

University Senate Meeting
November 3, 2025
Student Union Ballroom (330/331) and Hybrid (via WebEx)

Moderator **Siegle** called the meeting to order at 4:01 p.m.

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

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

1. Approval of Minutes

The minutes of the October 6, 2025 Meeting of the University Senate were approved as distributed.

2. Report of the President

Presented by Interim Provost Pamir Alpay on behalf of President Maric

Interim Provost **Alpay** began with the budget landscape, where we are now and what we are doing in terms of moving forward. UConn is not the only R1 institution facing a structural deficit, but the administration is trying to balance growth that comes from enrollment and a growing research enterprise with decreasing State support. Academic Affairs are being asked to reduce permanent spending to manage the decreasing funds from the State, even as we serve more students. The administration has developed a couple of strategies to deal with this, which are being implemented, and they ask for the University's support as they move forward. They are adapting shared service models and process efficiencies as an ongoing conversation with the University as whole, along with careful development of data-driven hiring and targeted investment strategies as the partner with the departments, schools, and colleges. This will then lead to prioritizing programs that advance the President's three priorities: research excellence, rankings and student success.

Interim Provost **Alpay** next spoke about the federal research environment that affected every higher education institution, as federal priorities have shifted and

budgets have changed. Major agencies, such as NIH, NSF and DOD, are facing budget challenges as well. The Office of Science and Technology Policies is directing research towards applied and translational topics and less on basic research, which has resulted in more funds being directed towards mission driven agencies such as AI, biotechnology, energy, and national security. There is an ongoing conversation about capping indirect costs and a joint association group is negotiating with the Office of Management Budget within the White House to address what a fair indirect cost model would look like, but unfortunately that conversation has not yet produced positive results. The current position is that the federal government is trying to maintain a hard 15% cap with consideration for it being slightly higher in certain situations, such as things related to research security.

Interim Provost **Alpay** then talked about the government shutdown that has been ongoing for the past 32 days, stating that is very difficult to do research planning and there have been no new awards during this time. This is causing a lot of disruption for research staff, graduate students and faculty, along with significant anxiety and apprehension. When looking forward, there will be a lot more competition for fewer awards from the federal government and the administrative burden associated with compliance, integrity, and research security will remain the same or will increase.

Interim Provost **Alpay** concluded by stating that we are in this together and all of higher education is facing these challenges. We have identified a couple of venues for research and our educational mission. We want to expand our industrial partnerships, continue to develop our philanthropic and foundation support for faculty and students, strengthen cross-disciplinary programs, and avoid duplications in the schools and colleges.

Lastly, Interim Provost **Alpay** said that despite budget pressures and federal shifts, UConn is doing okay and they wanted to thank the community for their partnership as we move forward with some of these difficult conversations.

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

Senator **Folta** asked about the ability to retain faculty in this difficult environment. Interim Provost **Alpay** stated that there hasn't been a lot of movement, as these issues are happening to higher education institutions across the spectrum.

Senator **Cummings** asked about balancing the budget for next year, which will require units to make significant cuts and likely some program cuts, and how they feel this will impact UConn's rankings. Interim Provost **Alpay** stated that closing low-enrollment programs is considered good housekeeping. There are many different factors that go into the rankings, such as student success, student retention rates, six-year graduation rates, scholarship, etc., and this counts about 25-30% towards rankings. In addition to this, research excellence counts about 25-30% towards rankings and reputation recognition and awards counts for the rest, so as long as we are doing well in these three metrics the University should be fine.

Senator **Morrell** asked for clarification about the decrease in permanent State support stating that the block grant from FY22 to this fiscal year has gone up 5.4%, if we adjust for the fringe benefit change that occurred resulting in the University not paying as much fringe rate then it would be 7.7% increase over the last four fiscal years. So, it seems that the decreasing State support is regarding the ARPA temporary funds and wanted to know if that is not one of the key reasons why the state support appears to be down and not the actual block grant and, if we look at the overall revenues of the University on average from FY22 to this fiscal year, they have gone up 9.1% a year on average, which seems to be pretty healthy. So, they are curious why there is a budget deficit if it seems that our revenue is increasing. Interim Provost **Alpay** said that this is a good question for the CFO, but from what they know the State is not filling in for the ARPA funds that are now gone, and the funds provided by the State have continued to decrease over the previous two years along with losing around \$100 million from research grants.

Moderator **Siegle** thanked Interim Provost **Alpay** for their report and for answering the questions from the Senators.

3. Report of the Senate Executive Committee Presented by Bob Day, Senate Executive Committee Chair

Attachment #1

SEC Chair Bob Day shared details of recent meetings of the SEC with senior administrator and with Senate committee chairs, adding that they have been collecting feedback from multiple Senate committees regarding the publication of Course Learning Objectives, which will be a matter of discussion during the SEC meeting later this week. The SEC has also been working with research faculty regarding concerns about IDC returns. They added that the SEC has received recent updates from CETL Director Gwen Tarbox, an update on the Regional Campus Strategic Initiatives by Amy Gorin, Vice Provost for Health Sciences and

Interdisciplinary Initiatives as well as a CourseLeaf walkthrough by Sarah Croucher, Assistant Vice Provost for Academic Affairs and Marc Hatfield, Assistant Registrar which will be presented to the Senate today. Bob Day also gave updates on the work of the SEC subcommittee focused on shared governance. Bob Day completed their report with a reminder on upcoming Senate elections, sharing that the Nominating Committee will present further information on the new constituency structures due to the by-law changes endorsed by the University Senate and passed by the Board of Trustees at the December meeting.

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

Moderator **Siegle** thanked Senator **Day** for their presentation and opened the floor for questions. No questions were presented.

[4. Consent Agenda Items](#)
C & C Report

Attachment #2

By voice vote, the consent agenda passed.

[5. ABR Update & Amended Resolutions](#)
Presented by Bob Day, Senate Executive Committee Chair

Attachment #3

Senator **Day** began with a PowerPoint presentation that started with the amended motion that was tabled at the October 6th Senate Meeting:

Motion as Amended: Pause Implementation of the ABR By-Law Change passed on May 1, 2023 subject to the formation of an implementation-and-study committee as defined in 10/6/25 meeting materials.

Senator **Morrell** presented a detailed history of the Anti-Black Racism Course from its original offering as a Pop-Up Course in 2020 to present, which included the original proposed by-law change from May 1, 2023, details of the course cost structure, and details of curricular oversight.

Moderator **Siegle** acknowledged that the motion was coming from a committee and does not require a second, so the floor was then open for discussion on the motion.

Some corrections to the history were presented: (1) April 2023 meeting slides sent with the Agenda show an updated cost structure that was at a higher cost than

presented (2) Assistant Vice Provost Sarah Croucher shared that in accordance with NECHE requirements, all courses that are required of all students are by definition a part of the General Education Curriculum (now Common Curriculum) and must meet those standards. They added that the 14-week and "regular and substantive interaction" requirements placed on this course is from Financial Aid requirements, not NECHE.

Discussion ensued and it was clarified that the course can still be offered as a 1-credit course within the Common Curriculum and that the origination of the call for this course being a requirement was from USG at the time (2020).

Senator **Hernandez** made a motion to call the question and Senator **Dineen** seconded; the motion to call the question passed via voice vote.

The amended motion passed with 63 YEA, 10 NAY, and 2 Abstain.

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

Moderator **Siegle** called for new business and Senator **Ginsberg** stated that they have a proposal to present.

6. Resolution to Establish a Multi-Campus Senate

Attachment #4

Standing Committee

Presented by Jennifer Dineen, SEC Member and Co-Chair to the Multi-Campus Ad Hoc Committee

Senator **Dineen** reviewed the charge drafted by the SEC and reviewed the recommendations of the working group that was established by the SEC in 2024 to investigate the extent to which the Senate was doing a sufficient job addressing the needs of all the campuses.

Motion to amend the By-Laws, Rules & Regulations of the University Senate, Article I.C.2 (Standing Committees) to include the Multi-Campus Committee

Moderator **Siegle** acknowledged that the motion was coming from a committee and does not require a second, so the floor was then open for discussion on the motion. It was added that the motion would need a 2/3ds majority vote to pass.

The amendment to update By-Laws, Rules and Regulations of the University Senate, Article I.C.2 (Standing Committees) to include a Multi-Campus Committee passed with 71 YEA, 1 NAY, and 0 Abstain.

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

7. CourseLeaf Update

Attachment #5

Presented by Sarah Croucher, Assistant Vice Provost for Academic Affairs & Marc Hatfield, Assistant Registrar

Asst. V.P. **Croucher** and Asst. Registrar **Hatfield** provided a PowerPoint presentation on the CourseLeaf Curriculum Inventory Management system – CIM – replacing CAR and GPAR highlighting the ways in which faculty can work through the system to submit both new program or courses, as well as edit existing. Asst. V.P. **Croucher** added that this system has the rare ability to make real-time changes so things can be updated immediately.

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

Senator **Jockusch** asked about the use of red and green markup, as this could be an accessibility issue for colorblind individuals. Asst. Registrar **Hatfield** stated that the vendor says it meets accessibility standards, but he is not an expert in this area.

Senator **Skudlarek** stated that they would be looking at the accessibility of the colors used within the application, as they are the IT Accessibility Coordinator for the University.

Senator **Michel** asked if the URL could be CIM.UCONN.EDU, given that this is the acronym that has been used throughout the entire presentation. Asst. Registrar Hatfield stated that it is not best practice according to University Communications to use vendor name in our URLs, however they can have ask.

Senator **Cummings** asked if the knowledge base is considered finished. Asst. Registrar **Hatfield** said that they would not consider any part of this project finished at this time and asked if anyone finds missing information that they reach out and share it with them.

Moderator **Siegle** thanked Asst. V.P. **Croucher** and Asst. Registrar **Hatfield** for their presentation.

8. New Business

Senator **Ginsberg** made a motion to change the March 2, 2026 Senate Meeting to Monday, March 9, 2026 in order to accommodate the Jewish Holidays of Taanit Esther and Purim and offers this motion in the spirit of diversity and inclusivity. The motion was seconded by Senator **Day**. The motion was approved unanimously by voice vote.

9. Adjournment

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

Senator **Ortega** seconded.

Motion passed unanimously.

The meeting was adjourned at 5:48 p.m.

Respectfully Submitted,
Christine S. North
Secretary of the University Senate, 2021-2026

SENATE EXECUTIVE COMMITTEE

Robert Day, Chair	Sandy Grande	Sandi Roy, GSS President
Alexis Boylan	Michael Morrell	Leo Gold, GSS Vice President
Karen Bresciano	Sarira Motaref	Tyler Sowers, ASG Avery Point
Erin Ciarimboli	Morty Ortega	Andy Zhang, USG Storrs
Jennifer Dineen	Del Siegle	

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

I. New 1000- and 2000-level Courses

1. AH 2100 Career Development for Future Health Professionals

Proposed Course Description

AH 2100 Career Development for Future Health Professionals (1 Credit)

Essential tools for professional development and workplace readiness, specifically for careers in health professions. Goal setting, resume building, interview preparation, networking, and self-assessment of strengths and career readiness competencies are covered.

Enrollment Requirements: AH 1100; open only to AHS majors.

2. ANSC 1347 Stable Management

Proposed Course Description

ANSC 1347. Stable Management (4 Credits)

Basic skills and knowledge required to manage a horse farm.

II. New S/U Graded Courses

1. ANSC 2581 Management Skills and Practices: Livestock

Proposed Course Description

ANSC 2581. Management Skills and Practices (1 Credit)

Hands-on and managerial skills in the handling and care of growing and mature livestock animals, including beef and sheep. Teamwork and communication skills in a livestock environment.

Enrollment Requirements: ANSC majors and minors only

III. Revised S/U Graded Courses

1. ENGR 3283 International Engineering Internship [Revise grading basis and description]

Current Catalog Copy

ENGR 3283. International Engineering Internship (1-6 Credits)

With change of employer, may be repeated for credit. May not count toward engineering major requirements. Counts towards related courses in additional language major, i.e. Spanish, Chinese, French, etc. Special engineering internship taken in an approved Education Abroad program.

Revised Catalog Copy

ENGR 3283. International Engineering Internship (1-6 Credits)

With change of employer, may be repeated for credit. May not count toward engineering major requirements but counts toward credit total. Can count towards related courses in additional language major (e.g. structured, dual-degree programs between ENGR and CLAS). Can also count for international engineering internships taken in an approved Experiential Global Learning program. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory).

IV. New Common Curriculum Courses

1. ARE 1400 Pricing Pleasure: Controversial Consumption (New CA2, CA4INT, TOI1, TOI3)

New Proposed Course Description

ARE 1400 Pricing Pleasure: Controversial Consumption (3 Credits)

Interdisciplinary exploration of the complex and often controversial production, trade, and consumption of global commodities such as chocolate, coffee, fast fashion, and marine-based resources through both economic and social perspectives. The specific goods studied may change over time to explore timely issues relevant to society.

Examines the hidden costs of production – including labor exploitation, environmental degradation, and social injustice – while also considering market dynamics, ethics of consumption, fair trade, and sustainability. Through discussions, in-class activities, and collaborative projects, students develop critical thinking, ethical reasoning, and global awareness.

Content Areas: CA2, CA4INT

Topics of Inquiry: TOI1, TOI3

2. DRAM/AAAS/HRTS 2138 Islam on Stage (New CA4INT, TOI2, TOI3)

Proposed Course Description

DRAM 2138. Islam on Stage (3 Credits)

(Also offered as AAAS 2138, HRTS 2138) The role of theatre and representation in the lives of Muslims, particularly in Asian diasporas. Examines performance by Muslim artists, comedians, and others. Students critique and question assumptions about how Islam and those who practice it are represented socially, politically, and theatrically.

Content Areas: CA4INT

Topics of Inquiry: TOI2, TOI3

AAAS 2138. Islam on Stage (3 Credits)

(Also offered as DRAM 2138, HRTS 2138) The role of theatre and representation in the lives of Muslims, particularly in Asian diasporas. Examines performance by Muslim artists, comedians, and others. Students critique and question assumptions about how Islam and those who practice it are represented socially, politically, and theatrically.

Content Areas: CA4INT

Topics of Inquiry: TOI2, TOI3

HRTS 2138. Islam on Stage (3 Credits)

(Also offered as AAAS 2138, DRAM 2138) The role of theatre and representation in the lives of Muslims, particularly in Asian diasporas. Examines performance by Muslim artists, comedians, and others. Students critique and question assumptions about how Islam and those who practice it are represented socially, politically, and theatrically.

Content Areas: CA4INT

Topics of Inquiry: TOI2, TOI3

3. HDFS 1080 Science of Individual and Family Health and Wellbeing (New CA2, TOI-5)

Proposed Course Description

HDFS 1080. Science of Individual and Family Health and Wellbeing (3 Credits)

Topics related to the emotional/mental, physical, social, and societal/community well-being of individuals and families across the lifespan, highlighting the interwoven influences that shape resources that address or neglect the needs of both the general population and its diverse subgroups.

Content Areas: CA2

Topics of Inquiry: TOI5

4. ILCS 2001 Italian American Voices: Creative Practices and Community Building (New CA1, CA4INT, TOI1, TOI2) – CIM

New Proposed Course Description

ILCS 2001 Italian American Voices: Creative Practices and Community Building (3 Credits)

An exploration of what it means to be Italian-American today. From debates about Columbus Day to statue removals, this project-based course explores the complicated question of Italian-American heritage using family memories, community archives, and/or historical sources.

Content Areas: CA1, CA4INT

Topics of Inquiry: TOI1, TOI2

V. Revised Common Curriculum Courses

1. AH 1030 Interdisciplinary Approach to Obesity Prevention (Already CA3, TOI-6)

[Revise level, title, description, and restrictions; Remove NUSC cross-listing]

Current Catalog Copy

AH 1030. Interdisciplinary Approach to Obesity Prevention (3 Credits)

(Also offered as NUSC 1030.) Explores the biology of obesity including genetic predispositions and behaviors that increase obesity risk (dietary, physical activity, social, psychological), the obesigenic environment, including how communities are physically

built, as well as the economic relationship to obesity risk, and policy and ethical implications for obesity prevention. Multi-level obesity prevention approaches that involve the individual, family, organization, community, and policy. CA 3.

Enrollment Requirements: Open to freshmen and sophomores in the Honors Program

Grading Basis: Honors

Content Areas: CA3

Topics of Inquiry: TOI6

NUSC 1030. Interdisciplinary Approach to Obesity Prevention (3 Credits)

(Also offered as AH 1030.) Explores the biology of obesity including genetic predispositions and behaviors that increase obesity risk (dietary, physical activity, social, psychological), the obesogenic environment, including how communities are physically built, as well as the economic relationship to obesity risk, and policy and ethical implications for obesity prevention. Multi-level obesity prevention approaches that involve the individual, family, organization, community, and policy. CA 3.

Enrollment Requirements: Open to freshmen and sophomores in the Honors Program

Grading Basis: Honors

Content Areas: CA3

Topics of Inquiry: TOI6

Revised Catalog Copy

AH 2030. Obesity Prevention from Science to Society (3 Credits)

Explores the biology of obesity including genetic predispositions and behaviors that increase obesity risk (dietary, physical activity, social, psychological), the obesogenic obesogenic environment, including how communities are physically built, as well as the economic relationship to obesity risk, and policy and ethical implications for obesity prevention. Multi-level obesity prevention approaches that involve the individual, family, organization, community, and policy.

Enrollment Requirements: Open to freshmen and sophomores in the Honors Program; others by instructor consent.

Grading Basis: Honors

Content Areas: CA3

Topics of Inquiry: TOI6

2. COMM 3610W Computer Mediated Communication (W) [Revise title and description]

Proposed Course Description

COMM 3610W. Computer Mediated Communication (3 Credits)

How computer media increasingly influence communication processes and how computer media are changing society. Students will examine critically both exposure to and use of computer media with particular attention to how people use computer media and the effects of this use.

Skill Codes: W

Enrollment Requirements: COMM 2200 or 2600; ENGL 1007 or 1010 or 1011.

Revised Course Description

COMM 3610W. Computer-Mediated Communication (3 Credits)

Examines how the development of digital communication technology influences our communication with others in relationships, groups, and larger online audiences. Students will critically examine the use of digital media for communication in personal and professional contexts, and the effects of this use.

Skill Codes: W

Enrollment Requirements: COMM 2200 or 2600; ENGL 1007 or 1010 or 1011.

3. GEOG 1302 GIS Modeling of Environmental Change [Adding TOI-6L to CA3LAB, EL, TOI-4]

Current Catalog Copy

GEOG 1302E. GIS Modeling of Environmental Change. (4 Credits)

An introduction to environmental processes and patterns, especially assessing change in environmental systems using spatial analysis techniques. Students will map field sites using Global Positioning System technology and aerial photographs, collect field data on various environmental systems, and build and test a Geographical Information System-based environmental model. CA 3-LAB.

Skill Codes: COMP: Environmental Literacy

Content Areas: CA3LAB: Science & Tech Lab

Topics of Inquiry: TOI4

Revised Catalog Copy

GEOG 1302E. GIS Modeling of Environmental Change. (4 Credits)

An introduction to environmental processes and patterns, especially assessing change in environmental systems using spatial analysis techniques. Students will map field sites using Global Positioning System technology and aerial photographs, collect field data on various environmental systems, and build and test a Geographical Information System-based environmental model.

Skill Codes: COMP: Environmental Literacy

Content Areas: CA3LAB: Science & Tech Lab

Topics of Inquiry: TOI4, TOI6L

4. PHAR 2001 Fundamentals in Chemical Biology [Add TOI-6, CA3 to TOI-1]

Current Catalog Copy

PHAR 2001. Fundamentals in Chemical Biology. (3 Credits)

Bridges the gap between traditional undergraduate curricula in chemistry and biology through the interdisciplinary topic of chemical biology. Fundamental topics in chemistry

are reviewed and explained within the context of biological environments. Introduction to current state-of-the art techniques and methods used in chemical biology research. Analysis and interpretation of data from chemical biology experiments and use this information to generate scientific conclusions.

Enrollment Requirements: CHEM 1128Q or CHEM 1148Q, and BIOL 1107.

Topics of Inquiry: TOI1

Revised Catalog Copy

PHAR 2001. Fundamentals in Chemical Biology. (3 Credits)

Bridges the gap between traditional undergraduate curricula in chemistry and biology through the interdisciplinary topic of chemical biology. Fundamental topics in chemistry are reviewed and explained within the context of biological environments. Introduction to current state-of-the art techniques and methods used in chemical biology research. Analysis and interpretation of data from chemical biology experiments and use this information to generate scientific conclusions.

Enrollment Requirements: CHEM 1128Q or CHEM 1148Q, and BIOL 1107.

Content Areas: CA3

Topics of Inquiry: TOI1, TOI6

5. SPAN 3214 Topics in Hispanic Cultures [CA1, CA4 to TOI-2, TOI-3]

Current Catalog Copy

SPAN 3214. Topics in Hispanic Cultures. (3 Credits)

Selected topics. Cross-disciplinary approach to the study of Peninsular and Hispanic American cultures: the colonial heritage in Latin America; intellectual traditions and national identities; cultural production under military regimes; and experience of exiles; among possible topics.

Enrollment Requirements: Recommended Preparation: five semesters of college Spanish. May be repeated for credit.

Revised Catalog Copy

SPAN 3214. Topics in Hispanic Cultures. (3 Credits)

Selected topics. Cross-disciplinary approach to the study of Peninsular and Hispanic American cultures: the colonial heritage in Latin America; intellectual traditions and national identities; cultural production under military regimes; and experience of exiles, among possible topics. Taught in Spanish.

Enrollment Requirements: None. Recommended preparation: SPAN 3178 or instructor consent.

May be repeated for up to 9 credits.

Content Areas: CA1, CA4

Topics of Inquiry: TOI2, TOI3

VI. Courses Approved for Offering in Intensive Session

1. ENGL 2413 The Graphic Novel (TOI-1, TOI-2) [Not in CIM]
2. HIST 1501 United States History to 1877 (TOI-3, TOI-5)
3. STAT 3025Q Statistical Methods (Q) [Not in CIM]

VII. Transition of URBN and GEOG Courses to GSCU

Table 1 shows the transition of current URBN or GEOG courses to their GSCU equivalents.

Formerly:	Now:
GEOG 1000E	GSCU 1000E
GEOG/URBN 1200	GSCU 1100
URBN 1300	GSCU 1130
URBN 1300W	GSCU 1130W
URBN 1400	GSCU 1200
URBN 1400W	GSCU 1200W
GEOG 1300E	GSCU 1300E
GEOG 1010	GSCU 1500
GEOG 1302E	GSCU 1502E
URBN 1600	GSCU 1600
GEOG 1700	GSCU 1700
GEOG 1093	GSCU 1993
URBN 1998	GSCU 1998
URBN 2100 (x-listed PP)	GSCU 2100
URBN 2000	GSCU 2101
GEOG 2200	GSCU 2200
GEOG 2100	GSCU 2250
GEOG 2300E	GSCU 2300E
GEOG 2320E	GSCU 2320E
URBN 2400 (x-listed AMST)	GSCU 2400
URBN 2301Q	GSCU 2410Q
URBN 2302	GSCU 2420
GEOG 2505	GSCU 2505
URBN 2541 (x-listed HIST)	GSCU 2541
URBN 2541W (x-listed HIST)	GSCU 2541W
URBN 2650 (x-listed HIST)	GSCU 2650
URBN 2600	GSCU 2660
GEOG 2000	GSCU 2700
GEOG 2400E	GSCU 2800E
GEOG 2350E	GSCU 2850E

URBN 2901 (x-listed SOCI)	GSCU 2901
URBN 2901W (x-listed SOCI)	GSCU 2901W
GEOG 2996	GSCU 2996
URBN 2998	GSCU 2998
GEOG 3320W	GSCU 3320W
GEOG 3350E	GSCU 3350E
GEOG 3500Q	GSCU 3500Q
URBN 3632W (x-listed POLS)	GSCU 3632W
URBN 3400E	GSCU 3650E
GEOG 3410E	GSCU 3810E
URBN 3276W (x-listed SOCI)	GSCU 3903W

Respectfully Submitted by the 25-26 Senate Curricula and Courses Committee: Diego Valente (Chair), Pam Bedore (Ex-officio), Kristin Bott, Sally Chamberland (Ex-Officio), John Chandy, John Cooley, Amanda Crawford, Sarah Croucher (Ex-officio), Marc Hatfield, Jamie Kleinman, Edward Junhao Lim, Alvaro Lozano-Robledo, Matt McKenzie, Dan Mercier, Natalie Munro, Julian Norato, Gustavo Nanclares, David Ouimette, Andrea Perez-Meneses, Theodore Ramussen, Karen Skudlarek, Laura Wagner (USG), Terra Zuidema (Registrar alternate)

From the 10/9/25 and 10/23/25 meetings.

ABR Course Requirement

Amended Resolution

November 3, 2025

October 6, 2025 Senate Meeting:

During the October 6, 2025 Senate meeting, a motion to rescind the ABR Course Requirement was presented by the SEC and amended to:

Pause Implementation of the ABR By-Law Change passed on May 1, 2023 subject to the formation of an implementation-and-study committee as defined in 10/6/25 meeting materials.

The motion to amend passed and a motion delay the vote to approve the amended motion until the November 3rd Senate meeting was passed. The Taskforce charge as presented to the Senate at the October 6th Senate meeting is included below.

Taskforce Charge:

Work with constituents and stakeholders within the University community to evaluate and potentially propose a path forward for the Anti-Black Racism (ABR) course as part of the undergraduate curriculum, as an alternative to the May 2023 Senate Resolution. Options the taskforce may consider include the following, already discussed by the SEC and Standing Committee Chairs:

- Establish a requirement for all undergraduate students to complete a one-credit S/U course (similar to the May 2023 Senate resolution) but with a choice from a set of related courses, including perhaps others that originated as pop-up courses—for example, those that focus on anti-Asian racism, anti-Muslim racism, and anti-Semitism. If deemed appropriate, set parameters for such a requirement, and recommend guidelines for future courses to be developed for inclusion.; or,
- Establish a pathway for ABR and similar courses (for example, including those listed in the previous bullet) to be developed as Topic of Inquiry (TOI) courses. A one-credit course would not satisfy a three-credit TOI requirement, so a viable suite of options should be considered.

The Taskforce shall not be limited to these suggested options and may consider amendments or additional options. Per accreditation standards, courses for TOI credit

must be delivered on a graded basis, which may require further development of the ABR or other courses, should the second option be pursued. If the first option is chosen, requiring one or more classes as S/U, the course(s) would not be part of the Common Curriculum. The Taskforce shall coordinate with the SEC and Provost's Office to ensure that the University administration is committed to providing appropriate resources to support the final proposal.

The Taskforce shall issue a report to the Senate Executive Committee by February 12, 2026, with specific recommendations that could be discussed in the March 2026 Senate meeting and voted on in the April 2026 Senate meeting.

Membership:

The membership of this Taskforce is to be seated by the Senate Nominating Committee in consultation with the SEC.

Additional Resources:

- [ABR CAR Form, UNIV 1985](#)
- [Anti-Black Racism Working Group Report to SEC, May 2, 2022](#)
- [Charge to ABR Ad Hoc Committee, September 2, 2022](#) (to prepare proposal and implementation plan)
- [ABR Presentation Slides, April 3, 2023 University Senate Meeting](#)
- [Passed Motion, May 1, 2023 University Senate Meeting](#)
- [Anti-Black Racism Course Implementation Working Group Charge/Membership](#)

Resolution to Establish a Senate Multi-Campus Standing Committee

Senate Executive Committee to the University Senate

November 3, 2025

Background:

During the 2023-2024 Academic Year, the Senate Executive Committee established an Ad Hoc Committee to “identify and define specific challenges faced across UConn’s campuses (Avery Point, Hartford, Law, Stamford, Storrs, UConn Health, and Waterbury) to assess whether these areas of concern are being addressed by existing university structures, support groups, or committees, and present their findings to the University Senate by the end of the Spring 2024 semester.” The group was also charged with “evaluat[ing] if there is a need for...a standing committee to address the various needs identified in the initial work of this group.”

This Ad Hoc Committee presented their final report at the April 29 meeting of the University Senate, recommending by unanimous vote that the “Senate Executive Committee establish a standing multi-campus committee to facilitate equitable standards and access to support for both students and faculty, and to provide the perspective of multiple UConn campuses to other Senate Committees.”¹

Summary of Action:

In accordance with the final report from the Multi-Campus Ad Hoc Committee, the Senate Executive Committee proposes a change to the By-laws, Rules and Regulations of the University Senate in accordance with the themes identified in this final report, that:

- A standing committee with representation across all campuses will increase the diversity of perspectives in University Senate decision-making
- A standing multi-campus committee could facilitate consistency across campuses
- A multi-campus committee as key to promoting equitable access to student services

¹ [2024 0429 Meeting Minutes of the University Senate](#)

- A multi-campus standing committee could facilitate inter-campus communication and coordination

Proposed By-Law Change (track changes):

By-Laws, Rules & Regulations of the University Senate, Article I, C. 2

2. Standing Committees

There shall be standing committees of the Senate, as described in the following subparagraphs. The Senate may establish special committees as described in the By-Laws of the University of Connecticut (See Art. IX.G.3).

~~Standing or special committee membership should include: at least one member from a Regional Campus, two undergraduate students, and one graduate student.~~

There shall be at least two undergraduate students and one graduate student on each standing committee. Each committee shall have representation from at least two campuses. The Multi-Campus Committee shall have at least one representative from each campus, with no campus comprising fifty percent or more of the committee members.

Eligibility to serve on standing or special committees is not limited to Senate members. The chairpersons and at least half of the membership of each standing or special committee shall be senators.

i. Multi-Campus Committee

This committee shall facilitate a multiple campus perspective in University Senate decision-making and shared governance of the University. This shall include identifying and reviewing areas of attention or concern in the distribution of university resources provided to UConn students, staff, and faculty across all campuses.

Proposed By-Law Change (Clean Copy):

By-Laws, Rules & Regulations of the University Senate, Article I, C. 2

2. Standing Committees

There shall be standing committees of the Senate, as described in the following subparagraphs. The Senate may establish special committees as described in the By-Laws of the University of Connecticut (See Art. IX.G.3).

There shall be at least two undergraduate students and one graduate student on each standing committee. Each committee shall have representation from at least

two campuses. The Multi-Campus Committee shall have at least one representative from each campus, with no campus comprising fifty percent or more of the committee members.

Eligibility to serve on standing or special committees is not limited to Senate members. The chairpersons and at least half of the membership of each standing or special committee shall be senators.

i. Multi-Campus Committee

This committee shall facilitate a multiple campus perspective in University Senate decision-making and shared governance of the University. This shall include identifying and reviewing areas of attention or concern in the distribution of university resources provided to UConn students, staff, and faculty across all campuses.

Resources:

- [Regional Campus Ad Hoc Committee Charge](#)
- [Final Ad Hoc Committee Report, April 17, 2024](#)
- [Senate Minutes, April 29, 2024](#)