOI-3, TOI-5]
ARE 3438E	Climate Economics [EL to TOI-4, TOI-5]
ECON 2120	Honors Core: Rights and Harms [CA1 to TOI-3, TOI-5]
ENGL 2013W	Introduction to Writing Studies [W to TOI-5, W]
GEOG 1000	Introduction to Geography [CA2 to TOI-4, TOI-5] (INTENSIVE)
HIST 1206	Living Through War in World History Since 1500 [CA1, CA4I to TOI-2, TOI-5]
HIST 1450	Global History of the Second World War [CA1, CA4INT to TOI-2, TOI-5]
JOUR 1002	The Press in America [CA1 to TOI-5]
PHYS 1020Q	Introductory Astronomy [CA3, Q to TOI-6, Q]
PSYC 2101	Introduction to Multicultural Psychology [CA4 to TOI-3, TOI-5]
PSYC 2701	Social Psychology of Multiculturalism [CA4 to TOI-3, TOI-5]
PUBH 1001	Introduction to Public Health [CA2 to TOI-5]

IX. New Common Curriculum Courses

ARE 2250	Energy Economics: Sustainable Transitions (10/7/24)
ARTH 3040	Curatorial Intensive: Exhibitions Outside the Museum (10/7/24)
CHIN 2360	Chinese Dishes and Drinks (12/2/24)
CHIN/AAAS 2660E	Chinese Eco-Literature and Eco-Cinema (12/2/24)
ILCS 1102	From Baghdad to Florence: Medieval Short Stories Across Cultures (12/2/24)
ILCS 3268W	Views of the Environment from Italy (12/2/24)
MENT/BADM 2240	Mastering Creativity and Innovation (12/2/24)
NURS 1150	Introduction to Healthcare Innovation (12/2/24)
ENGL 2616	Artificial Intelligence: Creative and Critical Approaches (2/3/25)
FREN 1155	Literature and Sexuality (2/3/25)
ENGL 2210	Introduction to Indigenous Literature and Culture (3/3/25)
ENGL 2648	Introduction to Fan Studies (3/3/25)
ENGL 2608	Introduction to Indigenous Film (4/7/25)
ENGL 2650/W	Reading and Writing the Medical Humanities (4/7/25)
GERM 3210	Engineering Texts: German Culture and Technology in the 20th and 21st Centuries (4/7/25)
JOUR 1100	News Literacy for the Digital Age (4/7/25)
LAND 2230	Biophilic Cities and Landscapes (4/7/25)
LING 2040	The Evolution of Language (4/7/25)
POLS/WGSS 3670	LGBTQ+ Politics in the United States (4/7/25)
ENGL 2740/W	Creative Criticism (4/7/25)
ENGL/WGSS 3020W	Professional and Technical Writing for Social Justice (4/7/25)
OPIM 2220	Navigating the Future of Technology (4/7/25)
PLSC 3120	Fungi, Fire, & Flood: Soil microbes in a changing world (4/7/25)

X. Common Curriculum Course “Transitions with Revisions”

HIST 2208/W	Science, Technology, and Society (9/9/24)
HIST 3519	Contemporary America (9/9/24)

HIST/AFRA 3564	African American History Since 1865 (9/9/24)
MARN 1004	Oceanography Laboratory (9/9/24)
NRE 3146	Climatology (9/9/24)
POLS 3208W	Politics of Oil (9/9/24)
SOWK 3000	The Social Work Profession and Practice (9/9/24)
ENGL 2408/W	Modern Drama (10/7/24)
ILCS 1168	Adaptation: Italian Literature into Film (10/7/24)
ARAB 1001	Elementary Arabic I (12/2/24)
ARAB 1002	Elementary Arabic II (12/2/24)
CHIN 2800	Chinese Calligraphy (12/2/24)
FREN 3262	From the Romantics to the Moderns: Introduction to Literature (12/2/24)
MENT/BADM 2236	Content Entrepreneurship (12/2/24)
COMM 3220/W	Intercultural Communication (2/3/25)
ENGL 2407/W	The Short Story (2/3/25)
FREN 3211W	Contemporary France (2/3/25)
GERM 3251	German Culture Across Time (2/3/25)
NUSC 2200	Nutrition and Human Development (2/3/25)
PNB 2250W	Comparative Animal Physiology (2/3/25)
SPAN 3234	Great Works of Modern Spanish American Literature (2/3/25)
SPSS 3230	Biotechnology – Science, Impact, Perception, Ethics (2/3/25)
CAMS 3245	Ancient Mediterranean World in Cinema (3/3/25)
HIST 3516	Rise of US Global Power (3/3/25)
SPSS/PLSC 3210	Molecular Laboratory Technology (3/3/25)
SPSS 2125	Environmental Soils Lab (3/3/25)
WGSS 2217W	Women, Gender and Film (3/3/25)
AAAS 2010	Introduction to Refugee Studies (4/7/25)
AAAS 2020	Introduction to Critical Muslim Studies (4/7/25)
ARAB 3772	Arabs and Muslims in Art and Literature: Representations, Stereotypes, and Modern Identities (4/7/25)

CLCS 2010	Media Literacy and Data Ethics (4/7/25)
ENGL 1103W	Renaissance and Modern Western Literature (4/7/25)
FREN 3261	Knights and Fairies: Fantasizing about the Middles Ages (4/7/25)
HIST/AAAS 2530	The Asian American Experience Since 1850 (4/7/25)
NURS 3070	Culturally Informed Communication with Spanish-Speaking Healthcare Consumers (4/7/25)
ARE 3333	Computational Analysis in Applied Economics (4/7/25)
CSE 4939W	Computer Science and Engineering Design Project I (4/7/25)
POLS/ENGR/HRTS 3209	Sustainable Energy in the 21st Century (4/7/25)
WGSS 2267	Gender, Capitalism and Poverty (4/7/25)

XI. Common Curriculum Courses Approved for Intensive Session Offering

9/9/24

CAMS 1103	Classical Mythology (CA1 to TOI-2)
CHIN 3270	Chinese Film (CA1, CA4-Int to TOI-2, TOI-3)
COMM 1000	The Process of Communication (CA2 to TOI-2, TOI-5)
EPSY 1830	Critical and Creative Thinking in the Movies (CA2 to TOI-1)
ERTH 1000E	The Human Epoch: Living in the Anthropocene (CA3, EL to TOI-4, TOI-6)
EVST 1000E	Introduction to Environmental Studies (CA2, EL to TOI-4, TOI-5)
GEOG 2000	Globalization [CA2, CA4INT to TOI-2, TOI-5]
HDFS 1060	Close Relationships Across the Lifespan (CA2 to TOI-5)
HDFS 2001	Diversity Issues in Human Development and Family Sciences (CA4 to TOI-2, TOI-3)
HRTS 1007	Introduction to Human Rights (CA2, CA4-INT to TOI-3, TOI-5)
NRE 2215E	Introduction to Water Resources (EL to TOI-4)
PHIL 1106	Non-Western and Comparative Philosophy (CA1, CA4-Int to TOI-2, TOI-5)
POLS 3642	African-American Politics (CA4 to TOI-2, TOI-3)
SOCI 1251	Social Problems (CA2, CA4 to TOI-3, TOI-5)

SPAN 1010	Contemporary Spanish Culture and Society through Film (CA1, CA4-INT to TOI-2, TOI-3)
SPAN 1020	Intersections of Art, Fashion, Film, and Music in Modern Spain (CA1, CA4-INT to TOI-2, TOI-3)
URBN 1300	Exploring Your Community (CA2, CA4 to TOI-3, TOI-5)
URBN 1400	Site and Sound: Understanding Cities Through Popular Music (CA2, CA4 to TOI-3, TOI-5)
WGSS 1105	Gender and Sexuality in Everyday Life (CA2, CA4 to TOI-3, TOI-5)
WGSS 2124	Gender and Globalization CA2, CA4INT to TOI-2, TOI-5]

10/7/24

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

11/11/24

PHIL 1102	Philosophy and Logic [CA2 to TOI-5; INTENSIVE]
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2/3/25

ECON 1201	Principles of Microeconomics [CA2 to TOI-5, TOI-6; INTENSIVE]
ECON 1202	Principles of Macroeconomics [CA2 to TOI-5, TOI-6; INTENSIVE]
ENGL 2407	The Short Story [CA1 to TOI-1, TOI-2; INTENSIVE] – Non-W section only
GEOG 1700	World Regional Geography [CA2, CA4INT to TOI-2, TOI-3; INTENSIVE]

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ANTH 1000	Peoples and Cultures of the World [TOI-2, TOI-5]
HIST 1201	Modern World History [TOI-2, TOI-5]
HIST 1502	U.S. History Since 1877 [TOI-3, TOI-5]

HIST 1600/LLAS	1190 Introduction to Latin America and the Caribbean [TOI-3, TOI-5] (Non-W only)
GEOG 1000	Introduction to Geography

XII. Deleted Common Curriculum Courses (See link above for SharePoint Site)

SPSS 3660W	Nursery Production
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XIII. TRUCK Approvals***PNB TRUCK (2/3/25)***

PNB 3255	PNB 3264W
PNB 3260	PNB 4297W
PNB 3700	

SOCI TRUCK (2/3/25)

SOCI/WGSS 3453	SOCI 2651W
SOCI 3453W	SOCI 3971
SOCI 2501	SOCI 3971W
SOCI 2501W	SOCI 5751
SOCI 2651	

POLS TRUCK (4/7/25)

POLS 2072Q
POLS 2073Q

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

UNIV 2820	TYE: Transition Year Experience (12/2/24)
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XV. Revised INTD/UNIV Courses

INTD 3260	The Bible, the Holy Land, and History (2/3/25)
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XVI. Removal of TOIs (No CAR)

LAND 3230WE TOIs Sustainable Environmental Planning and Landscape Design (Remove TOI-1, TOI-4)

XVII. New Themes

Food, Water, and Natural Resources for the Future (3/3/25)

Includes the following courses:

ARE 1110E ARE 2434E

NRE 1000E NRE 1235E

NRE 2215E NRE 2600E

PATH 1100E SPSS 2100E

LAND 2210E

XVIII. Additional Action Items and Discussions

1. Honors Agreement with CCC+ and Senate C&C on Common Curriculum Courses

Respectfully Submitted by the 24-25 Senate Curricula and Courses Committee:

Gustavo Nanclares, Chair, CLAS, Literatures, Cultures, and Languages

*Bendy Al Zaatini, Undergraduate Student

*Kristin Bott, Nursing

*Zachary Boudah, Undergraduate Student

*John Chandy, Engineering, Engineering

*John Cooley, CLAS (Hartford)

*Phoebe Godfrey, CLAS

*Alvaro Lozano-Robledo, CLAS

*Dan Mercier, Academic Affairs (Avery Point)

*Sarira Motaref, Engineering

*Suzanne, Wilson, Neag School of Education

Pam Bedore, Chair of CCC+, (Ex-Officio)

Sarah Croucher, Office of the Provost (Ex-Officio)

Marc Hatfield, Registrar's Office

Edward Lim, UConn Library

Laurie McCarty, CETL

Matt McKenzie, CLAS (Avery Point)

David Ouimette, First Year Programs and Learning Communities

Steve Stifano, CLAS, Communication (C&C Chair)

Terra Zuidema, Registrar's Office alternate

Karen McDermott, Administrative Support to C&C Committee

*Senator Member

Common Curriculum Committee+ (CCC+)
Chair: Pamela Bedore
Program Support: Karen Piantek McDermott
Annual Report to the Senate
5/5/2025

Executive Summary

AY 2024-25 is year 3 of 3 in the transition from the General Education (GE) curriculum to the Common Curriculum for Leadership and Global Citizenship (CC), which will launch in Fall 2025. The members of the Common Curriculum Committee (CCC+), the faculty navigators, and the faculty assessment fellow have worked with faculty, staff, and students across the University and across campuses to successfully prepare for the launch. The new CC is far more assessable than the GE, since it has a set of well-articulated Program Learning Objectives as well as clear, student-centered, and measurable learning objectives for each Topic of Inquiry, Competency, and course. We believe students will be well served by the new Common Curriculum, which features: Creativity, Choices, Connections, and Careers.

The CCC+ has met its goals for this academic year as they were laid out in four areas:

1. Courses and curricula review and support;
2. Proposal and bylaw review;
3. Communications; and
4. Preparation for future work.

The CCC+ has also tackled a few additional items, including conforming to NECHE's 40-credit rule for general education, developing guidelines for transfer students, refining the definition of overlap within the TOI design, updating the Honors Agreement with CCC+ and Senate C&C, and making initial preparations for a celebration of this achievement.

This report provides:

1. A progress report on the goals set for 2024-25;
2. A report on additional issues addressed or actions taken by the committee;
3. An appendix listing some of the 100+ amazing people who have made possible this work;
4. An appendix providing the new Honors agreement with the CCC+ and Senate C&C; and
5. An appendix providing a by-the-numbers summary of the CC transition.

Please also find attached:

1. A one-page introduction to what we love about the new CC
2. A fillable advising worksheet for the new TOIs

Goals for CCC+ in 2024/25

In its report to the Senate on 10/7/2024, the CCC+ listed its goals as follows:

Courses and Curricula Review and Support

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

Proposal and Bylaw Review

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

Communications

1. Launch a new website
2. Continue to communicate regularly with all identified stakeholders
3. Create CC Marketing Materials
4. Regularly communicate updates to advisors
5. Produce detailed FAQs for various stakeholders
6. Ensure advisement reports are easy to use for continuing students and their advisors
7. Communicate new curriculum to ECE teachers
8. Update all CC e-campus classes as needed

Preparing for Future

1. Work with the Office of Program Assessment to ensure continued support for faculty and the deployment of the CC assessment plan
2. Create a subcommittee to prepare a launch of the two new competencies (Dialogue and Information, Digital, and Media Literacy)
3. Continue preparations for inclusion of all CC Student Learning Objectives in the catalog beginning in Fall 2026

All goals have been met.

A few additional items are also reported, and appendices provide additional detail.

Additional Issues and Actions

1. Defining “Double designations” and “Overlap”
2. Developing Guidelines for Transfer Students
3. Limiting the Repeatability of 3-credit TOI Courses
4. Addressing Potential TOI Change Requests
5. Honors Agreement with CCC+ and Senate C&C
6. CCC+ Celebration
7. CLASS Presentation

List of Appendices

1. Appendix I: Personnel
2. Appendix II: Honors Agreement with CCC+ and Senate C&C
3. Appendix III: A By-The-Numbers View of the CC Transition

PROGRESS ON GOALS

COURSES AND CURRICULA REVIEW AND SUPPORT

1. Course Migration

The CCC+'s subcommittees rose to the challenge of course review this academic year, with each of the subcommittees making significant progress on their dockets. The committees began the Direct Transition review in earnest in Spring 2024, and Faculty Navigators worked over Summer 2024 to approve courses in TOIs 2, 3, and 5, the areas with the largest number of courses. Some Faculty Navigators were also co-chairs of those committees and helped ensure the Student Learning Objectives (SLOs) for each TOI were being adequately met. Any courses that needed revision or that raised questions were returned to the review subcommittees in the Fall.

Between Spring 2024 and Spring 2025, CCC+ approved 98% of the course designations (TOI, W, and Q) for which departments applied through the Direct Transition process. Cumulatively, TOI subcommittees declined fewer than ten requested designations. In all cases, every effort was made to work with the department first before declining.

Two course development grant competitions also led to many Course Action Requests (CARs) to process, in addition to usual business. CCC+ subcommittees also approved 328 designation requests received between Fall 2024 and April of Spring 2025 (88%).

The majority of the courses still pending are either awaiting updates from departments or were received too late to send out to subcommittees for the last CCC+ meeting.

Table 1a. Subcommittee Review Progress (Direct Transitions - TOTAL)

	TOI-1	TOI-2	TOI-3	TOI-4	TOI-5	TOI-6	Q	W	Total
Approved	47	255	161	77	158	74	24	106	902
Still Under Review	2	2	5	5	0	1	0	0	15

Table 1b. Subcommittee Review Progress (Course Action Requests – 2024-25)

	TOI-1	TOI-2	TOI-3	TOI-4	TOI-5	TOI-6	Q	W	Total
Approved	56	123	42	10	36	18	3	40	328
Still Under Review	3	12	15	4	4	2	0	2	42

For the most up-to-date lists moving forward, please see either the [Appendix for the Common Curriculum](#) of the Undergraduate Catalog, or the sortable spreadsheet on the [Registrar's Catalog Changes website](#). (Select the report for "GEOC/Common Curriculum Courses" and sort as desired.) Beginning in Summer 2025, courses contributing to the Common Curriculum will be easily searchable through the catalog.

Intensive Session Offerings

CCC+ reviews proposals to offer CC courses in intensive sessions (4 weeks or less). Going into the CC transition, there were 116 courses approved for intensive session, 107 of which were eligible to be considered

for TOIs. The other 9 were Q-only courses. W courses are not eligible for offering in intensive session.

Departments were instructed to send an intensive session syllabus for any courses that wished to remain on or be put on the approved list. Currently 33 of those courses have been reapproved for offering in intensive session. Departments have also identified 31 courses that they no longer plan to offer as intensives, and 8 courses are not transitioning to Common Curriculum. Of the remaining 35, we've received some syllabi, and those are still under consideration. For all others, we are awaiting either an aligned syllabus or word from the offering department about their intentions. A full audit will be done this summer.

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

- ANTH 1000 Peoples and Cultures of the World (TOI-2, TOI-5)
- CAMS 1103 Classical Mythology (CA1 to TOI-2)
- CHIN 3270 Chinese Film (CA1, CA4-Int to TOI-2, TOI-3)
- COMM 1000 The Process of Communication (CA2 to TOI-2, TOI-5)
- ECON 1200 Principles of Economics (CA2 to TOI-5, TOI-6)
- ECON 1201 Principles of Microeconomics [CA2 to TOI-5, TOI-6]
- ECON 1202 Principles of Macroeconomics [CA2 to TOI-5, TOI-6]
- ENGL 2401W Poetry [CA1 to TOI-1, TOI-2]
- ENGL 2407 The Short Story [CA1 to TOI-1, TOI-2] – Non-W section only
- EPSY 1830 Critical and Creative Thinking in the Movies (CA2 to TOI-1)
- EARTH 1000E The Human Epoch: Living in the Anthropocene (CA3, EL to TOI-4, TOI-6)
- EVST 1000E Introduction to Environmental Studies (CA2, EL to TOI-4, TOI-5)
- GEOG 1000 Introduction to Geography [CA2 to TOI-4, TOI-5]
- GEOG 1700 World Regional Geography [CA2, CA4INT to TOI-2, TOI-3]
- GEOG 2000 Globalization [CA2, CA4INT to TOI-2, TOI-5]
- GEOG 2400E Introduction to Sustainable Cities [CA2, EL to TOI-3, TOI-4]
- HDFS 1060 Close Relationships Across the Lifespan (CA2 to TOI-5)
- HDFS 2001 Diversity Issues in Human Development and Family Sciences (CA4 to TOI-2, TOI-3)
- HIST 1201 Modern World History [TOI-2, TOI-5]
- HIST 1502 U.S. History Since 1877 [TOI-3, TOI-5]
- HIST 1600/LLAS 1190 Introduction to Latin America and the Caribbean [TOI-3, TOI-5]
(Non-W only)
- HRTS 1007 Introduction to Human Rights (CA2, CA4-INT to TOI-3, TOI-5)
- NRE 2215E Introduction to Water Resources (EL to TOI-4)
- PHIL 1102 Philosophy and Logic [CA2 to TOI-5]
- PHIL 1106 Non-Western and Comparative Philosophy (CA1, CA4-Int to TOI-2, TOI-5)
- POLS 3642 African-American Politics (CA4 to TOI-2, TOI-3)
- SOCI 1251 Social Problems (CA2, CA4 to TOI-3, TOI-5)
- SPAN 1010 Contemporary Spanish Culture and Society through Film (CA1, CA4-INT to TOI-2, TOI-3)
- SPAN 1020 Intersections of Art, Fashion, Film, and Music in Modern Spain (CA1, CA4-INT to TOI-2, TOI-3)
- URBN 1300 Exploring Your Community (CA2, CA4 to TOI-3, TOI-5)

- URBN 1400 Site and Sound: Understanding Cities Through Popular Music (CA2, CA4 to TOI-3, TOI-5)
- WGSS 1105 Gender and Sexuality in Everyday Life (CA2, CA4 to TOI-3, TOI-5)
- WGSS 2124 Gender and Globalization CA2, CA4INT to TOI-2, TOI-5]

2. TOI Enrollment Capacity Analysis

On 10/7/2024, the CCC+ provided the following enrollment capacity analysis to the Senate:

The TOI Capacity Report

With thanks to the Office of the Registrar, we are able to project the anticipated enrollment capacities for each TOI based on previous offerings of currently existing courses. Data reflects the capacity for courses offered across campuses during the period of Summer 2022 through Spring 2024 (six semesters). These capacities assume that courses seeking each TOI are actually approved for the requested TOI [at this time, only two courses (both TOI-6) have been declined and moved to another area (both TOI-5)].

Table 2. Anticipated Enrollment Capacities by TOI for a 2-Year Period (based on Summer 22-Spring 24)

	TOI-1	TOI-2	TOI-3	TOI-4	TOI-5	TOI-6	TOI-6L
Storrs	10,792	46,597	34,129	15,958	55,416	28,189	25,605
Avery Point	488	1577	1746	1034	2919	1184	1381
Hartford	1026	5624	4389	1046	8145	2622	2529
Stamford	1132	6913	5296	1480	10,496	4749	2885
Waterbury	493	2806	2394	399	3984	1591	1733
Total	13,931	63,517	47,954	19,917	80,960	38,355	34,133

In that period, we offered 17,600 seats in E courses across all campuses.

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

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

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

	CA1	CA2	CA3	CA3-L	CA4	CA4-I	EL
Storrs	40,178	43,309	16,089	25,801	12,841	27,690	13,767

Avery Point	1852	1942	719	1381	590	879	968
Hartford	5101	5467	1384	2529	1580	2601	986
Stamford	6112	7086	2587	3029	1967	2900	1480
Waterbury	2458	2666	991	1733	979	1481	399
Total	55,701		991	1733	979	1481	17,600

Although there are fewer TOI-1 courses currently approved, many of the Provost Grants for new and revised courses from the 2023-2024 competition target this area. These include 27 new courses and 24 revised courses, as follows:

New Course Development

- Chathura Abeywickrama & Kyle Hadden - PHAR 2XXX Fundamentals in Chemical Biology (TOI-1, TOI-6)
- Melissa Arganaraz Gomez - URBN 2XXX Participatory Action Research (TOI-1, TOI-6)
- Ellen Carillo - ENGL 2XXX Introduction to Fan Studies (TOI-1, TOI-2)
- Andrea Celli - ILCS 1102 From Baghdad to Florence: Medieval storytelling in Modern Perspective (TOI-1, TOI-2)
- Jeanne Ciravolo - ART 1XXX Creativity and Visual Art Practices (TOI-1)
- Martha Cutter - ENGL 2XXX/W Reading and Writing the Medical Humanities (TOI-1, TOI-3)
- Jill Desimini - ART/DMD/ENGR/LAND/(DRAM) 1XXX Design Appreciation (TOI-1)
- Rodolfo Fernandez - LLAS/HIST 16XX/W Latin American Histories through Popular Cultures (TOI-1, TOI-2)
- Rodolfo Fernandez - LLAS/HIST 26XX Role Playing Revolutionary Mexico (TOI-1, TOI-3)
- Anke Finger - GERM 2600 Sensation, Perception, Expression: Media Aesthetics and Environmental Humanities (TOI-1, TOI-4)
- Phoebe Godfrey - SOCI 2XXXE/W Human Societies and the Living Earth (TOI-1, TOI-2)
- Anna Horakova - GERM 3210W Engineering Texts: German Culture and Technology in the 20th and 21st Centuries (TOI-1, TOI-2)
- Tiffany Kelley - NURS 1150 Introduction to Healthcare Innovation (TOI-1)
- Greg Kneidel - ENGL 2XXX Texts Images Objects (TOI-1, TOI-2)
- Raphael Koenig - FREN 1057 Medicine, Disability, and Literature (TOI-1, TOI-2)
- Hassanaly Ladha - FREN 1155 Literature and Sexuality (TOI-1, TOI-3)
- Leslie LaPointe - NURS 2XXX Planetary Health (TOI-1, TOI-6)
- Meng Liansu - CHIN/AAASI 2660E Chinese Eco-Literature and Eco-Cinema (TOI-1, TOI-4)
- Nora Madjar - MENT/BADM 2XXX Creative Synergies: Mastering Creativity and Innovation for Individuals, Teams and Organizations (TOI-1)
- Jonathan Moore - OPIM 2XXX Navigating the Future of Technology (TOI-1)
- Elva Orozco Mendoza - WGSS 2256W Latin American and Latinx Feminist Theory and Praxis (TOI-1, TOI-3)
- Sohyun Park - LAND 2XXX Biophilic Cities and Landscapes (TOI-1, TOI-4)
- Gregory Pierrot & Debapriya Sarkar - ENGL 2XXX/W Creative Criticism (TOI-1)
- Erin Scanlon et al. - PHYS 1050Q The Physics of Movies (TOI-1, TOI-6)

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

Revised Course Development

- The School of Business
 - o MENT/BADM 2236 Content Entrepreneurship (TOI-1)
 - o MKTG/BADM 2237 Personal Brand Management (TOI-1, TOI-2)
 - o MENT/BADM 2234 The Entrepreneurial Journey (TOI-1, TOI-3)
- Dramatic Arts
 - o DRAM 1101: Introduction to Theatre (TOI-1)
 - o DRAM 2134: Honors Core: Sports as Performance (TOI-1, TOI-5)
 - o AFRA/DRAM 3131 African American Theatre (Title change to Black Theatre) (TOI-1, TOI-2)
 - o AFRA/DRAM 3132: African American Women Playwrights (Title change to Black Women Playwrights) (TOI-1, TOI-2)
- English
 - o ENGL 1101/W Classical and Medieval Western Literature (TOI-1, TOI-2)
 - o ENGL 1103/W Renaissance and Modern Western Literature (TOI-1, TOI-2)
 - o ENGL 2401/W Poetry (TOI-1, TOI-2)
 - o ENGL 2407 The Short Story (TOI-1, TOI-2)
- French
 - o FREN 1171 French Cinema (TOI-1, TOI-2)
 - o FREN 3210 French Art and Civilization (TOI-1, TOI-2)
 - o FREN 3211W Contemporary France (TOI-1, TOI-2)
 - o FREN 3234 Romanticism, Realism, Fin de Siecle: 19th century literature (TOI-1, TOI-2)
 - o FREN 3235 French Modernity (TOI-1, TOI-3)
 - o FREN 3262 From the Romantics to the Moderns: Introduction to Literature (TOI-1, TOI-2)
 - o FREN 3268/W Grammar and Composition (TOI-1, TOI-2)
- Geography
 - o GEOG 2100 Economic Geography (TOI-1, TOI-5)
- Literatures, Cultures, and Languages
 - o CAMS 3245 Ancient World in Cinema (TOI-1, TOI-2)
 - o CHIN 2800 Chinese Calligraphy (TOI-1, TOI-2)
 - o ILCS 1168 Adaptation: Italian Literature into Film (TOI-1, TOI-2)
- Women's, Gender, and Sexuality Studies
 - o WGSS 3253/W Gender Representations in U.S. Popular Culture (TOI-1)
 - o WGSS 2217 Women, Gender, and Film (TOI-1, TOI-2)

3. Maintenance of the Current General Education Curriculum

In ensuring that students using the General Education curriculum fully benefit from the new courses being

developed for Common Curriculum, the CCC+ has, wherever possible, added retroactive designations so that new TOI courses also receive the appropriate CA designation.

General Education Course Substitutions, Adjustments, and ECE Transfers Status

Course Substitutions

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

After peaking at 230 total course substitutions in 2016-2017, substitutions declined every year until 2020-2021 when they jumped back up due in large part to the addition of the EL requirement. Course substitutions were at a several-year low of 109 in 2021-2022, but surged again in 2022-23 to 213, driven largely by EL and Second Language. 2023-24 saw a decline (163); EL substitutions were relatively high, but have since decreased as fewer students who began before the requirement are part of the outgoing class. This year's numbers are once again down (138), with Second Language (SL) making up the largest number of substitutions at 41. Please see Tables 4, 5, and 6 for various breakdowns of this data.

Table 4. Category Substitutions by School or College 2024-25.

Sch/Col	CA1	CA2	CA3	CA3-Lab	CA4	CA4-Int'l	Q	W	EL	SL	FYW	Total
ACES												
AGHNR	5	16			8	12			1	3		40
BUSN	1		1	3	5					8		18
CLAS	1		1	2		1	4		1	21		31
CTED			1	2					12	2		17
EDUC			1							2		3
EGBU												
ENGR	3	4		2		6			2	1		18
FNAR		1		1	1				1	4		8
NURS		1										1
PHAR	1				1							2
SOCW												
Total	11	22	4	8	16	15	4		17	41		138

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

Table 5. Category Substitutions by Campus 2024-25.

Sch/Col	CA1	CA2	CA3	CA3-Lab	CA4	CA4-Int'l	Q	W	EL	SL	FYW	Total
Avery Point										1		1
Hartford	1					1						2
Stamford										9		9
Storrs	10	22	4	8	16	14	2		15	31		122
Waterbury							2		2			4
Total	11	22	4	8	16	15	4		17	41		138

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

Table 6. Longitudinal Data on Course Substitutions

	24-25	23-24	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16
CA1	11	16	8	10	11	12	10	16	31	13
CA2	22	10	6	3	3	4	6	13	18	18
CA3	4	0	5	8	4	1	0	2	4	4
CA3-L	8	3	6	3	5	11	9	19	21	20
CA4	16	18	15	11	16	21	19	29	40	31
CA4-I	15	20	12	6	13	22	18	28	43	29
Q	4	26	23	19	15	8	4	8	13	6
W		1	2	2	8	5	7	12	13	25
EL	17	32	44	22	96	N/A	N/A	N/A	N/A	N/A
SL	41	35	92	25	40	22	34	22	47	30
FYW		2								
TOTAL	138	163	213	109	211	106	107	149	230	176

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

Academic Adjustments

After school and college substitutions, the remainder of the substitutions are made at the University level through an academic adjustments process. Adjustments may be granted for students with a significant disability whose documentation and educational history provide compelling evidence of an inability to complete graduation expectations. In 2006, the university adopted a policy on academic adjustments for general education competencies, specifically Quantitative Reasoning and Second Language. Under this policy, academic adjustments are granted only when it is clear that the completion of the requirement is impossible due to a disability. Waivers of General Education Competencies are never granted. Academic adjustments, which may include course substitutions, are granted on a case-by-case basis.

The Center for Students with Disabilities approved 21 course substitutions, 4 for Q requirements and 17 for

Second Language requirements at the time this report was drafted (Table 7). The committee received 23 requests, about half of those received last year. Inclusively, 2 students requested adjustments for both Quantitative adjustments and Second Language adjustments, and both were approved.

When asked about the dramatic drop in requests this year for academic adjustments, Christine Wenzel, Executive Director of the Center for Students with Disabilities, noted that many students have been taking ASL for their Second Language, so they do not then request the substitution. Beyond that, Wenzel could not account for the change in numbers.

Table 7. Academic Adjustments

Competency	Sought	Approved	Sought 2023-2024	Approved 2023-2024	Sought 2022-2023	Approved 2022-2023
Quantitative	4	4	21	16	20	11
Second Language	19	17	37	25	39	32

Early College Experience (ECE) Transfer Credits

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

Students matriculating at UConn in 2024-2025 used 6,605 ECE course enrollments from their studies the previous year towards their General Education requirements (Table 8).

Table 8. ECE transfers into General Education, 2015-Present*

UConn ECE General Education Course Substitutions

[illegible]

E				140	172	195	154	197	257	213
Competency Total	561	798	698	1,388	1,519	1,597	2,242	2,657	2,748	2,895
Grand Total	1,493	1,888	1,773	3,732	4,559	4,807	4,400	5,328	5,594	6,605

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

General Education Alignment

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

4. Themes

A Themes subcommittee was officially added to CCC+ via a bylaw change in early Spring 2025. As reported previously, an ad hoc committee met to review pilot Themes that were solicited from departments across the university in 2023-2024. The committee received letters of intent proposing the following 14 Themes:

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

The committee provided feedback and suggestions to proposers on each potential Theme and gave them all the go-ahead to submit final versions once they had addressed concerns and received approvals from all units that were included in their Theme.

This year the subcommittee received nine more preliminary Theme proposals and gave the go-ahead to six of them to seek departmental approvals and submit final versions. The others have received feedback that is being addressed. The nine received are as follow:

- Business Leadership in a Capitalist Society
- Business Leadership in Cities and Urban Studies
- Business Leadership for Creative Industries
- Business Leadership in Digital Technologies
- Business Leadership in Entrepreneurship
- Business Leadership and Ethics

- Indigenous Geographies or Indigeneity (the State of Being Indigenous)
- Resilience to Natural Hazards and Disasters
- **People and the Seas**

“People and the Seas” and “Utopia, Imaginaries, Techno-Futurisms, and Rights” have recently been submitted for final approval and are now under committee review.

To date, the following Theme has been fully approved and added to the catalog:

- Food, Water, and Natural Resources for the Future

5. Additional/Specific Requirements of Schools and Colleges

Four schools and colleges have made changes to their general education requirements as we move toward the CC.

- The College of Engineering will no longer require specific general education courses.
- The School of Business no longer requires specific general education courses beyond the Required Critical Courses.
- The College of Agriculture, Health, and Natural Resources (CAHNR) has a new requirement that two TOI courses be taken within CAHNR.
- The College of Liberal Arts and Sciences (CLAS) requires all students to pass at least 6 credits in TOIs 2, 3, 5, and 6. In addition, it requires students to pass at least 3 credits in 2 of the 3 new CLAS Skill Areas: 1) Communication and Dialogue, 2) Information, Digital, and Media Literacy, and 3) Leadership and Ethics. CLAS’s additional Q and Second Language requirements remain unchanged.

6. Updates to the Catalog around General Education

The CCC+ has provided support to the Registrar’s Office in developing clear student-facing language to describe the new Common Curriculum in the catalog. In addition, all units using the term “common curriculum” in program-level descriptions have revised their language in order to avoid confusion with the Common Curriculum.

7. The CAR System

On February 1, 2025, the current Course Action Request (CAR) system shut down to new proposals. The entire system will be discontinued in July 2025, so the shutdown was an attempt to let curricular committees catch up with proposals in time to get as many approved by the final May Senate meeting as possible.

Members of the CCC+ will meet regularly with the Registrar’s Office over Summer 2025 as it prepares to launch the new CourseLeaf CIM module, a curriculum management system that should dramatically ease the process of proposing curricular changes.

8. Support for and Review of 2023-24 Provost Grants

Winners of the 2023-24 provost grants attended the full-day Course Design Retreat prepared by CETL and CCC+ in May 2024. Over the summer, faculty navigators met with many proposers to assist with course development, especially with aligning TOI learning objectives, Course learning objectives, and course assessments.

All 93 proposers submitted CARs in Fall 2024 and almost all are now fully approved and ready to be taught in AY 2025-26.

9. 2024-25 Provost Grants for New and Revised Courses

CCC+ provided extensive instructions and held several workshops in preparation for two Provost Grant Common Curriculum competitions, one for new courses and one for course revisions. With many thanks to the ad hoc reviewers and the grant review committee (listed in Appendix I), the CCC+ is pleased to announce that it awarded the following grants to create new courses for the Common Curriculum, which will be taught for the first time in AY 2026-27.

Once again, a significant number of both new and revised courses funded by grants are seeking the TOI-1 designation for Creativity: Design, Expression, Innovation.

The following faculty were awarded grants to create new courses for the Common Curriculum

- Adamsons, Kari - HDFS 2XXX Diverse Family Structures in the U.S. (TOIs 3, 5)
 - Arat, Zehra - POLS 2XXXW Women's Rights in Law and Advocacy (TOIs 1, 3, & W)
 - Bojinova, Emma - ARE 1400 Pricing Pleasure: Controversial Consumption (TOIs 1, 3)
 - Booten, Kyle - ENGL 2XXX Digital Games and Literature (TOI 1)
 - Byers, Jason - POLS 2074 Data Visualization for the Social and Behavioral Sciences (TOIs 1, 6, & Q)
 - Campbell, Scott - ENGL 2XXXW Writing the City (TOIs 1, 3 & W)
 - Carillo, Ellen - ENGL 3XXX Linguistic Diversity in a Social Justice Context (TOIs 1, 3)
 - Celli, Andrea - ILCS 2001 Italian with Creativity – Memories, Stereotypes, Community Building (TOIs 1, 2)
 - Chambers, Rachel - BLAW/BADM 2XXX Business and Society (TOIs 3, 5)
 - Cole, Michelle - NURS 2XXX Social Determinants of Health in Rural Guatemala (TOIs 2, 3)
 - D'Amico, Dennis - ANSC 1XXX Introduction to Brewing Science (TOI 6)
 - Donegan, Mary - HIST/URBN 2XXX The American Suburb: History, Power, Design (TOIs 1, 3)
 - Grande, Sandy - NAIS 2XXX Native Nations CT II (TOIs 2, 3)
 - Grenier, Robin - EDLR 2000 Learning in the Wild: Shaping Society and Social Change through Public Pedagogy (TOI 1)
 - Lamina, Alexandra - WGSS/NAIS/GEOG 3XXX Indigenous Geographies in Abya Yala & Turtle Island (The Americas) (TOIs 1, 3)
 - Lin, Ting-an - PHIL 1XXX Markets, Ethics, and Society (TOIs 3, 5)
- PHIL 1XXX Ethics of Technology and Engineering (TOIs 1, 3)
- Mayer, Joshua - NAIS/ANTH 3XXX Afro-Indigenous Freedom Struggles in Latin America (TOI 1, 3)
 - Newell, Christopher - NAIS 1XXX Native Nations CT I (TOI 1, 2, or 3)
 - Redden, John - PNB 2XXX Human Physiology in Environmental Extremes (TOI 4)
 - Reynolds, Luke - HIST 2260W War and Memory (TOI 3, 5 & W)
 - Russell, Beth - HDFS 1XXX The Science of Individual and Family Wellbeing (TOI 5)
 - Ryan, Brady - ARAB 1XXX Arabic Songs and Lyrics (TOI 2)
 - Semenza, Greg - ENGL 2XXX The Hollywood Cinema (TOI 1, 2)
 - Willen, Sarah - ANTH 1XXX Health, Culture, and Power: An Introduction to Medical Anthropology (TOI 2, 3)
- ANTH 3XXX/W How Are You Doing? Mental Health and Well-being in Anthropological Perspective (TOI 1, 3 & W)

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

- Allied Health Sciences
 - AH 4501 (TOI 2, 3)
 - AH 3175 (TOI 1, 4)
- Business Law/Human Rights
 - BLAW/HRTS 3252 (TOI 5)
 - BLAW/HRTS 3254 (TOI 5)
- English/American Studies
 - ENGL 3218/W (TOI 1, 3)
- Geography, Sustainability, Community, and Urban Studies
 - URBN 2302/W (TOI 1, 6)
- Human Development and Family Sciences
 - HDFS 2100 (TOI 2, 6)
 - HDFS 2200 (TOI 3, 5)
 - HDFS 3103 (TOI 1, 3)
 - HDFS 3249 (TOI 3, 5)
 - HDFS 3277 (TOI 2, 5)
 - HDFS 3520 (TOI 3, 5)
- History
 - HIST 3520 (TOI 2, 5)
- Physiology and Neurobiology
 - PNB 2250 (TOI 4, 6)
 - PNB 3120W (TOI 1)

10. Faculty Development Workshops

The CCC+ provided an especially robust set of workshops in preparation for the launch of the new CC.

Several one-hour workshops were available throughout the year:

Fall 2024: Curriculum Planning and Preparation

- Working Sessions for Course Migration Syllabi (9/30 and 10/1, 2:30-3:30PM, online)
- Applying for a Provost's Grants (10/21 and 10/22, 2:30-3:30PM, online)
- Applying for a Theme Designation (11/11 and 11/12, 2:30-3:30PM, online)

Spring 2025: Teaching in the New Common Curriculum Series

- Common Curriculum Teaching Kick-Off (1/27 and 1/28, 2:30-3:30PM, online)
- Project-Based Assessment in the CC Classroom (2/24 and 2/25, 2:30-3:30PM, online)
- Dialogue in the CC Classroom (3/24 and 3/25, 2:30-3:30PM, online)
- Career Readiness in the CC Classroom (4/21 and 4/22, 2:30-3:30PM, online)

In addition, three larger-scale faculty development opportunities provided substantial preparation for the work ahead.

Essential Partners Dialogue Workshops

(Jan 15 and 16, 9AM-4PM each day, 38 participants)

In preparation for the new Dialogue competency embedded throughout the curriculum, CCC+ has made several moves in increasing UConn's dialogue expertise by working closely with UConn's Dialogue and Democracy initiative (of the Human Rights Institute), which has long partnered with Essential Partners in providing tools for using dialogue effectively in the classroom.

In Summer 2024, CCC+ sponsored two CC faculty navigators to attend a week-long Essential Partners dialogue training session.

Throughout Fall 2024, a UConn team including members of CCC+, CETL, and the Dialogue and Democracy initiative met with two Essential Partners academic associates to plan a 2-day workshop that would train 30 UConn faculty and staff members in a number of dialogue techniques.

The Jan 2025 workshop was transformative, and several faculty now regularly use Reflective Structured Dialogue in their classes. Noga Shemer, a CETL faculty affiliate, has generously hosted monthly meetings for participants to continue to build their skills in facilitating dialogue in the classroom.

Hacking the VALUE Rubric

Friday, 5/9, 9AM-4PM

Planned by Jamie Kleinman (CCC+ assessment fellow), Laurie McCarty (CETL), and Sally Chamberland (OAPA), this workshop brings consultants from the American Association of Colleges and Universities (AAC&U) to support faculty in developing rubrics that use best practices in aligning assessment to student learning objectives.

Assessment Institute and May Day 2025

Wednesday, 5/14, 9AM-5PM

Planned by CETL, OAPA, and CCC+, this full-day event provides professional development and networking opportunities. Participants will enjoy a keynote speaker, poster sessions, and breakout sessions on teaching, learning, and assessment topics.

UASCEND Opportunities

Funded by a Davis Educational Foundation Grant, the Advancing Structural Consistency through Educational Networks and Design (UASCEND) project provides professional development opportunities for faculty to strengthen their course design and assessment skills. Several members of the CCC+ are involved in the planning of the Fall 2025 pilot professional development curriculum, and it is anticipated that many CC courses—including some of the large multi-section introductory courses available at all campuses—will be enhanced through participation in this project.

PROPOSAL AND BYLAW REVIEW

The CCC+ reviewed proposals to add skill codes and to use the SET as part of CC assessment. After extensive discussion, the CCC+ declined the option to pursue these proposals.

Several other questions and proposals resulted in an omnibus motion to update the bylaws on several issues. This proposal was unanimously approved by CCC+ on 11/11/2024 and by Senate C&C on 11/20/2024. It was presented to the Senate at the 12/2/2024 meeting and was approved by the Senate on 2/3/2025.

The motion made changes to:

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)

For details on the backgrounds and deliberations involved in these by-law changes, please see the full language of the motion on the Senate website.

COMMUNICATIONS

The Communication & Coordination subcommittee formed in Spring 2023 continued its work in AY 2024/25, focusing on preparing the University community for the launch of the CC. This committee, chaired by Brandy Nelson, worked with other members of the CCC+ and key offices around campus (including the Registrar's Office, One Stop, and Undergraduate Advising) to prepare many documents and presentations to ensure that useful information reaches all stakeholders.

1. Launch a new website

Working with University Communications, the subcommittee developed a communications toolkit to ensure a consistent look for all CC materials. The subcommittee then began work with CCC+ Admin Karen McDermott to reorganize the CC website with attention to multiple audiences, as that website has historically been targeted primarily at course proposers and reviewers. Edits are ongoing, but much has already been done to update the site.

In particular, FAQs for Students and FAQs for Advisors were both developed and posted. The Themes pages were also fleshed out as guidelines were developed, and a Workshops page provided information on professional development opportunities being offered.

Work will continue on the site as needed, particularly on the Student Resources section, which still needs development.

2. Continue to communicate regularly with all identified stakeholders

The CCC+ Chair continued to meet with stakeholders, including:

Regular meetings with:

- CETL Faculty development
- The Provost's Office
- The Registrar's Office
- The Senate Executive Committee and Committee Chairs

Occasional meetings with:

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

Ad hoc meetings with individuals from several offices:

- ACES/BGS
- Career Center
- Early College Experience
- ECampus
- Experiential Global Learning
- First Year Experience
- First Year Writing
- Honors
- Individualized Majors

- One Stop
- Summer/Winter Programs
- Transfer Office

3. Create CC Marketing Materials

The group created a fillable advising worksheet for students and advisors that was part of the one-page handout CCC+ representatives shared at a recent AAC&U conference (see attachment). This worksheet is helpful in visualizing the Topic of Inquiry requirements. It is not meant as a substitute for the Advisement Report, which will fill in subject areas based on cross-listings and thus provide students with maximal flexibility in fulfilling their requirements.

Together with Erin Ciarimboli from University Advising, a small working subgroup (Pamela Bedore, JP Lappen, Karen McDermott, Laura Mlyniec, and Suzanne Wilson) also updated the scripts for the Family Orientation and Pre-Advising videos that are used for Freshman Orientation.

4. Regularly communicate updates to advisors

The Communications subcommittee communicated regularly with advisors, sending out information and gathering feedback.

Common Curriculum advising workshops were provided (and very well attended) for several groups:

9/25 Common Curriculum Overview for All Advisors (online)
10/18 CT State Community College Advisors (Storrs)
11/12 Avery Point Advisors (online)
11/13 Waterbury Advisors (Waterbury)
12/17 Animal Science Faculty Advisors (Storrs)
2/5 Stamford Advisors (Stamford)
2/12 Hartford Advisors (Hartford)
2/18 Common Curriculum Overview for All Advisors (online)
3/12 Experiential Global Learning Advisors (Storrs)
4/24 Avery Point Advisors (online)
4/25 Plant Science Faculty Advisors (Storrs)

The focus for AY 2024/25 has been on ensuring that all professional advisors are very comfortable with the new Common Curriculum and can be a resource for faculty advisors. In AY 2025/26, the plan is to provide department-level training for faculty advisors, since returning students in 25/26 will be able to choose the Common Curriculum if they prefer.

5. Produce detailed FAQs for various stakeholders

The Communications Subcommittee developed FAQs for students and advisors. These are included on the CC website.

6. Ensure advisement reports are easy to use for continuing students and their advisors

The CCC+ chair met regularly with the Registrar's Office as it designed, tested, and launched a new Advisement Report and What If Report that include CC requirements. Members of the Registrar's Office presented these reports to the CCC+ on 1/27/25 and to the Senate Executive Committee on 3/7/25. They have the familiar look of the current reports and include new information about the CC. These are ready to use for Summer 2025 orientation, in which students will be signing up for CC courses for the first time.

The What If Report will be useful for returning students to choose if they'd like to use the CC instead of GE. The One Stop Office is creating a form so that students wishing to make this change can do so; the form does not require advisor permission.

7. Communicate new curriculum to ECE teachers

The ECE Office has provided the following plan for communicating the new CC to ECE instructors:

- Spring 2025 "Brunch & Learn" – Update Faculty Coordinators and discuss plans for 2025-26 academic year
- May 2025 – Site Representative Conference – Present CCC+ to school counselors and site representatives; highlighting forthcoming changes and timeline
- 2025-26 academic year – ECE Instructor Workshops – Focused on finalizing updates to the course syllabi across all disciplines for courses impacted
- Fall 2026 – All UConn Courses through ECE have fully updated course syllabi

8. Update all CC e-campus classes as needed

eCampus has offered all summer/winter instructors support in reviewing existing eCampus course to fully align with newly approved CC versions.

In its call for proposals for developing new eCampus courses for Summer 2025, eCampus prioritized "Courses that are currently approved as part of the General Education (GE) curriculum that will be Direct Transitioned to a Common Curriculum (CC) designation OR courses under revision from GE to CC designation OR new courses that are being created in conjunction with CCC+ to meet CC designations."

PREPARING FOR THE FUTURE

1. Assessment

The work on Assessment for the Common Curriculum was carried out by two Faculty Assessment Fellows, Jamie Kleinman and Stephanie Singe. In January 2025, Sally Chamberland was hired by the Office of Academic Program Assessment, and also began working on this process.

Due to delays in the direct transition process, the assessment fellows spent the Fall 2024 semester focused on helping departments complete the course transition process. The assessment fellows divided the schools, colleges and departments to provide direct support on this process. Monthly emails were sent to all departments with CC courses in transition starting the first week of September. The assessment fellows worked directly with the department contacts and the members of the CCC+ to ensure that all courses met the required standards for TOI designation and approval. They served as liaisons, sharing feedback from the review committees with the departments while working with the departments to enact the requested changes. By the end of the fall semester, most direct transition courses were approved, and management of this process was shifted back to Karen McDermott and the review committees.

During Fall 2024 the fellows were asked to review a proposal from the SEC about including questions on the SET+ asking about learning objectives for the CC courses. A timeline was shared with the SEC, but in general, it was the belief of the fellows that this would not be the most effective way to get feedback about student learning or student experience with the CC.

The proposed timeline is below:

Cycle 1: AY2526/AY2627/AY2728

Year 1: AY2526

- **Sample:** Assessment begins in Spring 26 with a small sample from first round of new/revised grant recipients
- **Objectives:** Assess TOI1, TOI4, and W competency using VALUE rubrics and student artifacts plus student work from LMS

Year 2: AY2627

- **Sample:** Expand assessment sample to include second round new/revised grant recipients
- **Objectives:** Assess TOI2, TOI5, and Q competency using VALUE rubrics and student artifacts plus student work from LMS

Year 3: AY2728

- **Sample:** Expand assessment sample to include Davis grant participants
- **Objectives:** Assess TOI3, TOI6, and SL competency using VALUE rubrics and student artifacts plus student work from LMS

Calibration Year: AY2829

- Full process review and refinement of assessment process plan

Cycle 2: AY2930/AY3031/AY3132

- **Sample:** Assessment sample to include any CC course offered
- **Objectives:** Which objectives are assessed is TBD based on findings from Calibration Year (could continue with cycle of 2 TOIs and a C each year, but may want to modify this)

- Continue to assess student artifacts and work from LMS

Cycle 3: AY3233/AY3334/AY3435

- **Sample:** Assessment sample to include any CC course offered
- **Objectives:** Which objectives are assessed is TBD based on findings from Cycle 2 PLUS assessment of PLOs in addition to TOI/C LOs
- Continue to assess student artifacts and work from LMS

During the Spring 2025 semester, the fellows started working with Sally Chamberland to develop a rubric to begin assessment of the CC during the 2025-26 academic year. They also worked on developing a process for creating these rubrics and assessing student learning for all the TOIs and Competencies. After drafting the rubric for TOI4, the group met with the TOI4 chair to get feedback on the rubric. After an initial round of revisions, this rubric was shared with all members of the TOI4 committee for feedback. As of this report, the rubric is undergoing the final round of revisions and will be ready for deployment in the Fall. A sample of TOI4 courses will be identified and instructors will be asked to use this rubric to assess one student's assignment. Once this process is underway, the group plans to begin creating the rubric for TOI2 and the W competency.

In addition to this work, the assessment fellows have also been involved in two professional development opportunities that will establish sound assessment practices. The first is UASCEND, a grant-funded project that seeks to increase consistency throughout the curriculum, something necessary for assessment. The second is inviting members of AAC&U to offer a workshop on the VALUE rubric.

2. Charging of a Working Group for the Information, Digital, and Media Literacy (IDML) and Dialogue Competencies

A working group was convened this year and provided the following charge:

- Draft a definition, attributes/criteria, and Student Learning Objectives (SLOs) for each competency (IDML and Dialogue)
- Recommend where within the Common Curriculum these competencies will sit.

General Background

On November 14, 2022, when the University Senate passed guidelines and a by-law change to create a new general education system called the Common Curriculum (CC), it proposed the creation of two new competencies (Information, Digital, and Media Literacy [IDML] and Dialogue) that would be added to the three existing competencies (Writing, Quantitative, and Second Language).

According to the guidelines:

“Information, Digital, and Media Literacy, and Dialogue are intentionally and systematically infused throughout the Curriculum.”

Both this document and the by-laws further specify that Dialogue and IDML “are infused across the Common Curriculum within TOIs.”

At the time the Common Curriculum Committee+ (CCC+) began its work on transitioning courses in Spring 2023, IDML and Dialogue did not yet have any established guidelines or learning objectives, so exactly how

they would be infused and – just as importantly – assessed was unclear. In the interest of the transition timeline, which schedules CC to go live in Fall 2025, the ad hoc CC Streamlining Committee, chaired by CCC+ Chair Pamela Bedore, proposed that the CCC+ move ahead with the transition without a clear way to infuse the competencies for the moment.

At the beginning of 2024-25, when CCC+ was more than halfway through its transition work, and the other competency subcommittees (W, Q, and SL) had developed specific descriptions, attributes or criteria, and SLOs for their respective areas, a working group was charged with beginning the process of developing similar attributes for IDML and Dialogue.

Background on Information, Digital, and Media Literacy (IDML)

Information, Digital, and Media Literacy – or IDML – has its roots in the much older Information Literacy (IL) competency of the outgoing General Education system. When first implemented, IL was originally satisfied by courses that departments designated for the competency. In other words, departments sent the General Education Oversight Committee (GEOC) a list of courses they believed covered IL, and GEOC reviewed, approved, and kept those lists on file. In most cases, IL was satisfied by First Year Writing (FYW) and a writing in the major course.

The guidelines for IL posted on the old GEOC website read in their entirety:

- There are no entrance expectations, but basic research skills will be developed in Freshman English [since renamed First-Year Writing] and FYE courses.
- Each major field of study will define its own exit standards in information literacy for its majors and build opportunities for developing these skills into its curriculum.

At some point it became clear that IL had fallen by the wayside in Gen Ed. Moreover, the ‘guidelines’ as they stand provide no opportunity or standards for assessment.

Efforts to revive the competency began under GEOC Chair Mike Young and continued in the background under the next two chairs with minimal success in establishing anything lasting. On October 31, 2019, an ad hoc IL committee met to discuss the status of IL and establish goals for moving forward with it. However, these efforts ran up against the work of DeltaGE, which was by then considering a full curricular overhaul of Gen Ed.

Karen McDermott (CCC+ Admin) located a few documents that defined work done on IDML (aka Information Literacy, aka Digital Information Literacy), and these were provided to the working group. (Note: The acronym IDML was finally established just before Delta2GE began its work.)

In the meantime, technological advances, such as AI, have made it necessary to once again revisit our understanding of IDML and how such a competency would be applied to students’ coursework.

This brings us to the work of the Delta2GE committee, which called for the infusion of IDML within CC, specifically within the TOIs. Per the Guidelines from 11/14/22:

“Information, Digital, and Media Literacy (IDML) will be infused throughout the Core Curriculum and embedded in each of the TOIs. IDML educates students in the rhetorical and intercultural dimensions of media, both as consumers and creators. IDML also educates students in the discourses and information ecosystems of the disciplines in which they are learning, preparing them for their professional and civic lives

in an increasingly interconnected world. Basic information literacy is taught to all first-year students as an integral part of ENGL 1007/1010/1011, in collaboration with the staff of the University Libraries. In addition, each major program has considered the information literacy competencies required of its graduates and built those expectations into the upper-level research and writing requirements in the major. In the same spirit, appropriate expectations for information, digital, and media literacy will be woven into all Common Curriculum courses.” (A.2.4.)

Background on Dialogue

The inclusion of Dialogue as a competency likely goes back prior to 2017 when GEOC was asked to consider “civility” as a possible general education area. There were significant concerns about adding such an area at the time, but the concept was reimagined as a competency in Dialogue with the work of DeltaGE and Delta2GE. Dialogue as a workable feature in CC courses was never fleshed out, however. Conversations and workshops with both CETL and the Essential Partners group have reinvigorated the conversation (not dialogue) on Dialogue. Two of CCC+’s members (Mary Donegan and Adrienne Macki) attended focused workshops on dialogue over Summer 2024.

Per the CC Guidelines approved on 11/14/22:

“Dialogue will be infused throughout the Core Curriculum. To prepare students adequately for leadership and global citizenship, we provide opportunities to experience, learn, practice, and integrate dialogue as a core component of their higher education. Dialogue is a foundational competency that is necessary to all fields of knowledge and essential to individual and social development. Among these core competencies, dialogue is necessarily collaborative and deeply relational, making it an essential competency for democratic life.” (A.2.5.)

While Delta2GE’s original vision suggests Dialogue should be present throughout the CC, there is legitimate concern about the feasibility of incorporating it to a meaningful degree in large lecture classes, which account for a significant part of CC courses. It had thus been suggested that Dialogue might fit more easily into particular TOIs, such as TOI-2 (LO2) and TOI-3 (LO1), which both mention dialogue or dialogic engagement within their SLOs.

Current Situation

In 2024-25, the working group met four (4) times in the Fall and seven (7) times in the Spring. While ostensibly one committee, the group often split up into breakout rooms during meeting times to work on IDML and Dialogue separately. Erica Charis Molling and Sara Stifano, who chaired the group, provided the following report. The CCC+ of 2025-26 will more fully discuss this work and create an implementation plan for the eventual inclusion of the two new competencies in the CC.

IDML

The IDML & Dialogue Subcommittee created a unified definition for the IDML competency, revised from the three independent definitions penned by the GEOC Digital Literacy, Information Literacy Task Force in 2022. The learning objectives were then written in line with the updated definition. We had 3 primary goals in mind for the updated definition and learning objectives:

1. The definition and learning objectives should be flexible enough to be used in a variety of courses and contexts. This would allow for the competency to be “infused” throughout the curriculum, as described in the Delta2GE committee IDML Guidelines.
2. The definition and learning objectives should be flexible enough to be applied to different platforms, disciplines, and foci, including emerging technologies such as AI.
3. The definition and learning objectives should acknowledge the ways the three literacies work together and overlap, while speaking to their distinctions as well.

The IDML Working Group examined the information literacy requirements of both peer and aspirant institutions and reviewed an article published in 2011 that outlines a reframing of information literacy as a “metaliteracy” (Mackey and Jacobson, 2009). While the programs at other institutions did not ultimately inform our definition or learning objectives, it was noted that they were all implemented in models very similar to #2 and #4 listed below. This will undoubtedly be a factor in our recommendation regarding where in the curriculum this might sit.

We ultimately determined that introducing the concept of “metaliteracy” would unduly add to the work required to implement the competency, but the concept of “metaliteracy” did strongly influence the structure of the learning objectives, prioritizing the necessity of students’ ability to transfer skills and understandings across discrete literacies. We also reviewed prior UConn IDML definitions and models, the “Guiding Principles for CLAS Requirement Areas” IDML objectives (approved by CLAS C&C on 9/17/24), and existing materials & guidance regarding IDML instruction for FYW instructors. Based on all of the above, we drafted the definition and learning objectives as follows.

IDML Competency Definition and Learning Objectives

Information, Digital, and Media Literacy is the ability to navigate, evaluate, and ethically contribute to complex information, digital, and media environments. This literacy fosters critical thinking and analysis to produce and share knowledge across various media. Through iterative reflection, it promotes the transfer of skills and dispositions across the three literacies. By contextualizing the lifecycles of information and media, IDML enhances learning, knowledge creation, and thoughtful engagement with the information, digital, and media landscape.

In line with this definition, the IDML Working Group developed a set of Student Learning Objectives. The first, required component is the IDML learning objective. In order to fulfill it, two or three of the subsequent learning objectives would also need to be met. This design increases the flexibility of the competency to different courses and contexts, while also honoring the “metaliteracy” approach. We welcome feedback on these learning objectives and/or their implementation from the members of the CCC+ committee at large.

Fulfillment of the IDML competency must meet the following learning objective:

LO1: Students should be able to apply critical thinking and reflection to transfer skills across different literacies and contexts, contextualizing resources and platforms in their lifecycles and the current knowledge creation landscape. [IDML]

Fulfillment of the IDML competency must also meet at least 2 of the following learning objectives:

LO2: Students should be able discover, organize, analyze, evaluate, and use diverse information resources to effectively support complex research questions and information needs. [*Information Literacy*]

LO3: Students should be able to navigate and critically evaluate digital environments and tools to assess affordances and limitations, work collaboratively, and attend to privacy concerns and/or security practices. [*Digital Literacy*]

LO4: Students should be able to analyze, interpret, and ethically use content across various platforms, demonstrating an understanding of media's role in shaping opinion, knowledge production, and cultural narratives. [*Media Literacy*]

Based on this work, we developed the following list of implementation models for consideration.

Potential Implementation Models

1. IDML competency could be a **recommended but optional inclusion into any/all common curriculum courses**
 - a) *Optional extension:* and ask schools and colleges to articulate in the catalog how their programs address this competency throughout a student's undergraduate education.
 - i. **Affordances:** This would be the least burdensome to implement, structurally. It is also the most faithful to the idea of “infusion.”
 - ii. **Challenges:** This has the potential for very uneven application since it is entirely voluntary. By recommending but not requiring all course address the competency, it could create a bystander effect, whereby every course assumes it’s being taken care of by another course and no one takes responsibility for it. Consequently, it would be possible for a student to complete the core curriculum and never encounter IDML.
2. IDML competency is a **strongly recommended component of FYW and recommended/optional inclusion into any/all common curriculum courses**
 - a) *Optional extension:* and ask schools and colleges to articulate in the catalog how their programs address this competency throughout a student's undergraduate education.
 - i. **Affordances:** This would offer slightly more consistent application without much additional burden. It effectively splits the difference between being “embedded” in one course, while promoting “infusion” across other courses. This model is also the most familiar, as it’s very similar to current practice.
 - ii. **Challenges:** This creates the potential for overreliance on FYW. The “infusion” beyond FYW has the potential for very uneven application since it is entirely voluntary. Due to both of these factors, it would still be possible for a student to complete the core curriculum and never encounter IDML.
3. Required **periodic non-credit training** for students
 - i. **Affordances:** This would enable consistent application of competency. It would allow the competency to be fulfilled without taking away from class time.

- ii. **Challenges:** This model is more “free-floating” than “infused.” This “free-floating” nature would reduce the relevance of the competency content due to its dissociation from any specific context. It also presents a question about who would take on the tracking responsibilities for the training. Lastly, it adds an extra “hoop” for students to “jump through” to graduate and would require repeated, proactive communication.
4. Official **attachment as a component of an existing competency or TOI**
- i. **Affordances:** This would enable consistent application of competency. It honors both the “embedded” aspect of formal attachment to the curriculum and the “infused” aspect through the multidisciplinary nature of the competencies and TOI’s. By embedding IDML in a competency or TOI, rather than one course like FYW, it greatly reduces the chances of a student completing the core curriculum without encountering IDML. Further, by “infusing” the competency through multiple levels of courses, it would offer the possibility of a “tiered” set of learning outcomes—which would facilitate assessment and simplify expectations for instructors.
 - ii. **Challenges:** This would add the expectations of another competency or TOI.

Dialogue

Following recommendations from the University’s Committee on Civil Discourse and Dialogue (2018), the Dialogue Competency reflects a university-wide commitment to intentionally create dialogic communities throughout the campus, invite research into this practice, and articulate an institutional aspiration to create a culture of shared responsibility for inclusive inquiry, dialogue, and deliberation on complex topics. This work – referred to below as the dialogic classroom - is critical to the research, teaching, and outreach missions of the university and empowers all members of our community to discuss and challenge ideas in pursuit of new knowledge and understanding. As such, the Dialogue Competency advances the university’s commitment to “help every student grow intellectually and become a contributing member of the state, national, and world communities” and to “cultivate leadership, integrity, and engaged citizenship” ([University Mission Statement](#)).

The goal of the dialogic classroom is to increase student engagement and foster active learning environments. By incorporating dialogue into the classroom, students learn to communicate across differences and navigate complex topics while engaging deeply with course content. Beyond discussion or debate, the dialogic classroom encourages students to express themselves to be understood by others who may have different perspectives, experiences, or values; engage productively with complexity and nuance; and take responsibility for their positions while staying open to developing their ideas.

We define **dialogue** as *a focused and intentional communicative process comprising multiple voices and perspectives, active listening, and thoughtful questioning. This work includes attention to context, space for reflection, and the ongoing exchange of ideas in which participants seek better understanding of their own views and those of others.*

Dialogue can be implemented in **any** course; it is not specific to a particular field of study nor limited to specific aspects of the curriculum. Embedding dialogue in our institutional identity means continually supporting instructors to create and sustain frameworks that can foster dialogic engagement. Courses that aim to promote dialogic engagement should meet the following central Student Learning Objective:

SLO: Students will engage in dialogue as it is described in the following attributes:

1. Students participate in intentionally structured interactions, guided by communication agreements, with the syllabus providing clear expectations for preparation and assessment.
2. Students engage in practices that enhance thoughtful communication, such as articulating the experiences, beliefs, and values that inform their perspectives; listening actively; and posing questions that elicit new information and advance the conversation.
3. Students reflect on their own experiences, the experiences of others, and the skills that distinguish dialogue from discussion or debate.
4. Students develop and hone effective communication skills through repeated dialogic interactions over the course of the semester.

3. Student Learning Objectives in the Catalog

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

Given that departments have received substantial feedback on SLOs for courses approved for the CC, AY 2025-26 will provide an opportunity for minimum SLOs to be revised before publication in the catalog. A CCC+ assessment fellow and faculty navigators will assist in this process.

ADDITIONAL ISSUES AND ACTIONS

1. Defining "Double Designations" and "Overlap"

As the Registrar's Office has been coding the Advisement Report and the What If Report for CC, they have noticed several ways that students can fulfill the letter of the bylaw regarding:

- 6 TOIs (6 across)
- 1 focus area (TOI or Theme, 3 deep)
- 21 credits
- 6 subject areas

With thanks to the Registrar's Office, here are four different ways students can fulfill the TOI portion of the Common Curriculum:

INTENDED DOUBLE-DIP:

TOI-1: CRSE A

TOI-2: CRSE A

TOI-3: CRSE C

TOI-4: CRSE D

TOI-5: CRSE B

TOI-6L: CRSE E

TOI-5 FOCUS AREA: CRSE B, CRSE F, CRSE G

TRIPLE-DIP:

TOI-1: CRSE A

TOI-2: CRSE B

TOI-3: CRSE C

TOI-4: CRSE D

TOI-5: CRSE B

TOI-6L: CRSE E

TOI-5 FOCUS AREA: CRSE B, CRSE F, CRSE G

TWO TOI DOUBLE-DIP:

TOI-1: CRSE A

TOI-2: CRSE B

TOI-3: CRSE A

TOI-4: CRSE B

TOI-5: CRSE C

TOI-6L: CRSE D

TOI-5 FOCUS AREA: CRSE E, CRSE F, CRSE G

TWO FOCUS AREA DOUBLE-DIP:

TOI-1: CRSE A

TOI-2: CRSE B

TOI-3: CRSE C

TOI-4: CRSE D

TOI-5: CRSE E

TOI-6L: CRSE F

TOI-5 FOCUS AREA: CRSE B, CRSE E, CRSE G

Given the variety of ways students can fulfill the TOI requirements, it is advised that we speak of “course overlap” rather than of the “double dip” or “double designation” that described the GE curriculum.

2. Developing Guidelines for Transfer Students

Transfer students often receive generic transfer credit for courses for which there is no direct equivalent at UConn. A GE generic transfer credit spreadsheet has long been in use to identify GE credit for generic transfer courses as appropriate. In the absence of such a spreadsheet for CC, the Provost determined that transfer students matriculating in Fall 2025 may elect to use the GE or the CC.

A group led by Carl Rivers (Office of the Registrar) and Jamie Kleinman (CCC+ Assessment Fellow) worked on this issue and supplied the information that follows.

Opportunity:

We currently have approved mapping for generic transfer courses (i.e. SOCI 91000) to the Content Areas and Competencies. With the move to the Common Curriculum, the current mapping will no longer be applicable and thus needs to be reviewed to determine which generic transfer courses can fulfill which Topic of Inquiries.

Approach:

In an effort to assist with degree requirement transparency for transfer students, as well as reducing additional

burden for faculty, there was a comparison of generic transfer courses and TOI course completed to see if patterns could be identified to avoid re-reviewing every generic transfer course. All generic transfer courses from the past two years that have transferred into UConn were reviewed for frequency of transfer. Any course at the 2000 level or above was removed from consideration as those have historically needed additional review at the departmental level. Additionally, any course that transferred fewer than 20 times was removed from consideration. Finally, any generic transfer course previously approved to fulfill a Q, W, or FYW stayed, as there were no changes to those competencies.

All 1000-level approved TOI courses were then reviewed and broken out by department. If 100% of the courses of a particular department fell into the same TOI(s), they were eligible to be considered for expedited mapping. The lists were then compared, and the conclusion was drawn that if 100% of a department's 1000 level courses fell in the same TOI, then a generic transfer from the same department could fulfill the same TOI.

Results:

It was determined that using the logic above, a large number of the most frequent generic transfer courses could be mapped to TOIs, so it was proposed to move forward implementing the course mapping. The current transfer evaluation process remains intact for courses outside of scope as well as any course a student feels should be evaluated for a different TOI.

Next Steps:

CCC+ accepted this proposal at its 4/16/25 meeting, so the next steps are to:

- Gain support from School/College C&C Committees
- Get approval from Senate C&C and then as a consent agenda item from University Senate
- Review and potentially implement updated course numbering for better transparency
- Build generic courses into the Academic Advisement Reports to fulfill TOI and Competencies
- Build in a review process to ensure mapping is still accurate

3. Limiting the Repeatability of 3-Credit TOI Courses

The CCC+ discussed the idea of limiting the repeatability of 3-credit TOI courses. The Registrar's Office provided data that 11 3-credit TOI (previously CA) courses are repeatable. Only 3 of these courses have ever actually been repeated (by 7 students), so this issue has limited impact. Nonetheless, the committee feels that it is probably sensible to make a small amendment to the Senate bylaws and to add a notification in catalog copy to clarify that although such courses may be repeated for credit, they may not be repeated for CC credit. This was discussed by Senate C&C and the Senate Executive Committee and is a task to be undertaken by the CCC+ in 2025-26.

4. Addressing Potential TOI Change Requests

The CCC+ has begun conversations about whether or not departments in the future should have the ability to change the TOI's approved for courses. This was not a concern with the General Education curriculum, in which most departments offered all their courses within a single Content Area and/or with Content Area 4.

The situation is as follows:

- a. It is straightforward to add a TOI to a course, which will be retroactively applied to the beginning of the CC (as CA designations are retroactively applied to 1993). Courses that

currently fulfill one TOI are welcome to add a second. Students will get credit for the one or two TOIs approved with a course regardless of the semester in which they took it.

- b. It may eventually become necessary to remove a TOI from a course, and this is possible. There will be an effective date after which students no longer get credit for the de-designated TOI. This was also done (rarely but without great difficulty) for CA courses.
- c. It is not straightforward and probably not advisable to change the TOIs associated with a course. Changing a TOI would require that we associate each TOI with a specific calendar year (this goes against the solution of providing retroactivity when a new TOI is added). Furthermore, it would mean fully communicating to every advisor who has memorized TOIs each time a course changes.

Initial discussions in the CCC+, Senate C&C, and SEC suggests that retroactive approvals are considered more valuable than the ability to change TOI's. If a course wants to change TOIs, its offering department would need to create a new course with the new TOIs. The SEC has suggested that we review this policy (like many others) three years into the new CC. The CCC+ will continue discussions.

5. Honors Agreement with CCC+ and Senate C&C

The existing agreement between the Honors Program and GEOC and Senate C&C about general education courses for Honors students needed to be updated. This agreement allowed for standing in the Honors Program to be used as a prerequisite for general education courses that carried Honors credit. The purpose of the agreement was not to bar other students from taking Honors courses, but to put safeguards in place so that any student taking an Honors-level general education course would understand the additional or elevated workload involved before enrolling.

Pamela Bedore and Karen McDermott worked with Jennifer Lease Butts and Jaclyn Chancey of Honors to revise and update the document. The agreement was originally referred to as a Memorandum of Understanding, but with guidance from the Provost's Office, its format was revised, and it is now simply termed "Honors Agreement with CCC+ and Senate C&C" (see Appendix II).

The document was presented to both CCC+ and Senate C&C, which did not have any concerns. Upon approval from the Honors Board of Associate Directors, the document will go to the University Senate as a consent agenda item.

6. CCC+ Celebration

In order to celebrate the launch of the Common Curriculum, CCC+ will plan a reception for Wednesday, September 17 from 4pm-6pm in the Student Union Ballroom. Details and invitations to follow in August.

7. CLASS Presentation

A team from UConn that included Jamie Kleinman, Pamela Bedore, Karen McDermott, Stephanie Singe, and Lauren Schlesselman (CETL) applied to present the Common Curriculum at the Conference on Learning and Student Success (CLASS) hosted by the Association of American Colleges and Universities (AAC&U). They were awarded a spot with three other groups in a Friday afternoon session on 4/4/25, and Jamie Kleinman and Karen McDermott went to San Juan, Puerto Rico share our work with attendees from around the country. Pamela Bedore attended the conference virtually.

There was interest in UConn's work from peers who attended, and audience members asked questions about the program. We also gave out two handouts to those interested: a 'One-pager' (see attachment) and a 'By the Numbers' document (see Appendix III).

P. Bedore, J. Kleinman, and K. McDermott also attended multiple workshops and presentations and came back with many potential ideas from other institutions.

Concluding Remarks

AY 2024-25 has seen an enormous amount of thoughtful, energetic, and intellectually stimulating work and professional development as UConn prepares to offer the Common Curriculum for the first time in Fall 2025.

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

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

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

Respectfully submitted, 4/25/2025
Pamela Bedore

Administrative Note

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

Appendix I**CCC+ Committee Membership, 2024-2025**

Name	Position
Pamela Bedore	Chair
Emma Bojinova	TOI-4 Co-Chair
Anne Borsai Basaran	TOI-2 Co-Chair
Scott Campbell	TOI-2 Co-Chair (Sabbatical Spring 2025)
Erin Ciarimboli	Advising Office
Michelle Cole	TOI-2 Co-Chair
Sarah Croucher	Provost's Office Representative
Tom Deans	TOI-5 Co-Chair (Sabbatical Fall 2024)
Mary Donegan	TOI-5 Co-Chair (Fall 2024)
Carrie Eaton	TOI-3 Co-Chair
David Embrick	TOI-3 Co-Chair
Tim Folta	TOI-1 Co-Chair (Fall 2024)
Anne Gebelein	SL Competency Co-Chair
Lori Gresham	W Competency Co-Chair (Fall 2024) Themes Co-Chair (Spring 2025)
Frank Griggs	TOI-5 Co-Chair
Marc Hatfield	Registrar's Office
Oliver Hiob-Bansal	W Competency Co-Chair
Andy Jolly-Ballantine	TOI-4 Co-Chair (Fall 2024) Themes Co-Chair (Spring 2025)
Jamie Kleinman	Assessment Fellow (Ex-officio)
Brent Lucia	W Competency Co-Chair
Adrienne Macki	TOI-1 Co-Chair (Fall 2024)
Jessica Malek	TOI-3 Co-Chair (Spring 2025)

Nan Meng	SL Competency Co-Chair
Gustavo Nanclares	Senate C&C Chair (Ex-Officio)
Mansour Ndiaye	CLAS Enrollment
Brandy Nelson	Communication & Coordination
Jordan Ochs	First Year Experience
Jorge Paricio Garcia	TOI-1 Co-Chair
John Redden	TOI-6 Co-Chair
Carl Rivers	Registrar's Office
Erin Rizzie	TOI-6 Co-Chair
Erin Scanlon	TOI-6 Co-Chair
Stephanie Singe	Assessment Fellow (Ex-Officio)
Sara Stifano	Q Competency Co-Chair
Robert Thorson	TOI-4 Co-Chair (Spring 2025)
Diego Valente	Q Competency Co-Chair
Rogério Victor	TOI-1 Co-Chair (Spring 2025)
Olivia Viel	Undergrad Representative
Sherry Zane	TOI-3 Co-Chair (Fall 2024)

CCC+ Subcommittee Membership, 2024-2025

TOI-1: Creativity: Design, Expression, Innovation Tim Folta, MENT (Co-Chair – Fall) Adrienne Macki, DRAM (Co-Chair – Fall) Jorge Paricio Garcia, ENGR (Co-Chair) Rogério Victor, MENT (Co-Chair – Spring) Kyle Booten, ENGL Douglas Degges, ART Tom Doran, ENGL Olga Glebova, CSE Tiffany Kelley, NURS Alison Paul, ARTH Matt Worwood, DMD	TOI-2: Cultural Dimensions of Human Expression Anne Borsai Basaran, COMM (Co-Chair) Scott Campbell, ENGL (Co-Chair – Fall) Michelle Cole, NURS (Co-Chair) Christopher Ball, ANTH Jeanne Ciravolo, ARTH Eileen Condon, NURS Christina Ross, NURS Noga Shemer, ANTH Bhoomi Thakore, SOCI Polya Tocheva, Law Library
TOI-3: Diversity, Equity, and Social Justice	TOI-4: Environmental Literacy

Carrie Eaton, NURS (Co-Chair) David Embrick, SOCI/AFRA (Co-Chair) Jessica Malek, AHS (Co-Chair) Rachel Chambers, BLAW Sarah DeCapua, ENGL Wynd Harris, MKTG Kristen Haseney, FNCE Evan Lentz, PSLA	Emma Bojinova, ARE (Co-Chair) Andrew Jolly-Ballantine, GEOG (Co-Chair – Fall) Robert Thorson, EARTH (Co-Chair – Spring) Jeffrey Divino, PNB Syma Ebbin, ARE Morty Ortega, NRE
TOI-5: Individual Values and Social Institutions Tom Deans, ENGL (Co-Chair – Spring) Mary Donegan, URBN (Co-Chair – Fall) Frank Griggs, POLS (Co-Chair) Kari Adamsons, HDFS David Atkin, COMM Phil Birge-Liberman, URBN Bob Day, BUSN Melanie Newport, HIST Kenneth Perez, PSYC	TOI-6: Science and Empirical Inquiry John Redden, PNB (Co-Chair) Erin Rizzie, MATH (Co-Chair) Erin Scanlon, PHYS (Co-Chair) Rhonda Brownbill, NUSC Stacey Hanlon, MCB Elizabeth Kline, MCB Nicole Kraus, PNB – Fall David McArdle, MATH Sarira Motaref, CE – Fall Niluka Wasalathanthri, CHEM – Fall Roderick Wilson, EEB
Writing Lori Gresham, PSYC (Co-Chair) – Fall Oliver Hiob, ENGL (Co-Chair) Sharon Casavant, NURS Elaine Choung-Hee Lee, KINS Nicole Fusco, EEB Danielle Gilman, ENGL Beth Ginsberg, POLS Heon Jeon, ENGL Sharon Lattig, ENGL	Quantitative Sara Stifano, COMM (Co-Chair) Diego Valente, PHYS (Co-Chair) Matthew Badger, MATH Robert Lupton, POLS Oleksii Mostovyi, MATH Jennifer Tufts, SLHS
Second Language Anne Gebelein, El Instituto (Co-Chair) Nan Meng, LCL (Co-Chair)	“Plus” Members Erin Ciarimboli, Advising Office Sarah Croucher, Provost’s Office Marc Hatfield, Office of the Registrar (voting) Mansour Ndaiye, CLAS Enrollment Gustavo Nanclares, Senate C&C Brandy Nelson, Communication & Coordination Jordan Ochs, First Year Experience Carl Rivers, Office of the Registrar (non-voting) Olivia Viel, USG
Themes Lori Gresham, PSYC (Co-Chair – Spring) Andrew Jolly-Ballantine, GEOG (Co-Chair – Spring) Emma Bojinova, NRE	Assessment Fellows Jamie Kleinman, POLS Stephanie Singe, KINS

Bob Day, OPIM Anne Gebelein, El Instituto Laura Mlyniec-Beam, Registrar's Office Eduardo Urios-Aparisi, SPAN	
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Ad Hoc Subcommittee Members

Communication & Coordination Subcommittee Brandy Nelson, School of Business (Chair) Karen McDermott, CCC+ (Admin) Shoshana Armington, Engineering Advising Rebecca Bacher, CLAS Advising Nancy Bilmes, Career Development Center Erin Ciarimboli, Undergraduate Advising Tom Deans, ENGL Lori Gresham, POLS Marc Hatfield, Office of the Registrar JP Lappen, Engineering Advising Laura Mlyniec-Beam, Office of the Registrar Tony Omega, Waterbury Advising Jennifer Testin, Stamford Advising Peter Tribuzio, Waterbury Advising Amanda Wilde, Fine Arts Advising Suzanne Wilson, EDCI	IDML and Dialogue Working Group Sara Stifano, COMM (Co-Chair) Erica Charis-Molling (Co-Chair) Karen McDermott, CCC+ Lisa Blansett, FYW/ENGL Anne Borsai Basaran, COMM Mary Donegan, URBN Tom Doran, ENGL Oliver Hiob-Bansal, ENGL Adrienne Macki, DRAM Laurie McCarty, CETL Noga Shemer, ANTH Stephen Stifano, COMM Matthew Worwood, DMD
Faculty Navigators Michelle Cole, NURS Bob Day, OPIM Mary Donegan, URBN Lori Gresham, PSYC (W Co-Chair) Frank Griggs, POLS Oliver Hiob-Bansal, ENGL (W Co-Chair) Andy Jolly-Ballantine, GEOG (TOI-4 Co-Chair) Jessica Malek, AHS Nan Meng, LCL Jorge Paricio Garcia, ENGR (TOI-1 Co-Chair) Erin Scanlon, PHYS (TOI-6 Co-Chair) Brad Simpson, HIST Diego Valenti, PHYS (Q Co-Chair) Rogerio Victor, MENT Niluka Wasalathanthri, CHEM Sherry Zane, WGSS (1/2)	Course Grant Review Committee Pamela Bedore, ENGL, CCC+ (Chair) Emma Bojinova, NRE Ellen Carillo, ENGL Beth Ginsburg, POLS Kyle Hadden, PHAR Oliver Hiob-Bansal, ENGL Andy Jolly-Ballantine, GEOG Tiffany Kelley, NURS Raphael Koenig, LCL Laurie McCarty, CETL Nan Meng, LCL Erin Scanlon, PHYS Geoffrey Tanner, PNB Niluka Wasalathanthri, CHEM Matthew Worwood, DMD

Appendix II

Title	Procedures for Honors classes holding Common Curriculum designations
Policy Owner	University Senate (Common Curriculum Committee & Senate C&C) / Honors Board.
Applies to	All faculty and staff.
Campus Applicability	All campuses
Approval Date	Month DD, 2025 (consent agenda date to Senate)
For More Information Contact	Honors Program
Contact Information	honors@uconn.edu
Official Website	https://honors.uconn.edu/

BACKGROUND

Honors courses are intended to provide accelerated and challenging learning opportunities for high achieving students. Membership in the Honors Program is one way in which undergraduates demonstrate their ability and willingness to engage in this additional challenge. The University Senate and Honors Program affirm:

- Membership in the Honors Program may serve as a prerequisite for enrollment in Honors classes, including those that hold Common Curriculum designations.
- This prerequisite is implemented in Student Administration through enrollment restrictions including course or class prerequisites or reserve capacity.
- Instructors of Honors courses are encouraged to issue permission numbers to non-Honors students whom they deem qualified.

Reserving seats for honors students is independent of Senate Bylaw restrictions on reserved seats in courses with Common Curriculum designations.

PROCEDURES

There are three types of Honors courses, all of which are eligible for approval for Common Curriculum designations. Each is described below along with information about catalog copy and scheduling. These procedures apply to any semester, inclusive of required semesters and non-required terms.

1. Honors course with same course number and title as non-Honors version.

Departments can offer an Honors section of any course in any semester. This does not change the catalog copy, nor does it commit the department to future Honors offerings.

Departments should ensure that Honors sections of Common Curriculum courses in this category do not fully replace non-Honors sections. Non-Honors sections should be taught at least as frequently as the Honors sections; they may be taught in the same semester, alternating semesters, or alternating years.

- Course catalog copy does not refer to Honors
- Only Honors sections are given Honors grading basis
- All seats in Honors sections will be reserved for Honors students, using class prerequisites or the Honors reserve capacity.
- Recommended scheduling note: "Registration requires current enrollment in the Honors Program; others by consent of instructor."

2. Honors course with different number and title from equivalent non-Honors course.

Some departments have created separate course numbers and titles for their Honors courses. This is often the case for courses in a sequence, as it allows for the enforcement of prerequisites. (For example, a student who took non-Honors CHEM 1127Q would need permission to take Honors CHEM 1148Q.)

- Course catalog copy should refer to Honors in the title, description, or both. If the word Honors is not used in the title, the course should be distinguished from the non-Honors equivalent in some way.
- Recommended catalog copy: “Prerequisite: Current enrollment in the Honors Program; others by consent of instructor.”
- Honors grading basis is applied at the course level.
- A course-level prerequisite of membership in Honors in Student Administration effectively reserves all seats for Honors students.

3. *Honors course with no non-Honors equivalent.*

These classes were developed expressly for an Honors population. They incorporate content and pedagogy appropriate for the motivation, ambition, and high academic abilities of Honors students. They capitalize on the fact that Honors students can accelerate their learning and, thus, the classes often incorporate innovative content that goes beyond any one non-Honors course. Some of these classes were designed as interdisciplinary Honors Core courses, while others support advanced Honors research or thesis writing in the major.

- Course catalog copy should refer to Honors (or “Honors Core” if appropriate) in the title, description, or both.
- Recommended catalog copy: “Prerequisite: Current enrollment in the Honors Program; others by consent of instructor.”
- Honors grading basis is applied at the course level.
- A course-level prerequisite of membership in Honors in Student Administration effectively reserves all seats for Honors students.

IMPLEMENTATION

These procedures apply to all Honors courses with Common Curriculum designations beginning in Fall 2025. Departments retain responsibility for scheduling and staffing of all courses. Applying course and class prerequisites, grading basis, and reserve capacity is part of the overall university class scheduling process.

Honors staff will inform departments of these guidelines, including which courses are required to alternate between Honors and non-Honors versions and which courses may need updated catalog language. The University Senate Common Curriculum Committee will monitor the titles and prerequisites submitted as part of Honors Common Curriculum course proposals.

REFERENCES

University Senate Bylaws: <https://policy.uconn.edu/2011/05/19/by-laws-rules-and-regulations-of-the-university-senate/>

PROCEDURE HISTORY

Original MOU: 3/16/2016

Prepared by: Jaclyn Chancey (Assistant Director for Curriculum, Assessment, and Planning, Honors Program) on March 16, 2016, on behalf of the following working group: James Chrobak (PSYC, Honors Board); Michael Darre (ANSC, Senate C&C); Dean Hanink (GEOG, Senate C&C, Honors Board);

Virginia Hettinger (POLS, Honors Board); Stephanie Milan (PSYC, GEOC); Olivier Morand (ECON, GEOC); and Richard Watnick (MATH, Stamford campus, Honors Board).

Approved by: Honors Board [4/15/2016], General Education Oversight Committee (GEOC) [4/27/16], Senate Curricula and Courses Committee (Senate C&C) [4/27/16], and the University Senate [9/12/2016]

Appendix 3: By-The-Numbers CC Transition Document

UConn

COMMON CURRICULUM

Scope of the Project		Direct Personnel Needed	
- Existing Courses Transitioned: 457 - New Grant-Funded Courses: 65 - Grant Funded Courses Revised: 60 - Courses Not Transitioned: 55 - Departments Involved: 79 - Years in the Making: 6+		26 Subcommittee Co-Chairs (Service) 50+ Faculty Course Reviewers (Service) 17 Faculty Navigators (Paid) 2 Assessment Fellows (Paid) 1 Half-Time Committee Chair (Paid) 1 Full-Time Admin (Paid)	
Topics of Inquiry			
 TOI-1 117 Courses	 TOI-2 328 Courses	TOI-1: Creativity: Design, Expression, Innovation TOI-2: Cultural Dimensions of Human Experiences	
 TOI-3 234 Courses	 TOI-4 96 Courses	TOI-3: Diversity, Equity, and Social Justice TOI-4: Environmental Literacy	
 TOI-5 184 Courses	 TOI-6 104 Courses	TOI-5: Individual Values and Social Institutions TOI-6: Scientific and Empirical Inquiry	
Crucial Partners			
- Office of the Registrar - Office of Program Assessment - University Senate - Early College Education Program - Transfer Admissions - Advising Offices - Regional Campuses		- Connecticut State Community College - Center for Excellence in Teaching and Learning - First Year Experience Programs - School & College Curricula & Courses Committees - Office of Summer and Winter Programs - Center for Career Readiness and Life Skills - Office of the Provost	
Show Me the Money		Contact Us	
\$2.8 Million Implementation Budget over Three Years ◊ \$1.7 Million for Course Revision & New Course Development ◊ \$270K for Faculty Development and Engagement ◊ \$681K for Paid Labor ◊ \$190K for Marketing		 Faculty Chair pamela.bedore@uconn.edu Assessment jamie.kleinman@uconn.edu Administrative karen.mcdermott@uconn.edu	

UConn

COMMON CURRICULUM

Scope of the Project

Given the size of the curriculum, this was a huge undertaking that required hundreds of personnel, significant financial buy-in from the university, and the (sometimes reluctant) cooperation of departments across the institution. Planning began in 2019-2020 and underwent three main phases: initial development, refinement, and implementation. The Common Curriculum launches in Fall 2025.

Direct Personnel Needed

UConn already had a robust curricular review workflow, so implementation only required the expansion of an existing faculty committee. Key members from offices around the university were included, existing subcommittees were expanded, and paid positions were added to help handle the significant increase in the course review workload. 'Faculty Navigators' were hired as resources to help departments transitions courses.

Topics of Inquiry

Like many schools, UConn's previous gen ed system centered on discipline-specific areas. It was expanded over the years to include more topically-based areas (Diversity & Multiculturalism and Environmental Literacy), but it began to feel stitched together. Moreover, the new areas showed that topics could often cross disciplinary boundaries, which provided opportunities for inter- and cross-disciplinary exploration. The new Common Curriculum thus aimed to create Topics of Inquiry (TOIs) that could potentially span disciplines. One exciting innovation was the separation of creativity away from its disciplinary roots in the Arts and Humanities. The creation of this TOI was an attempt to recognize that creativity can happen in any area, not just the arts, and indeed, courses under this designation currently span 28 subjects areas and include options in Business, Physics, and beyond.

Crucial Partners

A key takeaway of this project was the realization just how many entities, both within and outside UConn, are affected by the gen ed curriculum. Changing curriculums required cooperation from the Registrar's Office, which was responsible for all degree audit coding in the student administration system. Faculty and staff advisors across UConn's five campuses needed to be brought up to speed on changes and given guidance on how to advise students who would now span two separate sets of requirements. Changes affected the articulation agreement with the Connecticut State Community College, transfer students from other institutions, especially student athletes being considered for UConn's D1 sports teams, and high school students looking to bring in Early College Experience credit. Regular communication was critical as our admin team spent time troubleshooting issues that arose.

Show Me the Money

A working group was tasked with determining the project's cost. They needed to strike a balance between ensuring the project was funded enough to be successful, while also not proposing a cost so high the university would balk at it. In the end, we were (fortunately) given more money than we needed. Two of the more critical costs were 1) the paid personnel, who helped with the bulk of the transition work, and 2) funding for course development. Marketing and faculty development were needed, but not at the levels they were funded.

Contact Us



University of Connecticut

Common Curriculum

Phone: 860-486-4103

commoncurr@uconn.edu

UConn

COMMON CURRICULUM

The Common Curriculum provides academic breadth with a set of intellectually rigorous and challenging courses that foster skills and attributes associated with leadership and global citizenship. The program allows students to make choices in their studies, to make connections between different disciplines and ideas, and to explore their creativity by taking courses that fall into six Topics of Inquiry (TOIs) and three Competencies.

Four things we LOVE about the Common Curriculum

TOI-1: Creativity: Design, Expression, Innovation

Themes: Interdisciplinary collaboration beyond content focus

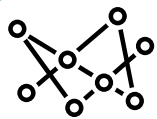


CREATIVITY

Structure liberates: Curriculum promotes flexibility for students and programs

Multiple paths: Breadth, depth, and focus built in for different educational needs

CHOICE



CONNECTIONS

Intentional alignment: Assignments aligned with courses and Topics of Inquiry

Multiple designations: Over 70% of courses with two TOI designations

CAREER



Making the implicit explicit: Eight career competencies directly embedded

Planning for the future: Bridge the gap between academics and application

Come Check us Out!

<https://commoncurriculum.senate.uconn.edu/>

Who Benefits?

Learners	✓	Academic Programs	✓
Instructors	✓	State Partners	✓



**Annual Report to the University Senate
Academic Year 2024-2025
Senate Enrollment Committee**

Committee Charge: This committee shall review all matters relating to the recruitment, admission, enrollment, and retention of an outstanding and diverse student population.

2024/2025 Senate Enrollment Committee Members:

***Jamie Caruso, Chair, Academic Affairs (Waterbury Campus)**

*Miranda Davis, CLAS

*Karima Hamada, Undergraduate Student

*Douglas Kaufman, Neag School of Education

*Carl Rivers, Registrar's Office

*Nat Trumbull, CLAS (Avery Point)

*Xiaoqing Wang, CLAS

Nathan Fuerst, Office of the VP for Student Life & Enrollment (Ex-Officio)

Vern Granger, Undergraduate Admissions

Mona Lucas, Office of the VP for Student Life & Enrollment

Jennifer Morenus, Puerto Rican Cultural Center

Mansour Ndiaye, CLAS Academic Services

Josh Schulman, Undergraduate Student

**Senate Member 2024/2025*

Summary: The Senate Enrollment Committee met seven times from August through April. Meeting minutes are available for review via [Enrollment Committee Minutes | University Senate](#). A summary of key discussion items is listed below.

Specific Topics Addressed:

1. **New Student Preliminary Report – AY2024-2025** Nathan Fuerst presented a preliminary update on student enrollment for the 2024-2025 academic year, noting that the full presentation will be shared at the Senate meeting on September 9th. He reported a growth in the overall number of incoming students but a reduction in diversity, likely due to the Supreme Court decision. Less than half of the students submitted test scores, with test-optional admissions starting in Fall 2021. Regional campuses (Stamford and Hartford) saw the largest enrollment growth and have a higher percentage of ethnic and racial minorities. 57% of incoming regional campus students are Pell Grant recipients, with a general increase in Pell Grant recipients across all campuses. There is continued strong demand for on-campus housing, with 15,000 applications and 13,897 students housed, leaving 136 on the waitlist. Total new students number 7,466.

Update on 2/6/2025: Nathan Fuerst presented a strong Fall 2025 enrollment outlook, noting a record number of applications, with increases in in-state applications at regional campuses and flat numbers at Storrs. The rise is mainly from out-of-state applicants. He

also highlighted target transfer numbers and the positive impact of the new Block Transfer Policy.

Update on 2/27/2025: Admissions decisions will be released tomorrow at 5 p.m., along with financial aid packages. Early Decision applicants will also be notified about their financial aid availability. Nathan Fuerst noted potential concerns about international student admissions, especially for students from China, due to federal instability.

2. **Early Decision** – The Fall 2025 incoming class was the first to have Early Decision Program option. Students accepted through Early Decision must pay the enrollment fee by January 15, 2025, if admitted to their first-choice campus and major. This option is not recommended for those unsure about attending, especially with financial aid concerns. Denied applicants will be considered in the regular decision pool. Enrollment targets will be set by a strategy committee. Other public universities, such as Virginia and Michigan, also offer Early Decision. As of November 1st, 1,400 Early Decision applications were received, with 1,200 complete and eligible for review. Incomplete applications (200) were moved to regular decision. Accepted students must commit by January 15th or their offer will be rescinded. Financial aid notifications will be sent in March. Early Decision is less competitive than regular admissions due to its binding nature. The program won't affect rankings as acceptance rates aren't considered. The program was developed based on student feedback.
3. **FAFSA Delays** - The rollout of the updated FAFSA application was delayed again. Mona Lucas provided an update and shared that UConn applied to participate in beta testing with the Department of Education, which may help reduce delays for applicants this year. The current official deadline was December 1st. While the delay hasn't negatively impacted enrollment, it has affected many students still awaiting financial aid awards and others who chose less expensive options.
Update on 2/6/2025: Nathan Fuerst addressed challenges from recent executive orders, especially regarding financial aid and admissions. While federal student aid remains unaffected, Mona Lucas highlighted a Pell Grant funding shortfall. Vern Granger confirmed increased applications and unchanged enrollment processes. Nathan also expressed concerns about undocumented student safety and changes to Title IX protections for LGBTQIA+ students, noting collaboration with General Counsel.
4. **Common Curriculum** - Common Curriculum is set to launch for incoming students in Fall 2025 but transfer students will likely remain under the General Education requirements. This will extend the transition period, as both General Education and Common Curriculum courses will need to be offered simultaneously. First-year students with college credit earned in high school may also face challenges with transferring credits to the new curriculum. Concerns were raised about the long-term impact of these issues, particularly regarding transfer credit equivalencies.
5. **Retention** - Retention is a key topic, with one meeting dedicated to reviewing the Retention and Graduation Report presented by Dr. Gladis Kersaint.
[Retention and Graduation Report - June 2024.pdf](#)
6. **Housing** – Nathan Fuerst outlined housing plans for the upcoming year, highlighting a waitlist of approximately 800 continuing students. Housing is guaranteed for first-year and

campus change students. A dormitory will open in Hartford by Fall 2026, with housing expansion plans for other regional campuses.

7. **Courseleaf** – A new class search option for students was introduced. Carl Rivers demonstrated its use/features to the Committee: <http://classes.uconn.edu>.

**Annual Report to the University Senate
Academic Year 2024-2025
Faculty Standards Committee**

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

2024/2025 Faculty Standards Committee Members:

***Betsy McCoach, Chair, Neag School of Education**

*Robert Bird, Business

*Joseph Crivello, CLAS

*Kelly Herd, School of Business

*Horea Ilies, Engineering

*Elizabeth Jockusch, CLAS

*Anastasios Tzingounis, CLAS

Gladis Kersaint, Office of the Provost (Ex-Officio)

Kylene Perras, Office of Outreach & Engagement

John Richardson, Fine Arts

Martina Rosenberg, CETL, Faculty Development

*Senate Member 2024/2025

Summary:

During the 2024–2025 academic year, the Faculty Standards Committee (FSC) conducted an extensive review of the Student Experience of Teaching (SET) instrument, establishing a regular five-year review cycle, creating specialized subcommittees, and conducting comprehensive surveys with department chairs and deans to inform potential revisions. In addition to the SET initiative, the FSC addressed other significant issues, including incorporating community-engaged scholarship into the Promotion, Tenure, and Reappointment (PTR) process, exploring the implications of artificial intelligence (AI) in education, discussing the integration of teaching portfolios within the Interfolio system, reviewing the Provost's Office initiative on low-enrollment programs, and considering a proposal to include Student Learning Outcome (SLO) assessments within SET evaluations for General Education courses. The FSC continues to advance these critical issues and will provide formal recommendations to the University Senate in the upcoming year.

To the University Senate: The Faculty Standards Committee (FSC) is pleased to present this annual report summarizing its activities and accomplishments for the 2024–2025 academic year. Throughout the year, the FSC engaged in significant initiatives – most notably an extensive review of the Student Experience of Teaching (SET) instrument – and addressed several important topics

related to faculty standards. This report highlights the committee's major work on the SET review, as well as other key discussions, in a formal and concise overview for the University Senate.

Student Experience of Teaching (SET) Instrument Review and Revision

Our largest and ongoing task for this year was to review the current SET instrument, which has not been formally reevaluated since its inception over 10 years ago.

Overview: The FSC undertook a comprehensive review of the Student Experience of Teaching (SET) instrument, recognizing the need to evaluate and potentially revise this important tool for teaching evaluation. Early in Fall 2024, the committee identified that changes in teaching modalities (e.g. increased online instruction post-pandemic) and ongoing concerns about the SET's effectiveness and fairness warranted a thorough reexamination of the instrument. A timeline and plan for the review were established in September and October 2024, outlining the scope of inquiry and data collection needed. The committee pinpointed several focus areas for investigation – **faculty perspectives, student feedback, internal historical data, and external benchmarking** – to determine whether revisions to the SET are necessary and how best to implement them.

Formation of Subcommittees and Data Collection: To manage this extensive review, the FSC formed dedicated subcommittees and initiated data-gathering efforts. In December 2024, the committee formally approved a **policy establishing a regular review cycle for the SET instrument (every five years)** and created two subcommittees to carry the review forward. The first subcommittee, led by Dr. Martina Rosenberg, focused on developing and administering a **survey to department heads and deans** to gather input on how SET results are used and to solicit suggestions for improvement. The second subcommittee, led by Prof. Betsy McCoach, concentrated on examining research on teaching evaluations. The committee also coordinated with the Office of Institutional Research (BPIR) to obtain and review relevant data from past SET administrations. These efforts ensured that the review would be informed by both local experience and broader evidence on student evaluations of teaching.

Survey of Department Chairs and Deans: In early 2025, the FSC's survey subcommittee developed a Qualtrics survey targeting all department chairs, school/college deans, and associate deans. The survey, reviewed and refined by the full committee in February and March 2025, asked academic leaders how they currently use SET data (for merit, annual reviews, Promotion, Tenure & Reappointment (PTR) decisions, feedback to instructors, etc.), which parts of the SET instrument they find most useful, and what changes or improvements they would recommend. After consulting with the Senate Executive Committee and the Provost's office for proper distribution, the survey was disseminated via the University Senate email account. A one-week response window was provided, and **robust participation** was achieved from units across the university. By April 2025, the FSC had collected and compiled the survey data for analysis.

Review of Survey Results and Next Steps: At the April 2025 meeting, the committee reviewed the aggregated survey results and discussed their implications for the SET instrument. The data provided valuable insights into common uses of SET scores in evaluative processes and highlighted

concerns and suggestions from the perspective of department-level leadership. **Key findings** included, for example, that most chairs and deans report that they rely on the full SET results (not just overall scores) in annual faculty evaluations and PTR.

The FSC also noted issues around **open-ended student comments** (including instances of inappropriate or threatening remarks) and discussed how such feedback is managed and who has access to it. The committee considered ideas for making the SET more adaptable to different course contexts – for instance, possibly incorporating tailored questions or modules for laboratory courses, online courses, courses with teaching assistants, or experiential learning classes – while **keeping the overall length of the survey reasonable** to avoid survey fatigue.

As **next steps**, the Faculty Standards Committee charged its members to examine the current SET questionnaire in detail. Using a Qualtrics survey, committee members are identifying which questions might be removed or revised to streamline the instrument and make it as useful and relevant as possible. Over the summer and into early Fall 2025, the FSC will continue this work, using the evidence gathered (survey data, literature review findings, and internal analysis) to draft recommendations for whether and how to update / revise the SET instrument. The ultimate goal is to ensure that the SET serves both instructional improvement and personnel evaluation needs.

Other Key Topics Addressed in 2024–2025

In addition to the SET review, the Faculty Standards Committee discussed and advanced several other important issues related to faculty standards and academic policy:

- **Community-Engaged Scholarship in PTR:** The FSC received an update from the *Community Engagement in Promotion and Tenure Task Force* on efforts to incorporate **community-engaged scholarship** into the Promotion, Tenure, and Reappointment (PTR) process. The committee discussed how the criteria for faculty scholarship and creative activity might be broadened to recognize community engagement work, which often yields outcomes different from traditional research. Recommendations under consideration include developing new evaluation categories and guidelines for departments to **acknowledge societal impact and community partnership activities** in faculty reviews. The FSC expressed support for these efforts to ensure that community-engaged scholarship is valued appropriately in PTR decisions.
- **Artificial Intelligence in Educational Settings:** The committee initiated preliminary discussions on the role of **artificial intelligence (AI) tools in teaching and learning**. In October 2024, the FSC, in collaboration with the Scholastic Standards Committee, proposed forming a joint working group to explore the implications of AI (such as content generated by AI like ChatGPT) on academic integrity and pedagogy. The committee sought clarification on the charge and timeline for this initiative from the Senate Executive Committee. It was noted that current university policy on academic integrity does not explicitly mention AI, leaving it to individual instructors to define acceptable use of AI in their courses. Going forward, the FSC is open to working with relevant committees to develop guidance or policy recommendations regarding AI usage in coursework, balancing innovation with academic honesty and learning outcomes.

- **Interfolio and Teaching Portfolios:** The FSC discussed the recent implementation of the **Interfolio Faculty Activity Reporting system** (used for managing faculty dossiers, including teaching evaluations and portfolios) and its impact on the PTR process.
- **Low Enrollment Program Reviews:** In November 2024, the committee was briefed by the Vice Provost (Gladis Kersaint) on the Provost's Office initiative to review **low-enrollment academic programs**. This university-wide review had raised concerns among faculty about potential program closures or impacts on faculty positions. The Provost's representative explained that the review was motivated by data stewardship, accreditation requirements, and long-term academic planning – noting that some programs with zero or few students had remained open in name only, skewing data. The committee discussed the criteria being used (including enrollment thresholds) and emphasized the importance of transparent communication. It was **assured that the process was not intended as a precursor to faculty layoffs**, and that any decisions about program consolidation or closure would be made with input from the affected academic units and deans. The FSC will continue to monitor this issue and advocate for faculty involvement in academic program reviews.
- **Student Learning Outcomes (SLO) in SETs for General Education:** The FSC considered a **pilot proposal to include Student Learning Outcome assessment questions** in the SET instrument specifically for General Education courses. A presentation in late Fall 2024 suggested that, starting in Fall 2027, students in Gen Ed (Common Curriculum) courses could be asked to evaluate how well the course met its stated learning objectives, as part of their end-of-semester teaching evaluations. The committee learned about a teaching assessment strategy used at some international universities (e.g., a successful model from Germany) that integrates learning outcome feedback. The FSC discussed the potential benefits of gathering direct student input on learning outcomes – such as providing departments with data on general education goal attainment – while also considering practical concerns. Members raised questions about survey fatigue and whether adding SLO questions to SET might overwhelm students or dilute the core purpose of the SET. Some ideas were floated to **decouple SLO assessment from the main SET** (for instance, using a separate instrument or sampling approach) to keep evaluations manageable. This conversation is in early stages; the FSC will continue to consult with relevant stakeholders (such as the University General Education Oversight Committee) on how best to implement SLO assessment without adversely affecting response rates or evaluation quality.

Annual PTR Forum: Due to popularity, the PTR and PR forums have been updated to annual events. The Tenure-Track Promotion, Tenure & Reappointment Forum was held on Friday, April 11th, 2025, from 9-11 am via WebEx. The AAUP leadership was invited to provide introduction and recommendations. The Clinical, In-Residence, Extension (CIRE) Promotion & Reappointment Forum was held on Friday, April 11th, 2025, from 1-2:30 pm also via WebEx. The AAUP leadership was again invited to provide introduction and recommendations. Follow-up sessions with individual schools and colleges for specific questions were also scheduled.

Conclusion

In summary, the Faculty Standards Committee had a productive 2024–2025 academic year, addressing a range of issues vital to faculty evaluation and academic standards. The **extensive review of the SET instrument** was a central focus and is ongoing, with significant progress made in gathering data and laying the groundwork for potential improvements. Additionally, the committee engaged with emerging topics and administrative initiatives – from recognizing community-engaged scholarship in faculty advancement to grappling with the impacts of AI in the classroom – ensuring that faculty perspectives are represented in university policy discussions. The FSC is committed to continuing these efforts in the coming year and will bring forward any formal recommendations or proposals to the University Senate for consideration. The committee thanks the Senate and the Provost’s Office for their support and collaboration, and respectfully submits this report to the University Senate as a record of its activities and accomplishments for 2024–2025.

JEDI Annual Report (2024-2025)

Prepared by Martha J. Cutter

April 15, 2025

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

2024/2025 JEDI Committee Members:

***Martha Cutter, Chair, CLAS, English, Africana Studies, SCI**

Melisa Adiram, Executive Assistant to the VP for Diversity and Inclusion (ex-officio member)

Mary Ann Amalaradjou, CAHNR

*Becky Bacher, CLAS Advising

*Micah Heumann, Enrichment Programs, Honors

*Diane Lillo-Martin, CLAS

Alba Rosario-Medina, undergraduate student (guest)

*Eleanor Ouimet, CLAS

*Diandra Prescod, Neag School of Education

*Ingrid Semaan, CLAS (Stamford)

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

*Yaowu Yuan, EEB, CLAS

*Cindy Zhang, Geography, CLAS

Kimberly Curry, The Graduate School

Greg Bouquot, Registrar's Office

Phoenix Harper, Undergraduate Student

Jeffrey Hines, Office for Diversity and Inclusion (ex-officio member)

Audrey Silva, Center for Students with Disabilities

Haritha Subramanian, Undergraduate Student

*Senate Member 2024/2025

The JEDI Committee met once a month in August, September, October, and November of 2024, and January, February, March, and April of 2025. Our primary areas of concern over the year were as follows:

Main Issues Discussed by JEDI this year/Progress Updates/Action Items

- I. Threats to DEI: In Spring of 2025, this topic was discussed at multiple meetings. Information was shared widely on:**
 - A. Actions the University was taking.
 - B. Cards for Students ("know your rights")
 - C. ODI workshops on faculty harassment and targeting.
 - D. Current threats to DEI

- E. Ongoing efforts to support DEI.
- F. Support for International Students and Faculty

At the February meeting, JEDI voted to ask the University Senate to approve a resolution supporting DEI. Cutter proposed this resolution at the March University Senate meeting, which was approved:

RESOLUTION FROM JEDI (JUSTICE, EQUITY, DIVERSITY, AND INCLUSION) COMMITTEE OF THE UNIVERSITY SENATE

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 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 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.](#)

Throughout the year, Jeffrey Hines also gave vital updates on the intersection of DEI initiatives, and federal funding for research considering the current political climate, particularly concerning the recent executive orders signed by the president. Concrete strategies going forward were also shared.

In the spring, Cutter joined the ODI Monthly Meeting with DEI Representatives organized by Jonelle Reynolds and urges the chair of next year's JEDI committee to continue doing so.

Action Item: Going forward, we must continue to monitor threats to DEI and urge the University to protect DEI. We must be resistant to changing our policies to appease the current administration.

II. Student Protests, Student Life Policies, and uneven enforcement of University policies:

JEDI has concerns with the treatment of student protestors in Spring of 2024 and uneven enforcement of University policies regarding public space, noise, tents, etc. In the fall, we had numerous conversations about the way the encampment at UConn was handled, and we had many concerns about the enforcement of University policies. Specifically, JEDI emphasized that:

- A. Student Life and other bodies should be making all policies accessible and easily locatable on UConn's website.

- B. Student Life should make clear when policies are changed (time stamp and date) and who is changing them.
- C. When policies are changed after an event on campus has occurred, JEDI asked for leniency in how the administration and/or the police handle violations.
- D. When is the decision made to take punitive action? How is this made? Who is consulted? JEDI was concerned about this.

Our October meeting was devoted to speaking with Cynthia Costanzo, Assistant Vice President for Student Life, about these concerns. (The policies are available here: <https://policy.uconn.edu/> and here: <https://policy.uconn.edu/recent-updates/>). Costanzo presented a slide deck summarizing the recent policy changes that were made during the summer months. Costanzo explained that the student code was updated to reflect changes voted on by the Senate in 2023 which established an Office of Academic Integrity (for undergraduate students) that has yet to be mobilized, and academic integrity cases are still being managed by Community Standards. Costanzo also reviewed updates to the “Outdoor Activities Policy” and summarized that the policy now identifies prohibited items and practices, and applies to all students, faculty/staff, and visitors on all campuses (unscheduled or planned events). Committee members raised concerns about the changes of the policy, particularly related to tents, and whether that was added during the encampment. Cynthia Costanzo clarified that this policy always existed, but there was confusion due to the previous allowance of tents during the sale of tickets for Athletics. She added that where policy information was available previously made it exceedingly difficult for people to access and understand the right information, which she and her team are focusing on clarifying now because of the confusion caused last spring. Moving forward, Athletics is covered by this policy change, and they have also changed the way that ticket sales take place.

Action Item: We were not entirely satisfied by these explanations, and it still feels to us like UConn policies on noise, tents, etc. are unevenly enforced. For example, it has been reported by onlookers that people did recently camp out in front of Gampel to get good seats for the last men’s basketball game. **We recommend that going forward Student Life and JEDI pay more attention to when, where, and why policies relating to sound, noise, tents, and protest activities are enforced, and the (potentially) uneven enforcement of these policies.** Moreover, JEDI continues to be concerned about unequal enforcement of policies and lack of clarity about how, when, and where disciplinary action is instituted. JEDI should affirm the right of students to protest peacefully. Further, the involvement of police in student protests should be carefully considered and minimal.

III. Exit Interviews for UConn faculty and staff:

JEDI was concerned about the alarmingly high rate of separations of faculty from UConn, especially Black faculty, and that there is little data concerning whether these separations are due to life changes/choices (retirement, a better job offer, etc.) or a hostile climate. In August, guest speaker Lakeesha Brown, Interim Chief Human Resources Officer, spoke extensively with the JEDI committee about a process to capture pending exits of faculty and staff from UConn prior to their final day. Each person would be issued a link to an online, confidential survey and offered a confidential, in-person meeting. This has been used

successfully at the UConn medical school, and the idea is to roll this out for the Storrs campus and regional campuses this year (2024-2025). This data is helpful to identify any specific concerns that need to be referred to OIE or compliance. It also provides the outgoing employee with an opportunity to have a safe space to speak. This was meant to be rolled out in Kuali this year, and we are following up with Lakeesha Brown about how the process is going in our upcoming April meeting.

Action Item: The rollout of exit interviews needs to be monitored. Are they capturing data about why faculty and staff, particularly BIPOC faculty and staff, are leaving UConn? If so, what does this data show? If not, why not? How many faculty or staff participated this year? What are the plans to expand this next year? What happens if there are repeated concerns about a particular department or unit? We need more information about why faculty and staff are leaving, what we can do about this, and whether the climate here at a PWI (Predominantly White Institution) is hostile to BIPOC faculty and staff.

- IV. JEDI Subcommittee for positive messaging on DEI:** A JEDI subcommittee was formed to create positive DEI messaging: Chair, Martha Cutter; members: Kim Curry, Phoenix Harper, Micah Heumann, Haritha Subramanian, Cindy Zhang. So far, this committee has not met due to other pressing matters.

Action item: going forward, Cutter can better chair this sub-committee if she is not chairing JEDI next year.

V. Strategic Plan and KPIs (Key Program Indicators):

Last year, JEDI asked for representation on the Committee working on KPIs for the Strategic Plan. We were not given representation, and ultimately when we saw the KPIs presented we found that they lack specific attention to diversity. We subsequently formulated a list of KPIs and sent this to Phil Hunt and Margaret Feeny, as follows:

KPIs for Strategic Plan from JEDI shared with Margaret Feeney and Phil Hunt

Preamble: Because our Strategic plan strongly emphasizes the values of diversity, equity, and inclusivity, we recommend KPIs dealing with this be incorporated throughout the plan. We recommend the following KPIs:

1. Increase enrollment of BIPOC and first-generation students by 20% across all campuses from current (2023-2024) levels.
2. Increase faculty and staff diversity by 20% from current (2023-2024) rates across all campuses.
3. Increase six-year graduation rates of BIPOC, first generation, and students with disabilities across all campuses by 20% from current (2023-2024) levels. Bring this level closer to 90% goal for all students.
4. For faculty, staff, and students: Ask questions on data sets such as “I find UConn to be a place that is inclusive and respects diversity of all types” (yes or no). Aim for 70% yes response rate. Collect qualitative data as well.

5. Survey BIPOC and first-generation students about inclusivity and involvement on campus: “As a first-generation or BIPOC Student, I feel included and involved on my campus.” (Goal: 70% feel included and involved)
6. Survey whether the University attends to students' mental health and/or disability needs: “I feel that adequate resources exist on my campus for dealing with mental health and disability.” (Goal: 70% yes). A goal of our strategic plan is “wholistic student health,” so attempt to measure this in some way.
7. Add a KPI dealing specifically with regional campuses: “At my regional campus, I feel that resources and support for student success are adequate.”
8. Consider best ways to measure retention of BIPOC faculty and staff (exit rates are high, but we don’t know what these exit rates mean). “As a BIPOC faculty or staff member, I value my time at UConn and would be hesitant to leave.” (70% yes; collect qualitative data as well). Consider “stay” or “retention” interview data rather than exit interview data.
9. Include more measures that track faculty excellence not only in the Sciences (i.e., National Academy membership is a KPI but is only open to faculty in science) but also across all schools and colleges.
10. The KPI on student debt needs revising. “I feel confident that the level of debt I have incurred during my years of education is manageable”: Aim for a rate of 70-80% “yes.” Collect qualitative data on what we could do better in this regard.
11. New KPIs can be added every year to follow up on whether we are meeting our goals. Yearly or bi-yearly assessment and tracking of KPIs needs to be part of the plan. If progress is not being made, consider what can be done to improve the situation.
12. For any quantitative data collected, also include qualitative data so that we can know what the data means.

Subsequently, we met with Margaret Feeney, and she agreed that many of these goals were feasible.

Action Item: Going forward, the KPIs need to be closely monitored. As of this date, they do not reflect diversity and inclusivity. The KPIs appear to remain unchanged. JEDI also suggests potential new KPIs responding to the current situation, such as “I feel freedom of speech and assembly are protected by UConn” and “I feel that international students’ rights are supported and protected by UConn.”

See:

<https://docs.google.com/viewerng/viewer?url=https://strategicplan.media.uconn.edu/wp-content/uploads/sites/3794/2025/02/UConn-KPIs.pdf&hl=en> (slide 15), where the KPIs have remained unchanged.

VI. Updates on ABR (Anti-Black Racism) and other Anti-Racism classes:

This came up at several of our meetings. One department is in the process of taking over the delivery of this class. But we remain concerned about the slow pace of this: the motion for the ABR class was passed at the May 1, 2023, Senate meeting and the class will not be in existence until August 2026, it seems.

There is also concern about why the other 1-credit antiracism classes are not being taught any more (such as “Why the Jews” or “Anti-Muslim Bias” or “Confronting Anti-Asian Racism.”)

Action Items: JEDI looks forward to the ABR being available for entering students in August 2026 and very much hopes the other Anti-Racism classes can be brought back (Cutter was told they make no money and there was no longer any budget for them, but there are good DEI reasons to offer them regardless).

- VII. JEDI name change:** JEDI voted to change its name to DEIJA: Diversity, Equity, Inclusion, Justice, and Accessibility. The vote was approved during the Senate’s meeting on April 9, 2025. Updating the JEDI acronym has been discussed in the committee for the last few semesters ([particularly citing this article as to why](#)), but other items had taken priority.
- VIII. JEDI Review of the “Final Report of the Salary Equity Analysis Working Groups”** from December 5, 2022, https://provost.uconn.edu/wp-content/uploads/sites/2165/2023/03/Salary-Equity-Analysis_Final-Report_Fall-2022.pdf). Laura Burton asked JEDI to review this. Martha Cutter reviewed and sent JEDI recommendations to Laura Burton. (See Appendix One)

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Appendix One: Cutter/JEDI Recommendations on the Final Report of the Salary Equity Analysis Working Groups (https://provost.uconn.edu/wp-content/uploads/sites/2165/2023/03/Salary-Equity-Analysis_Final-Report_Fall-2022.pdf)

Section One: Gender Disparities:

Key findings: Significant gender pay gaps exist:

p. 3: The data shows that female faculty were paid \$15,923 (13% of average female salary) less than male faculty on average in 2020 and have a disproportional under-representation in schools/colleges and in the three ranks of professorship. The average differences vary among the college/schools, and among departments.

p.7: Data summarizing average salaries for the CLAS faculty: Figure 2 reports average 2020 salaries by CLAS division, and shows that male faculty earn between \$6,145 (Humanities) and \$18,979 (Physical Sciences) more than their female counterparts, on average

p.8: Gap worse for Associate and Full Profs: Table 2, this table shows more female salary disadvantage at the associate and full professor ranks than at the assistant ranks. Seven of the 23 CLAS departments listed have average salary gaps disadvantaging females at the assistant professor level, 13 departments at the associate professor level, and 15 departments at the full professor level.

p.18: Gap does not seem to pertain to race/ethnicity

“Adding race/ethnicity to the model does not change the gender gap, but adding the department female percentage proves to have the largest downward effect on average salary gap, reducing it by nearly 5 percentage points. In other words, departments with more female faculty are correlated with lower average salaries. Adding the years of service variable to the model reduces the salary gap further in half, by 4 percentage points. Adding faculty rank and department reduces the estimated gap further by a percentage point each, leaving an estimated 2% gap. However, to the extent that these additional controls are gendered, this reduction in the salary gap is less a meaningful reduction than a partitioning of the salary gap among potentially gendered variables.”

JEDI/Cutter Conclusions: Additional research is required to address a range of issues related to Gender-based inequities in pay. While it is likely that a variety of variables affect these pay differences, they are robust and in need of further study going forward.

Section Two: Dual Career

Key Findings:

- 1) Data is woefully inadequate.
- 2) There is a wide gap in reported Dual Career requests and accommodations between Department Heads and AAUP members themselves. Department Heads report that partner accommodations are rarely requested and usually granted. AAUP members report that partner accommodations are often requested and only sometimes granted.
- 3) Individuals seeking, but not granted, partner accommodations are often paid less than other faculty of commensurate rank.
- 4) Individuals granted partner accommodations often earn more than other faculty of commensurate rank.
- 5) Individuals hired as the primary employee often earn more than those hired in a partner accommodation.
- 6) There is a lack of transparency and effective communication about the process, or even the possibility, of a dual career hire.
- 7) There is also a lack of a centralized process that can be readily located on the UConn website.
- 8) Follow-through is lacking on partner hires into positions different than requested.

Conclusions: “Despite, but not dismissing, the limitations of the datasets, the regressions perform as expected and explain more than half of the salary variance . . . These data consistently indicate that females may be paid less than others. . . These results are consistent with many individuals in a dual career relationship experiencing difficult professional circumstances” (25).

Recommendations:

- 1) The Provost should reinstate Partner Hires for Dual Couples to recruit and retain talented faculty.

- 2) Create Dual-Career formal policies that are readily accessible and transparent. Features could include:
 - a. Advertise that UConn has a partner hire policy in job postings.
 - b. Use the process in recruitment and retention.
 - c. Develop a process for promoting top non-tenure track faculty members into tenure-track faculty positions.
 - d. Institutionalize a framework to implement policies and monitor their effectiveness:
 - e. Collect systematic and complete data on dual career couples.
 - f. Assign administrative responsibilities for such tasks.

JEDI agrees with all of these recommendations.

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Section Three: Merit

Key Finding:

Due to departmental differences in how merit was awarded and evaluated, it was hard to draw conclusions about how merit affects salary and may be biased by race or gender. Statistical results suggest that, on average, women have received higher merit awards than men over the last several years. However, while the results indicate clear differences, the size of these differences is small: only around \$5-6 difference within the average merit award of around \$2000.

Several recommendations were made in the report, with which JEDI agrees:

- 1) “Departments and units using multiple-year merit evaluations should examine the impact of averaging multiple year evaluations of merit on gender. If they find problems caused by leave or additional at-home responsibilities, they should consider other options. For example, they might grant merit based on the level of activity when the faculty were not on approved leave. They might also consider giving faculty who were on parental or caregiver leave during the merit cycle the choice between multiple-year (before leave) or the past calendar year” (p. 75).
- 2) “Departments should closely examine their merit criteria to determine whether their merit criteria create gender and racial/ethnic disparities. They should not only consider their weighting of research in relation to service and teaching, but they should examine whether they are evaluating research in ways that create gender and racial/ethnic discrepancies” (76).
- 3) “The university should encourage departments to consider how differential job expectations and duties intersect with the process for determining meritorious performance and how that performance is rewarded.” (77)

JEDI agrees with these recommendations.

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Section Four: Retention Study Working Group

Recommendations from the Report:

- 1) Exit survey findings are available and can be analyzed fully. “A separate working group will be established in the next academic year to analyze and disseminate the results of this

- 2) Creation of a best practice guide to support retention efforts at UConn. When looking at other institutions and conducting the interviews for this study, members of this working group particularly liked the extensive guide provided by Columbia University. Was this ever created? JEDI suggests follow up.
- 3) Specific training could also be provided for department heads to ensure that they have the knowledge and tools to implement proactive strategies related to faculty retention. Was this ever implemented? JEDI suggests follow up.
- 4) Data on retention also continues to be an issue. Gathering historic data on retention is complicated and relies on institutional memory. One recommendation of our group is that during faculty offboarding, information should be gathered that could help improve retention practices going forward. JEDI believes the new exit interviews will help deal with this issue.

- 1) Be aware when there is salary compression or salary reversion. If these issues are solved in a timely manner, faculty do not feel the need to look somewhere else. This can be taken care of either by merit or by specific requests to Deans/Provost to fix the salary compression problem.
- 2) Merit pay systems need to be transparent.
- 3) Make sure that faculty members are informed that they are valuable members of the department and to the University by nominating them for an award or by providing small packages for laboratory resources or support of graduate students.
- 4) Retention offers should reflect the career stage of the faculty. For junior faculty spousal hire was a prominent issue in retention. At Associate level support for promotion and at Full support for graduate funding, named awards however small, in addition to other support such as endowed positions, were also effective.
- 5) Be proactive by asking faculty every year what they need.
- 6) Formal mentoring programs keep junior faculty engaged and help ensure faculty are treated equally.

Recommendations:

- 1) Conduct exit interviews with all individuals. Data from exit interviews should be added to a centralized database addressing equity: gender, rank, appointment status (tenured, tenure rank, or CIRE), and ethnicity.

- 2) Faculty appointment letters for tenure track faculty should include two specific dates: (1) “no sooner than ____” a candidate may apply for promotion and/or tenure and (2) “no later than ____” a candidate may apply for promotion and/or tenure.
- 3) With a submitted tenure application, whether it be at the “no sooner than” date or the “no later than” date, candidate signs a statement acknowledging this is their only opportunity to apply. They cannot reapply, regardless of the outcome (i.e. even if they choose to withdraw the application).
- 4) Criteria for an early review need to be clear.
- 5) The committee recommended the establishment of a university-wide PTR committee to proactively make recommendations on PTR to the Provost on every application PRIOR to Provost review and replace the current Faculty Review Board. This committee would be charged to:
 - a. Create and disseminate procedures.
 - b. Utilize By-Laws statement, “there must be evidence of strong performance in both scholarship and teaching and superior achievement in at least one of these” (UConn Bylaws Article XIV D1).
 - c. Review all applications for tenure and/or promotion.
 - d. Make recommendations to the Provost Review Committee on each application.(JEDI remains unsure if this committee exists and/or if it would be helpful but endorses the other recommendations).

**Annual Report to the University Senate
Academic Year 2024-2025
Scholastic Standards Committee**

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

2024/2025 Scholastic Standards Committee Members:

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

***Jamie Kleinman, Co-Chair, CLAS (Avery Point)**

*Dorothea Anagnostopoulos, Neag School of Education

*Maureen Armstrong, Dean of Students Office

*Kelly Burke, Engineering

*David Embrick, CLAS (Hartford)

*Holly Fitch, CLAS, Psychological Sciences

*Kristen Govoni, CAHNR

*Morty Ortega, CAHNR

*Jennifer Terni, CLAS

*Lawrence Walsh, Office of Admissions

Erin Ciarimboli, Office of Undergraduate Advising

Robin Coulter, School of Business

Sarah Croucher, Provost's Office, Academic Affairs (Ex-Officio Member)

Jennifer Lease Butts, Honors and Enrichment Program

Brian Rockwood, Registrar's Office

Lauren Schlesselman, CETL, Academic Program Assessment and Learning Initiatives

Christine Wenzel, Center for Students with Disabilities

*2024-2025 Senate Member

Summary: Members of the SSC met a total of eleven times this academic year. We brought four Motions to the Senate for proposed Bylaw changes, all of which were approved. We discussed a total of twelve topics during the course of the year.

Specific Topics Addressed:

1. Summer Winter Bylaws

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

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, Juneteenth, and Independence Day are non-instructional days.

Motion passed during the February 5, 2025 meeting of the University Senate, by electronic vote: 68 YAY, 0 NAY, 1 ABSTAIN

2. Block Transfer Bylaw

The Omnibus Motion passed as amended by electronic vote: 65 YAY, 3 NAY, 4 ABSTAIN.

3. Readmission Bylaw

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.

Motion passed during the April 7, 2025 meeting of the University Senate, by electronic vote: 54 YAY, 1 NAY, 1 ABSTAIN

4. Class Attendance Bylaw

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*):

In the event of University cancellations or closures that impact the class schedule (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 or classes resume 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 changes to class schedule, 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 cancellations or closures that impact the class schedule.

Motion passed during the April 7, 2025 meeting of the University Senate, by electronic vote: 65 YAY, 0 NAY, 0 ABSTAIN

5. Policy Change Exam Support for Non-Dominant English Speakers

We examined a request from the University Writing Center that came through the SEC to offer extended time on examinations to non-dominant English speakers. We reviewed the proposal and discussed the merits and feasibility of this policy change. It was decided that no changes were to be made at this time and encouraged individuals and units to access existing university resources that support non-dominant English Speakers.

6. Academic Integrity and Artificial Intelligence

We discussed a concern brought to our attention by a college associate dean regarding the policies and process for handling accusations of academic misconduct based on utilizing AI/GLM for assignments. We discussed the lack of university-wide policy on the use of AI/GLM for issues related to academic misconduct as well as for pedagogical best practices. Members of the SSC raised a concern related to the lack of formation of an Office of Academic Integrity based on changes to the Bylaws that had been approved in Fall 2022. The SSC submitted a letter in February 2025 to the SEC that specified these concerns and asked that these be shared with the Provosts Office.

The Scholastic Standards Committee is writing to request action and follow through on the policy on [Academic Integrity](#) passed by the Senate in Fall 2022. Academic integrity impacts all members of the university community, faculty, staff, and students. There have been long-standing concerns related to the culture around this issue at UConn, and more recently prompting the formation of the Academic Integrity Taskforce in 2021 that worked to create the bylaw change that was approved over two years ago.

We believe that The Office of Academic Integrity needs to be located within the Division of Academic Affairs with oversight from the Provost's office as opposed to being located within Community Standards. There is a significant aspect of faculty compliance to the procedures and the policy, and we need this office to be positioned within Academic Affairs for the appropriate chain of command.

There are far-reaching implications to the work of this office, well beyond violations of community standards. It is our feeling that the primary focus of this office should be on education and professional development related to academic integrity and with this in place, there would be less of a need for investigations related to compliance.

This was a major concern in 2021 when this committee was first formed and has been an active discussion within the university since at least 2007. Since that time, this has become a crisis with the widespread availability of programs like OpenAI and other Generative Language Models. While instructors can look to offices like CETL to determine how to utilize AI for pedagogical purposes, we need to have guidance from the Provost's Office on concerns related to policy and academic integrity issues.

We request an update related to the staffing of this position. We have identified three immediate needs based on feedback from our faculty and students; (1) a website that clearly communicates policy, best practices, and provides information on processes, (2) education and training related to these practices and policies, and (3) leadership from the Provost's office on establishing a culture of academic integrity for the university.

7. Class Engagement/Attendance

SSC Member Jennifer Terni proposed a discussion related to policies and best practices for classroom engagement and attendance. The attendance policy of the university was discussed and it is noted that while UConn is not an 'attendance taking institution' as it related to financial aid designations, instructors may take attendance, but they cannot use student attendance alone as part of a student's course grade except when relevant to the pedagogy (for example in a music performance course). Best practices were discussed on strategies to increase student attendance and engagement. It was decided that no changes were to be made at this time and instructors are encouraged to reach out to CETL for support and guidance on strategies for engagement.

8. Bunched Finals

This topic was carried over from the 2023-2024 academic year from a request from USG to change the current policy to define bunched finals as "3 final exams within a 24-hour period" as opposed to the current policy which is "3 final exams in one calendar day". Unfortunately, due to scheduling issues, no student representatives were able to attend SSC meetings this year and this topic was tabled until such time as they are present for the discussion.

9. Lab Transfer Credit

SSC Member Lawrence Walsh proposed an evaluation of the policy around transfer credit for laboratory courses. At this time, UConn does not accept transfer credit for laboratory courses that are taught in an online modality. Due to many of the changes around teaching practices and modalities over the last few years, the need to evaluate this policy was noted. Members of the SSC were in favor of revising this policy, similar to the policy on transfer credit for second language courses taught in an online modality. Due to other topics taking priority during this year, this discussion was tabled.

10. Honors Board of Associate Directors Review/Approval

SSC Member Jennier Lease Butts summarized the purpose of this group and the background. She made a motion for the committee to vote to approve its membership. Motion passed with one abstention.

11. Pass/Fail Policy Review

SSC Member Erin Ciarimboli (Director of Undergraduate Advising) shared an email received in her office requesting an evaluation of the Pass/Fail policy as it applies to students on Academic Notice. SSC members discussed the policy and it was decided that no changes were to be made at this time.

**Annual Report to the University Senate
Academic Year 2024-2025
Student Welfare Committee**

2024/2025 Student Welfare Committee Members:

***Leo Lachut, ISS, Co-Chair, Academic Achievement Center**

***Tina McCarthy, Co-Chair, Student Health and Wellness**

*Alexis Boylan, SFA

*Andy Bush, CLAS

*Kate Fuller, UConn Libraries

*Erica Granoff, Student Services (Stamford Campus)

*Nathanael Okpych, Social Work (Hartford)

*Jennifer Pascal, Engineering

*Tracy Rittenhouse, CAHNR

*Sarah Scheidel, Enrichment Programs

*Mike Shor, CLAS

*Fiona Vernal, CLAS, History

Jibreel Akbar, Undergraduate Student

Bryanna Anderson, Center for Students with Disabilities

Cynthia Costanzo, Interim Vice President for Student Life (Ex-Officio Member)

Kimberly Duby, Dean of Students Office

Arthur Galinat, International Student & Scholar Services

Nina Lemash, Undergraduate Student

Katherine McCarthy, One Stop Student Services Office

Suzanne Peters, Financial Aid

Megan Petsa, The Graduate School

Peter Tribuzio, Student Services, Hartford Campus

*Senate Member 2024/2025

University Senate – Student Welfare Committee

End-of-Year Report

Academic Year: 2024–2025

Co-Chairs: Leo Lachut & Tina McCarthy

The Student Welfare Committee (SWC) is charged with identifying, discussing, and addressing issues related to student life and wellbeing across all University of Connecticut campuses. This academic year, our committee engaged in meaningful dialogue, gathered input from a variety of campus stakeholders, and explored solutions to improve the student experience in areas such as housing, transportation, financial aid, health and wellness, equity and inclusion, and institutional policy awareness.

Specific Topics Addressed:

Committee Work Summary

1. Focus Areas and Updates from Ongoing Topics

Non-Binary Identifier in Peoplesoft: The committee received an update confirming that a non-binary gender identifier is in development and will soon be implemented in Peoplesoft.

Regional Concerns: The committee continued to elevate regional campus student needs throughout the year, especially in the areas of transportation, parking, health services, and housing.

Diversity, Equity & Inclusion: Discussions throughout the year included specific support for first-generation, international, undocumented, and LGBTQIA+ students, with guests and presenters highlighting key resources and policy developments.

1.

2. Guest Presentations & Collaborative Conversations

The committee benefited from multiple guest speakers and experts who contributed to our understanding of evolving student needs:

Cynthia Costanzo & Isaac Barber: Presented updates on the Outdoor Activities Policy, event space scheduling, and the rebranding of the InForm site to "Get Informed."

Arthur Galinat (CISS): Shared a comprehensive overview of international student services and common challenges including housing and cultural transition.

Karen McComb & Emily Pagano: Introduced UConn's adoption of the Okanagan Charter and efforts to become a health-promoting university.

Sue Peters (Financial Aid): Provided detailed data on FAFSA, Pell eligibility, and the impacts of federal changes. The committee raised questions about transparency, student understanding of aid, and future communications.

Maureen Armstrong & Kristina Stevens: Reviewed UConn's post-crisis response protocols for serious incidents affecting students, including communication strategies and community support.

Andy Kelly (Logistics): Presented data and updates regarding parking, transportation, and scooter safety concerns across campuses.

Fany Hannon (Dean of Students): Led an informative discussion on supporting undocumented students, LGBTQIA+ student support, and institutional messaging.

Vern Granger (Admissions): Offered updates on the Early Decision admission process and enrollment strategy.

Kat McCarthy (One Stop): Shared insights into record-breaking application numbers and coordination with financial aid decision timelines.

3. Topics of Ongoing Concern and Future Attention

Class Size and Enrollment Growth: The committee discussed the impact of increasing undergraduate enrollment on classroom capacity, staffing, off-campus housing, and transportation infrastructure.

Regional Campus Resources: A continued need for stronger infrastructure, health services (e.g., Nurse Navigators), and accessible programming was raised.

Parking & Transportation: Key concerns included high parking fees, safety, limited weekend shuttle access, scooter regulations, bike lanes and the need for more designated bike/scooter storage areas.

Weather Policy: This discussion was tabled pending a motion from Scholastic Standards at the March 2025 Senate meeting.

Student Mental Health: The committee heard student input, particularly from student member Jabreel Akbar, about prioritizing mental health and wellness.

AI and Academic Integrity: Members highlighted the importance of continued dialogue around artificial intelligence and its implications for student success and academic policies.

Initiatives & Impact

First-Gen Week Support: Committee members helped promote and support First Gen Week events, recognizing that a significant percentage of UConn students identify as first-generation.

Policy Review: The committee contributed to the review and potential revision of the Student Welfare Committee charge, including the addition of language explicitly referencing undergraduate and graduate students.

Feedback on Campus Services: The committee engaged in active dialogue to help clarify the scope and language of services, such as rebranding "Nurse Navigators" to avoid confusion about medical care access. With expansion of Regional Campuses Residential housing, will there be a commitment to 24/7 support for students in on campus housing.

Areas for Continued Collaboration

As Co-Chairs, we encourage continued work across the university to:

Increase clarity and access to financial aid information.

Ensure regional students have equitable access to services.

Improve cross-campus communication regarding policy changes and expectations.

Strengthen post-crisis support systems.

Foster a proactive, student-centered approach to housing, transportation, and wellness.

We also recommend ongoing collaboration with Admissions, Financial Aid, Student Health and Wellness (SHAW), CISS, and the Dean of Students Office to ensure that efforts are aligned with student needs and experiences.

Appreciation

We extend our sincere thanks to all committee members for their thoughtful contributions, to our student representatives for sharing honest feedback, and to all guest speakers and departments that shared their expertise. We are especially grateful to Tina McCarthy for stepping into the Co-Chair role this year and for her leadership and partnership.

Submitted by:

Leo Lachut

Co-Chair, University Senate Student Welfare Committee

Interim Director, First Year Programs & Learning Communities

Tina McCarthy

Co-Chair, University Senate Student Welfare Committee

Director of Nursing, Student Health and Wellness

**Annual Report to the University Senate
Academic Year 2024-2025
Senate University Budget Committee**

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

2024/2025 University Budget Committee Members:

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

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

*Eleni Coundouriotis, CLAS

*Carrie Fernandes, Office of Financial Aid

*Timothy Folta, Business

*Sandy Grande, CLAS

*Bryan Huey, Engineering

*Jeffrey McCutcheon, Engineering

*Michael White, Dining Services

*Sydney Whittaker, Undergraduate Student

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

Elena Dormidontova, CLAS

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

Mannat Kadian, Undergraduate Student

Anne Langley, UConn Library

Steve Marchillo, SSW, Director of Finance

Dave Weber, School of Business

Reka Wrynn, AVP for Budget, Planning and Institutional Research

*Senate Member 2024/2025

2024/2025 University Budget Committee Meetings: We meet from 2:00-3:30PM on 9/8, 10/7, 11/4, 12/2, 2/3, 3/3, 4/7, 4/21, and 5/1. We averaged 82.4% of committee members present; several members had unavoidable conflicts with some of our meetings to attend to University duties and business, including teaching and research obligations.

Summary: The Committee engaged in information gathering and discussions of a range of issues related to the University's budget, including, but not limited to, state funding, the 5-Year Fiscal Sustainability Plan, program planning, research, and athletics. Issues affecting the University's budget are complex, involve a wide array of actors, evolve frequently, and usually do not lend themselves to simple solutions. We have communicated our findings and thoughts on a regular basis with the Senate Executive Committee. Overall, we recommend that the University administration communicate early with this Committee and the Senate policies or initiatives that may result in changes that have significant budget and other ramifications so that we have a chance to positively contribute to such efforts. The Committee is grateful for the work,

transparency, and responsiveness of Reka Wrynn, Kelly Wihbey, and the rest of the team in the Office of Budget, Planning and Institutional Research, as well as Executive Vice-President for Finance & Chief Financial Officer of UConn and UConn Health Jeffrey Geoghegan, without which we would not have been able to successfully meet our charge.

Specific Topics Addressed:

- I) **University Budget:** Reka Wrynn, Associate Vice President for Budget, Planning and Institutional Research, updated the committee throughout the year on the structure and roles of the Budget, Planning, & Institutional Research (BPIR) Office, the final FY24 Budget, the FY25 Budget the Board of Trustees passed in the summer of 2024, the FY26 Budget Timeline and Processes, and fund balances at the University. We engaged in several discussions throughout the year about the University's current budget process, especially regarding 2-Ledger funds. The Committee recognizes that the budget process at the University is complex, we appreciate this complexity, and that the University relies upon state support. While we discussed these issues at length, we were not able to make recommendations in this area at this time.
- II) **State Budget:** We received updates throughout the year from Reka Wrynn on the University's budget request to the state, the state's response, and the proceedings of the Higher Education Financial Sustainability Advisory Board (HEFSAB). We discussed the issue of the state budget and the best approach the University can take to its request throughout the year.
- III) **Provost Planning:** We met with Daniel Schwartz, Vice-Provost for Academic Affairs, and Kate Clark, Assistant Vice Provost for Academic Finance and Administration, to discuss the Provost Office's approach to budgeting, its priorities, and the current situation regarding self-funded programs. We met with Sarah Croucher, Assistant Vice Provost for Academic Affairs, to discuss the Provost's review of low enrollment programs. We recommend that in the future, the Provost engage with the Senate earlier in any process that reviews University programs to avoid misunderstanding, misinformation, and poor public reception.
- IV) **Five-Year Fiscal Plan:** We analyzed and discussed the effects of the first year of the University's Five-Year Fiscal Plan regarding 2-Ledger funding. Co-chairs Michael Morrell and Lisa Park Boush met with Deans Ofer Harel (CLAS), Eboni Nelson (Law), Jason Irizarry (NEAG), and Philip Hritcko (Pharmacy) to discuss the process, how it is affecting their units, and the approaches they have taken to meet the required rescissions. We presented our analysis to the Senate Executive Committee. The complexity of the data made it challenging to summarize effectively for wider dissemination.
- V) **Research:** Co-chairs Michael Morrell and Lisa Park Boush met with Pamir Alpay, Vice-President of Vice President for Research, Innovation, and Entrepreneurship (VPRIE), to discuss the OVPR Office's budget, priorities, and planning process. At several meetings throughout the year, we discussed the University's current policies concerning Indirect Costs (IDCs). In response to events happening at the Federal Government, we met with Julie Schwager, Executive Director for Operations and Associate Vice President for Research Finance, and Lindsay DiStefano, Associate Vice President for Research Development, from the Office of the Vice President for Research to get updates and discuss the ongoing situation regarding federal research funding. We received an update from Reka Wryn on the forecast for research funding in the next few fiscal years.

- VI) **Athletics:** We met with Jessica Chrabaszcz, Executive Associate Athletic Director for Competitive Excellence, and Maureen O'Connor, Associate Director of Athletics/Business Services, to discuss the Athletics budget and the effects of the pending settlement of the *House v. NCAA* lawsuit on the University's budget.
- VII) **Other Items:** Other items we discussed briefly during the year included Capital Costs and Travel Reimbursements.

Suggestions for Next Year's Committee:

We recommend that next year's Committee:

- I) Consider creating sub-committees for certain issues to increase the Committee's efficiency and develop recommendations for the Committee's consideration.
- II) Continue to assess and reflect upon the effects of the University's Five-Year Fiscal Sustainability Plan to determine if the Committee wants to make any recommendations. Evaluate the University's Strategic Enrollment Plan and its possible effects on the University, especially in the area of student housing.
- III) Monitor the continued effects of changes in the Federal Government on the University's budget and report, as necessary, on this to the Senate.
- IV) Continue to assess the University's research revenues, expenditures, and policies and make any recommendations it has in this area.
- V) Investigate ways to increase areas of budget revenue such as philanthropy via the UConn Foundation and partnerships and contracts with industry.
- VI) Continued to monitor the state appropriation. Evaluate the University's presentations to state officials and make suggestions, as appropriate, for improvement.
- VII) Investigate efficiency metrics used by the state and the University and how we compare with our peer and aspirant institutions.
- VIII) Continue to monitor the Athletics budget and the changing environment regarding Athletics funding.
- IX) Investigate capital spending and the University-state relationship on capital projects.

University Planning Committee Meeting

Annual Report 2024-2025

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

2023/2024 University Planning Committee Members:

*Amvrossios Bagtzoglou, Co-Chair - Engineering, Civil & Environmental

*Bonnie Burr, Co- Chair - CAHNR, Extension

*Oksan Bayulgen, CLAS

*Christian Brueckner, CLAS

*Beth Ginsberg, CLAS (Stamford Campus)

*Justin Rogowski, Law Library

*Del Siegle, Neag School of Education

Maria Groza, UPDC

Kanwardeep Sandhu, Undergraduate Student

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

Julie Schwager, OVPR

Tyler Sowers, Undergraduate Student

*Senate Member 2024/2025

Summary: The University Planning Committee has been working on identifying on how to best bring issues and areas of interest to the Senate for additional review and input. We are looking at how the UPC can identify university committees that may not normally share findings with the Senate and improve communications between these committees and the Senate. The UPC reviewed several challenging issues this past year.

Mail - Andy Kelly shared that of the two mail positions in his office have employees out for various reasons, which has impacted mail services. He added that he has been raising concerns about staffing levels in the mail office for at least a year, fearing a situation such as the one we are facing now. Since these staffing leaves and the subsequent impact on mail services, the CFO's office approved two new positions, which has been reduced to one approved position for hire by the PRC, and the role is currently being filled. One current employee returned as of 10/7 and mail would be delivered once/week (as opposed to some weeks with no delivery). Mail delivery has resumed at various levels across campus.

Parking – Continues to be an issue with many complaints about lack of area 2 parking. Due to construction projects Lot Y is now fully Area 2 staff parking (it used to include some student commuter spots). This is an increase of 320 Area 2 parking spots. He added that Lot N (in front of Science 1) which used to be Area 1/Premium Commuter, is now just Area 1. Lot R behind SFA is also Area 1. He added that all lots are being constantly evaluated to calculate need and make adjustments accordingly. Regarding enforcement, Mr. Kelly shared the enforcement team is fully staffed for the first time since the COVID-19 pandemic which has been a great help. Concerns were raised about handicap parking cost, availability, and enforcement on the Storrs campus and shared concerns about parking on the Stamford campus. With regard to handicap parking, Andy Kelly shared that enforcement is consistent for these spots and towing is also allowed and added that there are handicap spaces available in Area 1, 2, 3, etc and that the costs associated with these spots are by area, but not exclusively within Area 1. Mr. Kelly suggested regional parking questions be referred to the respective Campus Directors for Operations for additional discussion.

Travel (Concur) update - Joseph Thompson shared they continue to work through the “Points of Pain” identified by the Travel committee from the previous academic year. The Travel Committee had identified 30 points of pain and of those 15 are policy related. They broke those down with 7 being related to process and configuration and 8 that can be addressed through education and clarification.

Purchasing - focus of this session to be on grants. Reports showed there appeared to be a complicated and time-consuming processes for purchases and contracts and there were issues with grants due to long wait times to process requests for purchases with regard to specific grant needs. Challenges also arose with regard to using university-approved contracted vendors instead of other vendors who may be more appropriate for a grant and the length of time it can take to get vendors to apply and be approved for use by UConn. Joseph Thompson shared a PowerPoint presentation which summarized overall procurement concerns, including how UConn must comply with state requirements within its processing systems. Chris Robinson presented on how research and grants purchases interact with the procurement office, and the requirements for state and federal funding, particularly when it comes to single source purchases. Joe and Chris are willing to work with individuals who have specific issues, please reach out to them.

University Senate
May 5, 2025

We, the University Senate of the University of Connecticut, in concert with the other Land Grant and Public flagship universities of New England, are uniting to declare our shared commitment to academic research, academic freedoms, and free speech. Given recent attacks on individual universities in the Northeast, it is vital that we make common cause, across institutions devoted to the public good, in defense of our shared values. At a time when there are external attempts to dictate university administration, it is vital that we defend our institutional commitment to shared governance and academic leadership. Our institutions are dedicated to strengthening the communities in which we are embedded. We collectively declare our commitment to our academic communities, the intellectual freedoms on which they are founded, and their role in serving and strengthening our state and local communities.

With those values in mind, we, as the University Senate of the University of Connecticut, of the Land Grant and Public flagship universities of New England, affirm the following statement:

Statement in Support of the Core Mission and Values of Higher Education in the United States of America

Private and public higher education institutions in the United States have for over three centuries contributed to the public good, and the nation's global leadership position, through the advancement and sharing of knowledge, and by providing pathways for workforce development.

Research funding in universities is judiciously used to drive innovation, providing an exceptional return on investment that advances economic growth, health and well-being, scientific breakthroughs, national security, and cultural and civic development. Academic research and scholarly expertise are also vital to excellent teaching and training, ensuring that the U.S. workforce of the future remains globally competitive.

Higher education in the United States continuously sets standards for international excellence and attracts students and colleagues from all over the world. The contributions of international scholars, staff, and students to U.S. higher education are integral to its leadership position.

U.S. higher education's global excellence and public impact require working and learning environments that ensure opportunities for all. Initiatives that reduce discrimination are part of that imperative.

As recent challenges to funding and programming threaten to dismantle the core values and mission of higher education, at great detriment to the public at large and the U.S.'s international reputation, the undersigned faculty governance bodies affirm the following:

1. *Public and private universities serve the public good and contribute to the U.S.'s national and global excellence, through teaching, research, and service.*
2. *Cuts to research funding in higher education will undermine scientific innovation, health, societal progress, and the U.S.'s leadership position, with long-lasting detrimental impacts.*
3. *Academic scholarship and research, through peer review and professional accreditation, lead to evidence-based expertise, not partisan viewpoints.*
4. *We support academic freedom and free speech, and those who exercise their rights thereto, citizens and non-citizens alike.*
5. *We oppose the targeted harassment of faculty members for their expertise.*
6. *We support the First Amendment of the U.S. Constitution which guarantees the right of people to peaceably assemble. All community members who engage in peaceful assembly, regardless of viewpoint or citizenship status, should have the opportunity to do so without retaliation.*
7. *We agree with the Department of Education that discrimination based on race, color, or national origin (Title VI), sex (Title IX), and disability (ADA) is reprehensible, affirming our legal and moral obligation as educational institutions not to discriminate based on these or other identifying characteristics. Initiatives that help to reduce such discrimination, when grounded in best practice, increase opportunities and ensure real meritocracy for all.*
8. *We affirm the essential role of transparent and collaborative shared governance in maintaining the integrity of our universities, and commit to its continued strengthening.*
9. *Lastly, we call upon faculty, students, staff, alumni, and community partners of our universities to unite in support of the core mission, values, and academic freedoms of higher education in the U.S.*

University Senate
May 5, 2025

Resolution to Work in Mutual Defense of Academic Freedom, Free Expression, Institutional Integrity, and the Research Enterprise

Whereas, academic freedom and the autonomy of educational institutions are under unprecedented threat by governmental, private, and political actors;

Whereas, America's Public and Land-Grant Universities (APLU) represent a longstanding tradition of academic collaboration, research excellence, and commitment to democratic values and shared governance;

Whereas, these nearly 250 APLU institutions represent more than one million faculty and staff members and 6.6 million undergraduate and graduate students;

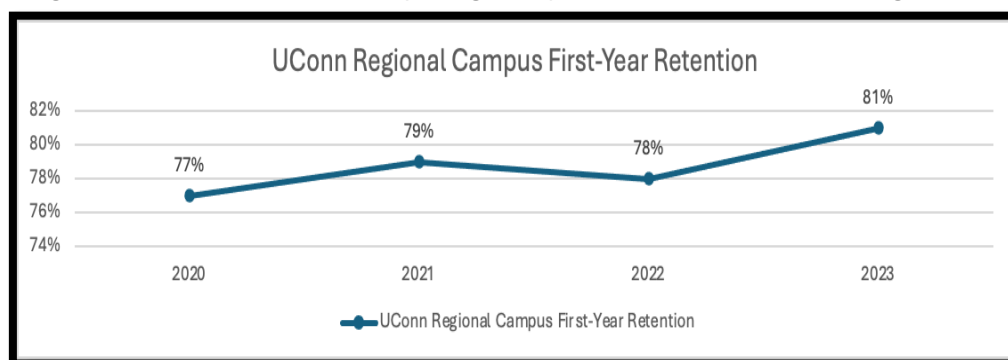
Whereas, the preservation of one institution's integrity is the concern of all, and an infringement against one institution shall be considered an infringement against all;

We, the University Senate of the University of Connecticut, in support of the broader principles of collective action and shared governance, strongly encourages the University Administration, in conjunction with the CT State Attorney General, CT Governor, or other members of the Connecticut state government, to commit to continuing to work together on strategic, legal, and where appropriate, resource sharing coalitions with other Public and Land Grant state institutions.

We request that the President, Provost, and Senior Leadership provide updates to the Senate Executive Committee and Senate with a speed and frequency appropriate to the ongoing urgency of the national situation.

Annual Report to the University Senate UConn's Regional Campuses – FY25

This annual report provides an overview of recent developments and highlights from UConn's four regional campuses—Avery Point, Hartford, Stamford, and Waterbury. The campuses continue to serve as essential access points to a UConn education, helping the university meet statewide needs while supporting students, faculty, and community partners in a variety of ways. Our regional campuses have achieved an 81% retention rate, which is the same for the national average of all public, 4-year institutions. Overall, retention at the regional campuses has continued to grow since 2020. When comparing first-year retention for UConn regional campuses to 190 other



similar institutions, UConn outperforms these peers by 11 percentage points. UConn students at our regional campuses graduate at a

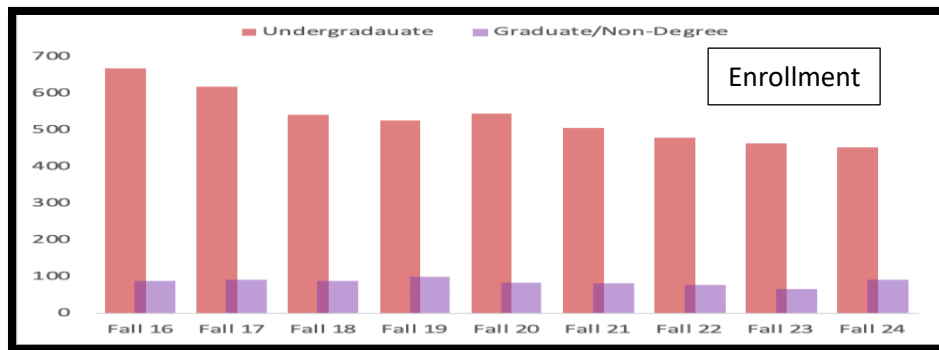
rate 18 percentage points higher than the national average for graduation of public, four-year institutions (60% vs. 42%). This is also slightly higher for our regional campus STEM students and in-state students, demonstrating our commitment to student success across the system. These trends are remarkable considering ***over half of our undergraduate students enrolled on our Regional Campuses are first-generation college students and half are Pell students.***

Interest in the regional campuses is also increasing as evidenced by the number of first choice applicants at each campus – the percent increase from FY25 to FY26 as of January 2025 is 117% at Avery Point, 51% at Hartford, 34% at Stamford, and 45% at Waterbury.

Regional Campus Deans are leading strategic planning efforts at their respective campuses that tie into the University's Strategic Plan. The roll out of these campus-specific plans has been paused temporarily as the Strategic Enrollment Management Plan is finalized for the university. The summaries below include campus specific trends in enrollment and student success outcomes and updates on academic programs, research activity, and community engagement.

Avery Point

Avery Point continues to offer undergraduate degrees in English, General Studies, Marine Science, Maritime Studies, and beginning in fall 2025, Psychological Sciences. Graduate and certificate offerings are available in nursing, oceanography, and teacher certification. In fall 2024, 40% of Avery Point's undergraduate students identified as first-generation, and 34.8% were Pell-eligible—both rates above the university average. Undergraduate enrollment rates have continued to decline in recent years. Efforts to increase enrollment include adding the Psychological Sciences major,



one of the most popular majors for Avery Point students, who previously had to campus change to finish their degree; and exploring the addition of undergraduate degrees in engineering. The

Board of Trustees also recently approved a planning budget to assess factors to determine the scope, cost, and feasibility of building a residence hall and dining facility on the campus.

The campus remains a hub for marine and environmental research and is the home of the [Connecticut Sea Grant](#). Faculty are involved in projects with the [Connecticut National Estuarine Research Reserve \(CT NERR\)](#), the [Connecticut Institute for Resilience and Climate Adaptation \(CIRCA\)](#), and the [National Institute for Undersea Vehicle Technology \(NIUVT\)](#), among others. A partnership with Mystic Aquarium continues to support student and faculty research. The [Department of Marine Sciences](#) at UConn Avery Point is widely recognized as one of the top marine science programs in the Northeast. Faculty and students engage in nationally respected research in oceanography, climate change, coastal resilience, and marine ecosystems. The campus plays a central role in the conservation of Long Island Sound and contributes to state and regional policy development focused on marine environmental health and sustainability.

Avery Point offers students a highly supportive academic environment with close faculty interaction and personalized advising. Students are encouraged to take advantage of the region's strong professional network through internships and career opportunities in ocean engineering, environmental policy, and marine science. Partnerships with organizations such as **Mystic Aquarium** and **Mystic Seaport Museum** provide additional hands-on learning experiences. Students also participate in real-world research through faculty-mentored projects and summer programs. Interdisciplinary collaboration is a hallmark of the campus, bringing together geologists, engineers, marine scientists, ecologists, and social scientists. These collaborative efforts often address complex environmental challenges through both scientific inquiry and community-based solutions.

The campus actively engages with the surrounding community through programs such as public lectures and marine education programs, coastal cleanup initiatives and partnerships with local K-12 schools to promote STEM education. Avery Point is also collaborating with the U.S. Coast Guard Academy to support STEM outreach and pathways into engineering, science, and cyber-related fields for underrepresented students. Expanded New England Regional tuition eligibility has made UConn more accessible for out-of-state students in the region.

On the engagement side, the [Alexey von Schlippe Gallery](#) hosted eight exhibitions this year, showcasing work from 79 artists, including the annual Open Air exhibition. Located in the Branford House overlooking Long Island Sound, the gallery's recent exhibitions underscore its interdisciplinary focus and commitment to innovative programming. For example, in *Floating Points: Observing the Plastisphere with NASA*, artist Oskar Landi collaborated with UConn marine sciences professor Dr. Heidi Dierssen to examine the growing environmental challenge of microplastics in the ocean. By combining satellite imagery with visual art, the exhibition offered a compelling intersection of scientific data and artistic interpretation. Open Air is an annual outdoor art exhibition launched in 2020 as a creative response to the COVID-19 pandemic, the exhibition provides a dynamic and accessible platform for artists to showcase sculptures, installations, and multimedia works. Complementing the annual exhibition, the campus also hosts a permanent outdoor sculpture walk along the Avery Point shoreline.

The [Tribal Education Initiative \(TEI\)](#) is a transformative effort aimed at fostering meaningful partnerships with Native American and Indigenous communities. Working together with the five Tribal Nations in Connecticut, this initiative is designed to address historical injustices, create a more inclusive academic environment, and serve as a pathway to higher education, research initiatives, and economic opportunities centered at Avery Point.

The [Avery Point Global Café](#) at UConn is a vibrant faculty led interdisciplinary learning community that serves as a hub for intellectual and cultural exchange. The Global Café brings together students, faculty, and staff through a wide range of thought-provoking events including panel discussions, film screenings, and interactive workshops that explore themes such as environmental sustainability, social justice, and civic engagement. A key feature of the Global Café is its commitment to civil discourse, using methods such as reflective structured dialogue and civic reflection, to foster a more inclusive, empathetic, and informed campus community.

Husky Harvest at UConn Avery Point was established in response to a clear and growing need for food assistance within the campus community. In partnership with Connecticut Foodshare and supported by a retail recovery program with Big Y and Cumberland Farms, the pantry offers consistent access to nutritious food and essential personal care items. Additionally, UConn Avery Point has introduced newly constructed raised garden beds to grow produce that is often difficult to source locally. This initiative not only enhances the pantry's offerings but also reflects the campus's broader commitment to sustainability, food accessibility, and experiential learning.

Academic support services, including the Avery Point Academic Center and First-Year Experience (FYE) mentoring, are providing critical help to students, particularly as we see challenges around

Retention Rates	
	% Retained after 1 year
Fall 2022 Entry	80%
Fall 2023 Entry	70%
University Average (Fall 2023)	89%

student retention rates. Faculty development efforts have included campus-wide teaching discussions and partnerships with the Center for Excellence in Teaching and Learning. The Avery Point Diversity and Equity Committee (AP DEI) has been active in programming and outreach,

including three Upward Bound/Upward Bound Math & Science programs and a new ConnCAP grant to expand opportunities for high school students in the area. The campus is also exploring a pilot program to increase Dual Enrollment/ECE opportunities for high school students in New London.

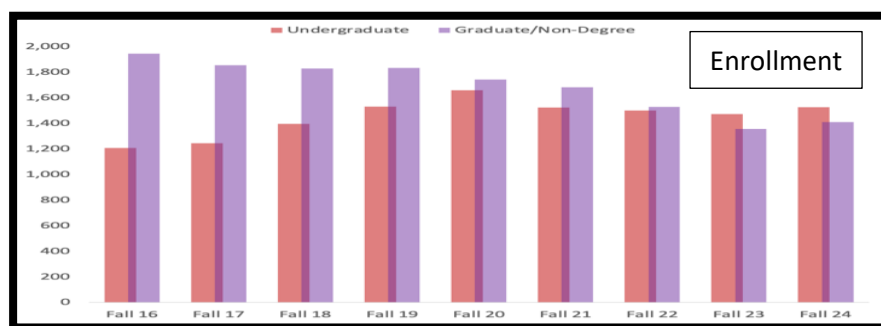
Graduation Rates		
	4 Year	6 Year
Fall 2017 entering class	39%	57%
Fall 2018 entering class	49%	62%
Fall 2019 entering class	34%	--
University Average (Fall 2018)	62%	76%

Hartford

UConn Hartford continues to thrive in its eighth year, driven and supported by students, faculty, and community partners. With increased first-choice applications, expanding research initiatives, and strengthened partnerships, the campus is thriving as an anchor institution in Hartford. Sustainable collaborations within the University and Greater Hartford align with UConn's strategic plan, solidifying its reputation for socioeconomic mobility. Careful resource management has built a strong foundation for ongoing success.

The following milestones highlight UConn Hartford's success over the past year: 1) Retention: the first-year retention rate reached 93.5%; 2) Graduation: a record 95% of UConn Hartford students secured full-time employment or started graduate school within six months of graduation, 85% of them are employed in Connecticut; 3) Enrollment: this year the campus had the highest number of first-choice applications in its 8-year history; 4) Growth: opening and initial units moved into UConn @ XL; residential halls reconstruction underway; campus community cafeteria scheduled for fall '26; return to and eventual expansion with CoLab in Hartford Public Library; and 5) Development/Research: combined success in research and fundraising has yielded \$6M of private and corporate dollars towards student engagement and academic success.

At UConn Hartford, student demographics highlight the campus' important role in supporting access: 44.9% of undergraduates are first-generation students, and 45.9% are Pell-eligible. The campus offers a wide range of undergraduate and graduate degrees across fields such as business, public policy, education, and social work. The School of Business and School of Social Work have both continued to grow their program offerings and partnerships with local agencies.



UConn Hartford's undergraduate enrollment grew by about 18% between fall 2017 and fall 2023, and an increasing number of students are choosing to start their UConn careers there.

Historic gifts to the campus of over \$6M for student scholarships, a [new café](#) and [upcoming residence halls](#) (fall 2025 and 2026), are examples of UConn Hartford's commitment to its students and to partnering with the City of Hartford, adding to its economic, social, and cultural vibrancy.

Research activity at Hartford has been centered on urban and equity-focused themes. The Research on [Resilient Cities, Racism, and Equity \(RRCRE\)](#) initiative has received over \$3 million in funding since 2021, with several future proposals in the pipeline. The recent move to UConn @ XL Center this semester has expanded capacity and visibility for Hartford-based programs.

Community engagement is thriving, especially with the development of the Interdisciplinary Community CoLab Center in the Hartford Public Library, which brings together UConn faculty, students, and Hartford residents to tackle societal challenges.

Retention Rates	
	% Retained after 1 year
Fall 2022 Entry	78%
Fall 2023 Entry	84%
University Average (Fall 2023)	89%

Student success initiatives are also a key focus, with the [TEAS \(Transformation, Equity, Access & Sense of Belonging\)](#) a federal AANAPISI grant (Asian American and Native American Pacific Islander-Serving Institutions) supporting AAPI students through mentorship, expanded mental health services, and culturally relevant

curriculum.

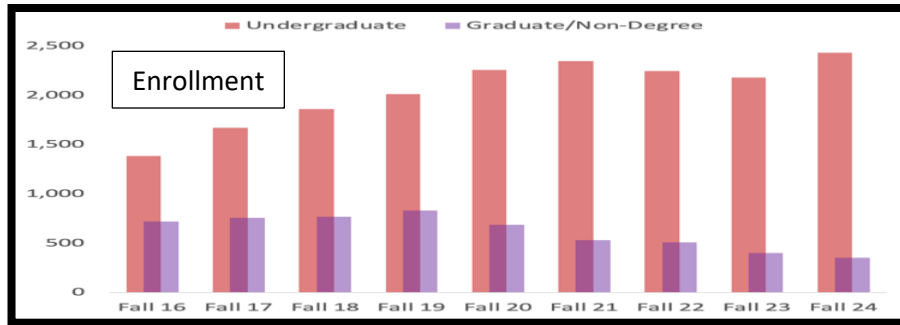
Teaching and learning efforts have included new faculty development initiatives to improve STEM course outcomes and a collaborative Teaching Lab supported by CLAS and CETL. UConn Hartford also hosts a [Truth, Racial Healing, and Transformation Campus Innovation Hub](#) focused on building equity and understanding.

Graduation Rates		
	4 Year	6 Year
Fall 2017 entering class	44%	65%
Fall 2018 entering class	45%	65%
Fall 2019 entering class	45%	--
University Average (Fall 2018)	62%	76%

The campus has launched a new Honors and Enrichment program and student success initiative, Resilience, Inclusion, Success and Equity (RISE), that is focused on improving educational outcomes for students traditionally underrepresented in higher education while centering solutions through a justice, equity, diversity, and inclusion (JEDI) lens.

Stamford

UConn Stamford's undergraduate student body is majority first-generation and Pell-eligible, at 55% and 52.8% in fall 2024, respectively. Stamford continues to expand undergraduate and graduate



programs in fields such as computer science, digital media design, economics, and business, including several high-demand master's programs such as financial technology, business analytics and project management,

quantitative economics, public administration, and starting fall 2025, social work.

Research activity spans across all disciplines with research grants awarded in Human Development & Family Sciences, History, Psychology, English, and Education. Notably, the [Family Resilience and Mindfulness Empowerment \(FRAME\) Lab](#) and the [Sueños Scholars program](#) are helping build opportunities for under-resourced and Hispanic students interested in teaching careers. The Honors and Enrichment program recently hosted Frontiers in Undergraduate Research where students presented their wide-range of research projects; and Computer Science and Engineering hosted their first annual Senior Design Demo Day that included external partners and judges from local companies.

Stamford's strong ties with local businesses and nonprofits offer more than 5,000 internship opportunities within a 30-mile radius for students. Campus-community partnerships include Synchrony's Digital Technical Center on campus; local employers sponsoring Computer Science senior capstone projects, as well as Stop & Shop, CT Food Share, Filling in the Blanks, and the Stamford Chamber of Commerce providing Husky Harvest support. Additionally, the campus hosts numerous events such as fireside chats with local leaders, CEO Roundtables, and the monthly CT Digital Forum. In early spring, the campus hosted Governor Lamont for an AI forum with students. Mayor Simmons welcomed first-year students at the campus' inaugural convocation last fall. Faculty and students volunteer to offer technical assistance and mentorship to anyone in need through the **TechCharity** program. And, UConn Stamford faculty and students have partnered with the Simsbury Cemetery and a coalition of elected officials and community advocates to revive the location as part of pollinator pathways (oases of native plants for birds, bees, and butterflies.) Students also benefit from the Local Eateries meal plan that includes 8 local restaurants and access to discounts from 35 local vendors that connect them with downtown Stamford.

Student success efforts this year included the launch of the Center for Academic Success and Engagement (CASE), which includes expanded tutoring (including in multiple languages), peer

Retention Rates	
	% Retained after 1 year
Fall 2022 Entry	78%
Fall 2023 Entry	82%
University Average (Fall 2023)	89%

mentoring through a new Peer Leadership program, peer support for transfer and international students, campus change programming, increased FYE activities, and workshops to support student success (e.g., time management, study skills, exam prep, financial management). Also located in CASE are the

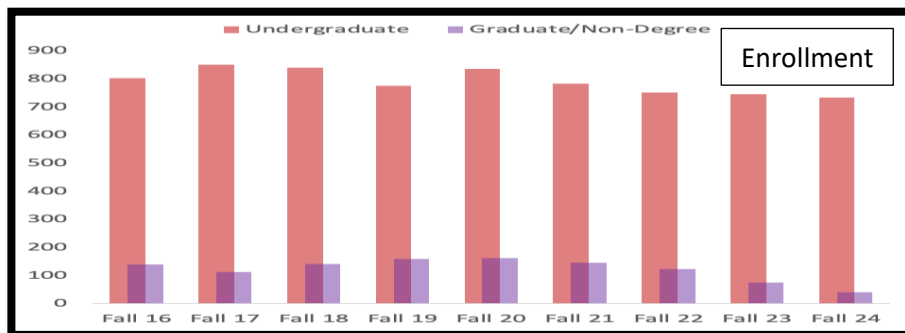
Center for Access and Post-Secondary Success and the RISE (Resilience, Inclusion, Success, and Equity) program. Learning and Affiliated Communities include the popular La Comunidad Intelectual (LCI), the recently designated “South Beach,” an engineering and computer science hub, and veterans find a sense of belonging in the Oasis. Fall 2025 will see the addition of a Commuter Connections experience. A First Gen committee was established this year to help students navigate their pathways through higher education. Additionally, the campus expanded its micro-internship program to offer more students research and career opportunities to help build and support their resumes. The Stamford Campus will be hosting a professional development workshop for students invited from each of the regional campuses.

Graduation Rates		
	4 Year	6 Year
Fall 2017 entering class	33%	57%
Fall 2018 entering class	33%	57%
Fall 2019 entering class	34%	--
University Average (Fall 2018)	62%	76%

Stamford’s teaching initiatives have supported newly created faculty peer clusters studying neuroinclusive teaching, digital technologies within classrooms and supporting STEM pedagogy. Faculty have been focusing on change projects related to shifting pedagogy in introductory classes such as English and Chemistry, as well as implementing experiential learning across many disciplines (e.g., physics, political science, art, psychology). “Office Hours on the Concourse” connect faculty and students in an approachable environment. DEI efforts include the expansion of affinity-based programming through student organizations, the creation of “The Space” to house the Honors and Enrichment program and the Queer Collaboratives, as well as a newly established Connections Council for faculty and staff. The Stamford campus was awarded an Arts & Culture grant to engage local artists to collaborate with students on the theme of art and belonging.

Waterbury

UConn Waterbury ranks #1 among public institutions in Connecticut for Return on Investment and Economic Mobility. It continues to be one of UConn’s most access- oriented campuses, with



58.8% of students identifying as first-generation and 52.3% as Pell-eligible in fall 2024. The campus offers a range of undergraduate and

graduate degrees, particularly in health sciences, human development, psychology, and business,

Retention Rates	
	% Retained after 1 year
Fall 2022 Entry	79%
Fall 2023 Entry	78%
University Average (Fall 2023)	89%

along with nursing and teacher certification programs. Enrollment has seen a modest (~5%) decline over the past decade, less than the declines seen at CT State colleges in the same catchment area (~17-30% at Southern, Central, and Western CT State).

Graduation Rates		
	4 Year	6 Year
Fall 2017 entering class	41%	59%
Fall 2018 entering class	36%	53%
Fall 2019 entering class	33%	--
University Average (Fall 2018)	62%	76%

Community partnerships have been central this year, with events like the [Black Men in White Coats Summit](#) – a partnership with St. Mary’s Hospital with over 1,000 students in attendance, the [3rd Annual WISHfest](#) – a partnership with the City, and

Waterbury Public Schools, among others, and with over 1,200 students in attendance, and the launch of the Waterbury Robotics Institute – a partnership with local schools, funders, and legislators, Senator Joan Hartley and State Representative Ron Napoli. All counselors from Waterbury Public Schools toured the campus under a new district-wide initiative, and a new partnership with the Forman School will bring post-grad students to Waterbury as non-degree learners starting in August 2025. All of these initiatives are designed both to strengthen community partnerships and to enhance the campus’s visibility and enrollment. The campus also launched [Walkbury](#), a downtown engagement initiative in partnership with Main Street Waterbury and the Waterbury Regional Chamber, offering students guided cultural and food tours, as well as discounts at over 25 local businesses—including restaurants, delis, clothing stores, and salons—to strengthen ties between the campus and the city. Finally, the **Waterbury Housing Clinic for Thriving Communities** also launched this year, supported by the Commissioner of Housing and a nonprofit partner, offering primarily urban students experiential learning opportunities in housing, community development, and public service, while making a real impact on the local community.

Student support programs expanded significantly, with the launch of several learning communities—including [Ideas + Impact](#), which fosters entrepreneurship surrounding social change and civic engagement, and [La Comunidad Intelectual](#), a culturally affirming space for Latinx and multicultural students. The [RISE Program](#) provides first-year students with structured mentorship and academic coaching to promote belonging and success. The new Learning Lab integrates tutoring directly into students’ schedules, offering personalized, just-in-time academic support. Finally, the Discovery Leadership Program equips students with leadership skills through workshops, service projects, and peer collaboration. This year also marked the introduction of *SHaW* services on campus, providing integrated on-site mental health counseling, wellness programs, and other support to promote student well-being.

The academic program portfolio is evolving, including two new specializations in Early Childhood within HDFs, an Allied Health Sciences + CEIN (accelerated nursing) pathway that allows a dual major and a nursing degree in 4.5 years, and upcoming Public Health and Health Promotion concentration planned for next year.

In funding and infrastructure efforts, Waterbury secured \$0.5M in grants and launched a biennial newsletter for alumni and donors. The campus also won UConn Gives in the President's and Provost's Regional Campus Challenge, earning \$5,000 for having the largest number of donors among all regional campuses, along with an additional \$2,500 match. Capital improvements are well underway, with a new 25,000-square-foot academic building at 36 N Main Street scheduled to open in phases throughout the next year. The *Neil O'Leary Building*, named in honor of the former mayor, will house academic and community spaces focused on nursing, public health, and research, with a ribbon-cutting ceremony held on April 24. Additional updates include creating a dedicated space for OLLI (Osher Lifelong Learning Institute), and the opening of the *Spirit Café* to the public, creating more opportunities for students, staff, and faculty to connect with the community.

UConn Waterbury is advancing its [Neurovariability Initiative](#), a campus-wide effort to position itself as a national leader in strength-based education for all learners, including neurodivergent students. It builds on their expertise in neuroscience, universal design for learning, AI and equity-focused innovation—and they hope it has strong potential for external funding.

With over \$15 million in NSF grants pending, growing alumni engagement, and active participation in the upcoming capital campaign, the campus is making strong progress toward its goals in access, academic innovation, and community impact.

Conclusion

The regional campuses continue to play a critical role in fulfilling UConn's mission as a public, land-grant institution. They support educational access, local partnerships, and research growth across Connecticut. This past year has brought steady progress across all four campuses—in programs, infrastructure, student support, and community engagement. The momentum from this year's work provides a strong foundation for further innovation and connection in the year ahead.