



# **Standing Committee Annual Reports**

Presented by Senate Standing Committee Chairs

Provided in agenda packet

**UConn**

# Faculty Standards Committee

- **KEY DISCUSSIONS**

- **Establishing undergraduate TA guidelines**; including a distinct title, defined roles and responsibilities, limits on grading and gradebook access, and baseline training requirements such as FERPA compliance.
- **Faculty Mentoring and Career development programs (CETL, CLAS, Graduate School)**
- **SET Subcommittee reviewed the effectiveness of SET questions across instructional modalities and recommended** targeted revisions to improve clarity, reduce redundancy, and make questions more modality-neutral, including updates to Questions 10.2 and 10.13 and removal of Question 10.10.
- The **SET Subcommittee also recommended** clearer guidance on “Not Applicable” responses, better organization of items to distinguish teaching from course experience, and revision of Senate guidance to reflect the name change to *Student Experience of Teaching* and include modality as a factor in interpreting SET results.

- **ONGOING DISCUSSIONS & Goals for AY 26/27**

- **Improving PTR Guidelines for CIRE Faculty Advancement from Associate Professor to Professor.**
- **Securing Emeritus faculty resources.**
- **Proposal to Re-Establish a Testing Center for Large-Enrollment Courses.**

# Curricula & Courses Committee

## ➤ **By the Numbers:**

- The committee met **15** times through April 21, 2026 to review courses that were 1000/2000 level, S/U graded, Common Curriculum (CC), and/or under the UNIV designation
- Total courses reviewed and approved to be added, revised, deleted, or offered in intensive session: **292**
- Courses approved through a process for expediting minor changes: **54**
- All but five of the courses in the expedited category were for the transition from the GEOG and URBN subject areas to the GSCU subject area to reflect a change in departmental structure

## ➤ **Additional actions taken:**

- Approval of policies related to cross-listing limits, and CC restrictions on Variable and Special Topics course shells
- Approval of multiple small By-law Rules and Regulation changes related to CC

# CCC+

- Fall 2025 marked the successful Year 1 launch of the Common Curriculum for Leadership and Global Citizenship (CC). There was a celebration in September 2025 with Provost D'Alleva in attendance.
- 1,483 total TOI designations were approved over three years across seven TOI categories and ~500 courses.
- The committee stayed well within their allotted \$2.9M three-year transition budget (spent ~\$1M).
- An enrollment capacity analysis confirms no TOI area is at or over capacity for AY 2025-26; the new TOI1 (Creativity: Design, Expression, Innovation) is on track.
- Bylaws and policies were approved regarding the use of repeatable courses toward CC, restrictions on redesignating TOIs, the Seal of Biliteracy, the implementation of IDML, restrictions on Variable and Special topics shells carrying CC designations, and limits on the number of cross-listings a course can have.
- Progress was made on several initiatives, including new recommendations for W courses, implementation of the Dialogue Competency, and an assessment pilot for TOI4.
- **All CCC+ goals for AY 2025-26 were met across four areas: course review, policy, communication, and assessment.**

# Enrollment Committee

- **KEY DISCUSSIONS**

- **Ongoing Enrollment Monitoring** - New Student Preliminary Report AY25-26, Fall 2026 enrollment cycle, Early Decision Fall 2026
- **Student Data/BPIR Dashboard** – SERU data and metrics to evaluate students' sense of belonging and value as predictor of student success.
- **Regional Campus Strategic Planning**
- **Student Financial Aid** – anticipated federal changes/impact on access to aid
- **First Year Experience Journey Taskforce**
- **Honors Program** – history/expansion to regional campuses
- **Co-op and Experiential Learning**

- **ONGOING DISCUSSIONS & Goals for AY 26/27**

- **Continued Enrollment Analysis**
- **Federal Student Financial Aid Changes**
- **Housing Availability**
- **SEM Plan** – Student retention/success and impact on enrollment
- **Academic Programs Under Review/Possible Expansion**

# DEIJA Committee

## KEY DISCUSSIONS

- **Faculty & Staff Retention:** Departure of HR Director Lakesha Brown from Storrs raises concerns about continuity of exit interview rollout. Committee calls for transparent, public-facing retention data aligned with Strategic Plan KPIs.
- **Religious Accommodations:** final exams scheduled on Saturdays create conflicts with religious observances. Recommends systematic review of scheduling and standardized guidance for faculty, students, and staff.
- **Parking Accessibility:** Parking policy revised to require paid Area 2 (vs Area 1) permit to access ADA spaces. Ongoing discussions regarding accessible parking for guests and considerations for regional campuses
- **Support Student, Faculty & Staff Success:** Strengthen collaboration with Dean of Students; focus on disproportionately impacted student populations. Continue outreach to all campus stakeholders.

# Multi-Campus Committee

## KEY DISCUSSIONS

- Inaugural meeting held February 2026 – committee's first 6 months of operation
- Presentations received on Regional Campus Strategic Plans and Campus Change student data
- Stamford growing; Hartford, Waterbury, and Avery Point seeing enrollment declines.
- Campus change 6-year graduation gap (83% vs 64%) identified as a key equity concern

## ONGOING DISCUSSIONS & Goals for AY 26/27

- Fall 2026 priority: meet with Senate Budget Committee to understand BTI funding implications for regional campuses
- Will invite Vice Provost for Student Success to assess regional campus student service levels
- Goal: develop a fuller picture of experiences across all campuses and report to the Senate

# Scholastic Standards Committee

- **KEY DISCUSSIONS**

- Proposed Revisions to attendance policy
  - Research confirms attendance is one of the most stable predictors of student success
  - Survey of 26 CLAS Department Heads: all support faculty ability to set graded attendance policies
  - Additional stakeholder consultation planned for summer/fall 2026
- Urgent need to follow-through on recommendations from the Learning Accommodations Task Force
- Updates to Senate Rules and Regulations for Part Time Dean's List and classification of students
- Changes to admissions requirements, including transfer credits for online/hybrid science courses and approved block transfer for Social Work
- Discussions on impact on teaching and learning from: artificial intelligence, minimum course size policies, changes to GA support

- **ONGOING DISCUSSIONS & Goals for AY 26/27**

- Attendance policy
- Artificial Intelligence policies in syllabi
- AP credit policy
- Storrs campus testing center

# Student Welfare Committee

## •Key Discussions (2025–2026)

### •Student Experience Across Campuses

- Campus change challenges (belonging, financial strain)
- Regional campus growth, housing, and access to services

### •Student Well-Being & Support Systems

- Rising mental health needs & increased referrals
- Role clarity: Care & Concern, Dean of Students, CSD

### •Financial & Policy Landscape

- Financial aid timing, federal policy shifts, affordability concerns
- International student visa uncertainty & external policy impacts

### •Campus Climate & Safety

- Bias, Title IX, and student climate concerns
- Scooter/bike safety, off-campus support gaps

## •Ongoing Discussions & Goals (2026–2027)

### •Strengthen Transitions & Belonging

- Campus change orientation + housing access
- Improve sense of belonging across campuses

### •Expand Holistic Student Support

- Scale mental health and case management resources
- Improve coordination across student support units

### •Advance Equity Across Campuses

- Ensure consistent access to services at all campuses
- Address regional disparities in outcomes

### •Improve Clarity & Communication

- Financial aid transparency
- Student awareness of resources and processes

*Focus on a more connected, equitable, and student-centered experience across all UConn campuses.*

# University Budget Committee

## KEY DISCUSSIONS (25-26)

- **FY26 projected to end with a ~\$0.5m surplus**
- **FY27 projected to open with a ~\$49M deficit**
- **Analysis of FY22-25**
  - Revenue up by \$312M or 8.3% annually
  - Expenses up as well \$283M
  - Difference not accounted for (likely in CFO office)
  - Student life & financial aid the biggest proportional increases with Provost side a proportional decrease.
- **IDC changes**
  - From 10/10/10 model to 0/0/5
  - Elimination for Centers / Institutes / Departments
- **Budget Transformation Initiative**
  - Shadow year in FY27, Implementation in FY28
  - Five working groups, USBC involvement in each
  - Concern: Profit center emphasis risk: impact on educational/research mission

## Recommendations / focus of FY27

- **Assess BTI and its impact**
- **Assess University revenues (including research), expenditures and policies using FY26**
- **Assess the implementation of 5 years Fiscal Sustainability plan (inbound rescissions)**
- **Assess impact of changes in policy from federal agencies**

# University Planning Committee

## KEY DISCUSSIONS

### Information Technology & Data Strategy

- Microsoft cost increases driving changes to storage policy
- Shift toward structured storage (OneDrive vs SharePoint)
- Emerging AI governance (use, security, ethics)

### Facilities, Capital Projects & Infrastructure

- Major projects (Gant North, School of Nursing)
- Additional investments (Jones Hall Annex, animal care expansion)
- Infrastructure and access (Mirror Lake, transportation, parking, long-term maintenance)

## ONGOING DISCUSSIONS & Goals for AY 26/27

- Continued examination of AI governance and data strategy
- Ongoing review of classroom technology and utilization patterns
- Continued exploration of capital planning, infrastructure, and access
- Review of administrative processes and workflow efficiency
- Sustained focus on institutional alignment across resources, timing, and systems

### Classroom Utilization, Scheduling, and Enrollment Alignment

- Demand concentration vs overall capacity
- Scheduling, space use, and resource tradeoffs
- Strategies explored:
  - Adjusted scheduling patterns (e.g., Monday–Wednesday models)
  - Longer class blocks (e.g., extended Friday scheduling)
  - Use of nontraditional instructional spaces

### Administrative Processes & Travel

- Travel policy updates
- Identified inefficiencies in reimbursement workflow
- Opportunities to streamline and reduce duplication

### Cross-Cutting Institutional Themes

- Cost pressures shaping institutional decisions
- Need for formal governance of emerging technologies (AI)
- Structural misalignment across scheduling, space, and usage patterns
- Balancing campus growth with infrastructure capacity and access