MINUTES OF THE UNIVERSITY SENATE - DRAFT
MAY 4, 2015

1. Moderator von Hammerstein called to order the regular meeting of the University Senate of May 4, 2015 at 4:02pm.

2. Moderator von Hammerstein recognized Chair of the Senate Executive Committee Carol Polifroni. Noting the absence of Secretary of the Senate Thomas Long, Senator Polifroni made a motion to nominate Keith Barker as acting Secretary for the May 4, 2015 meeting. Senator Spiggle moved acceptance; Senate Makowsky seconded. The motion carried.

3. Report of the President
   Provost Choi began the report by thanking all faculty and staff for working closely with administration throughout the academic year. He then spoke about the budget. On April 27th, the Appropriations Committee submitted a proposed budget that requests the restoration of a $13.6 million of the block grant and $12.5 million in Next Gen funding. He noted even if this $26.5 million is restored, the University is still facing a $21 million deficit. Provost Choi also noted that this estimated deficit does not include other factors such as the recently ratified Graduate Assistants Union contract. Three recessions over the past year which total $9 million have been addressed centrally. As we move forward, administration will continue to work with all units to address what is currently a $40 million deficit. Provost Choi shared that the University has reached an agreement with UAW for the Graduate Assistants contract. The contract includes a 9% stipend increase over the next three years, improved health plan and exemptions to certain fees. Provost Choi extended gratitude to Jeff Seemann, Amy Donahue, Mike Eagan and many faculty for their work in the negotiations.

   Provost Choi shared that Dean of the School of Fine Arts Brid Grant and Dean of the School of Social Work Salome Raheim are each stepping down as Dean. He thanked them for their many contributions and service. There will be a reception held in Storrs for Dr. Grant and at the School of Social Work for Dr. Raheim. Dr. Anne D’Alleva has accepted a two-year position of Interim Dean for School of Fine Arts. Dr. Nina Heller will be the acting Dean for the School of Social Work.

   Provost Choi announced the selection of the projects to be funded from among the Academic Plan proposals and noted that the number of projects funded was greater than planned. Four Tier 1 grants were awarded funding including: Institute for Brain and Cognitive Science (PIs Gerald Altmann and Joseph LoTurco), Center for Genome Innovation (Professors Marc Lalande, Brent Gravely and Michael O’Neill), Humanities Institute’s Public Discourse Project (Professors Michael Lynch and Brendan Kane) and Connecticut Cybersecurity Center (Professors Laurent Michel and John Chandy). A complete list of projects will be shared with the UConn community in the coming days.

   Provost Choi invited all to attend a reception to honor the 2015 recipients of the Provost’s Outstanding Service Award. The reception will take place immediately following the Senate meeting.

   Provost Choi then invited questions. Senator Schultz asked if another round of academic plan proposals is anticipated and, if so, will the priorities change. Provost Choi noted that the current
academic plan is for 10 years and the topics selected for the academic proposals are durable and encompassing. The plan pursues excellence in five fundamental areas: undergraduate education, graduate study, teaching, engagement and research. Though there is no plan to alter these areas, other projects which support these five pillars will be looked at. Further discussion on the proposals will take place after the final budget is known.

Senator Jockusch noted that twice as many Tier 1 proposals were funded than planned. Provost Choi agreed that the initial plan called for funding of two Tier 1 proposals. Four were selected to receive support at a lower level, about $300 thousand per year, which is sufficient to launch the projects.

4. Report of the Senate Executive Committee
Senator Polifroni presented the report of the Senate Executive Committee. (attached) Following the report, Senator Polifroni called upon Vice President of Enrollment Wayne Locust to offer an update on fall enrollment. Vice President Locust reminded that the goal for Storrs is an incoming class of 3800 freshman. Correctly, 3900 deposits have been received. It is expected that some students will opt out over the summer. The average SAT scores of the incoming class is 1232 and 30% of the deposits received are from students of color.

5. Moderator von Hammerstein presented the Consent Agenda.
1) Report of the Curricula and Courses Committee
2) Non-Senate Committee Annual Report (UICC)
3) Senate Standing Committee and Subcommittee Reports

The Senate voted to approve the Consent Agenda

6. Report on the Nominating Committee
Senator Freake presented the report of the Nominating Committee. There was no discussion.

Action on motion to approve the 2015/2016 standing committee membership slate

The motion carried.

7. Report of Scholastic Standards Committee
Senator Livingston presented the report of the Scholastic Standards Committee. There was no discussion.

Action on motion to amend by the By-laws, Rules and Regulations of the University Senate, II.E.1, Class Attendance

The motion carried.

Action on motion to amend by the By-laws, Rules and Regulations of the University Senate II.G.1 and 2, Eligibility for Participation in Collegiate Activities

The motion carried.

Action on motion to amend by the By-laws, Rules and Regulations of the University Senate, II.E.12, Examinations and Assessments

The motion carried.
8. Motions from the Senate University Budget Committee
Senator Bontly presented the Report on the Effects of Graduate Tuition Charge to Grants. There was no discussion.

   Action on motion to adopt the Senate University Budget Committee’s report on the tuition on grants policy and the 4 recommendations therein.

   The motion carried.

   Action on motion to request an administrative update on the implementation of the recommendations at the September meeting.

   The motion carried.

9. Motion from the Senate Student Welfare Committee
Senator Bresciano presented the motion from the Student Welfare Committee. There was no discussion.

   Action on motion to support the COIA resolution for H.R. 275, a bi-partisan bill being considered by the 114th Congress that would establish a blue-ribbon Presidential Commission “to identify and examine issues of national concern related to the conduct of intercollegiate athletics and to make recommendations for the resolution of such issues.”

   The motion carried.

10. Annual Report of the Commencement Committee
Senator Darre presented the annual report of the Commencement Committee. There was no discussion.

11. Annual Report of the Honors Program
Assistant Vice Provost Lease Butts presented the annual report of the Honors Program

   Senator Caira shared concern related to the level of support received by Fulbright Scholars and suggested considering not taking on further students until support can be increased. Dr. Lease Butts shared that both her office and the Graduate School are reviewing funding and support for these students and acknowledged that a more holistic review is needed. She noted that Luann Saunders-Kanabay should be the first point of contact when a student is being considered.

   Senator Jockusch shared concern about the level of advising for honors students in early years. She noted that we may no longer have the capacity to provide faculty advisors for early year students. Dr. Lease Butts replied that Biology, as one example, has increased use of staff advisors to meet the need. There are two full time advisors in the honors programs; ACES and STEM.

   Senator Freake asked for a breakdown by ethnic group within Honors. Without that information immediately on-hand, Dr. Lease Butts offered to report back to the Senate with the data. She did note that Honors is heavily weighed for Asian and Pacific Islanders. Her department is working to be sure all students know about the opportunity to join honors and offer support to
black and Latino students. Honor is also working with admissions to determine how to bring a more diverse population to the program.

Senator Schultz noted the decreasing level of undergraduate support and the increasing difficulty in securing a SURF award. Dr. Lease Butts shared that restoring funding levels through donor support is important and the program is making best efforts to balance fiscal responsibility to the University. She noted that her staff is making efforts to better educate on the nuances of the program. Some applicants found in the SURF pool could be candidates for the IDEA grants. The program tries to identify and shift IDEA grant applicants where appropriate. In addition, they have been reaching out to other avenue, i.e. Jackson Laboratories, UCHC.

12. New Business
There was no new business.

13. Provost’s Outstanding Service Award Reception
All were invited to attend a reception honoring Dr. Hedley Freake and Dr. Cyrus “Ernie” Zirakzadeh as the recipients of the 2015 Provost’s Outstanding Service Award. The reception will take place immediately following the Senate meeting in the Rome Portico.

14. The meeting adjourned at 5:25pm

Respectfully Submitted,

Keith Barker
Professor
Computer Science & Engineering

The following members were absent from the May 4, 2015 meeting:

Accorsi, Michael  Conrad, Eliza  MacKay, Allison
Agwunobi, Andrew  Cornelius, Talea  Ng, Colin
Ammar, Reda  Croteau, Maureen  Raheim, Salome
Armstrong, Lawrence  Ego, Michael  Recchio, Thomas
Ba, Sulin  English, Gary  Sanner, Kathleen
Becker, Loftus  Gianoutsos, Gerald  Sargent, Mark
Beer, Dianne  Gordina, Maria  Scruggs, Lyle
Benson, David  Herbst, Susan  Seemann, Jeffrey
Britner, Preston  Hubbard, Andrea  Simmons, Louise
Buenano, Eddison  Kashi, Hootan  Skoog, Annelie
Bushmich, Sandra  Kendig, Tysen  Teitelbaum, Jeremy
Charrette, Jason  Kerstetter, Jane  Teschke, Carolyn
Chazdon, Robin  Lillo-Martin, Diane  Tribuzio, Peter
Chinchilla, Rosa  Luxkaranayagam, Brandon  Van Heest, Jaci
Cobb, Casey  Machida, Margo  Zack, John
The Senate Executive Committee met twice since the April 13 meeting of the University Senate.

I remind the Senate that it is the first day of final examinations which means the majority if not all student senators are absent from this meeting. Consequently, in 2008, the Senate passed a motion that we would not act on anything directly related to students at any meeting held in final exam week.

On April 24, the SEC first met privately for an hour with Provost Choi, and then privately with President Herbst for an hour.

Between these meetings, the SEC met with the current and the incoming Chairs of the Senate Standing Committees.

The University Budget Committee’s Report on the Effects of Graduate Tuition Charges to Grants was included in the documentation distributed for this meeting. As shared in the report, the University adopted the policy of charging graduate tuition on grants in 2009. The UBC was directed to monitor the impact of the policy change for three years. Following their report in 2013, the Senate directed the UBC to continue monitoring the policy’s impact for an additional two year. Today we will hear the results of their analysis. Two motions related to their findings will follow later in this meeting.

As you recall, the SEC charged the C&C Committee to conduct a holistic comprehensive review of the General Education Program. This has not been done since its inception more than a decade ago. The review process developed for this project will be shared with the Senate in September.

The Diversity Committee will meet with representatives from the Provost’s Diversity Task Force later this week to discuss final recommendations.

The Student Welfare Committee shared they deliberated about the Coalition of Intercollegiate Activities motion which will come before the Senate this afternoon. The President’s Athletic Advisory Committee is against the motion. The Student Welfare Committee will also resume discussion on the open textbook initiative when we return in the fall. An open meeting is being held May 13th for faculty information.

As a result of discussions within the SEC about the current structure of Senate constituencies, the SEC drafted a motion for realigning the Dean constituency within the University Senate. According to the By-Laws, the University Senate is comprised of faculty and staff with each constituency having one elected representative for every 30 people. The deans, on the other hand, are represented in a 3:9 ratio. At the same time, there are currently 9 associate deans on the Senate which means that there are 12 administrative representatives from a pool of 29 people. As this is a disproportionate representation, the SEC recommends changing the dean’s constituency to include the associate deans. In essence, associate deans function as administrators and represent the deans in action. We believe that the realignment of the Dean’s constituency to include Associate Deans is an appropriate solution. The motion will be reviewed by the Faculty standards Committee in September and has the support of
the Office of the Provost and the Council of Deans. We anticipate this motion will be presented to the Senate in the fall.

The Committee of Three, while not a committee of the Senate, is administered by the Senate, meaning we conduct the elections and process the materials. There is some confusion about how a “Committee of Three” case flows through the system. The task force formed to examine this has filed their report with the SEC and the discussion of the report and the inherent processes are under discussion. As an FYI, AAUP has been part of the task force as there are relevant contractual issues to be addressed and considered in the process. A report of these discussions will be provided in the Fall.

On May 1st, the SEC met with Director Bill Pizzutto & Associate Director Angela Brightly from the Waterbury and Torrington campuses. We discussed the regional campus student, plans for private housing, considerations for the Torrington campus, and the outreach efforts. We also met with Trustee Dennis LaVigne, chair of the Academic Affairs Committee of the BOT, in closed session.

We then met with administrators where Provost Choi & CFO Scott Jordan shared some information & updates on the budget. It is encouraging to know that the Appropriations Committee is recommending the return of $26 million to the block grant and Next Gen program. Although the final budget is not yet known, we can hope to fall between somewhere in the middle of the $13 million and $40 million ends of the scale. Administration continues to work with units to plan for a $40 million deficit. It should be noted that, although the current projected deficit is $40 million, that number does not take into account addition costs for the recently ratified Graduate Employees union contract & associated costs. Although the State relies heavily on attrition, UConn’s doesn’t share the same rate of attrition as other state agencies and departments. As CFO Jordan shared, this means we need to be creative in solving our budget gap.

Provost Choi shared with us the list of those selected for the Academic Plan Research Excellence Program. Although the plan initially called for 2 Tier 1 programs, the quality of proposals was so great that four proposals were selected. The level of support is not at the planned level, but consistent with achievement of the stated project goals. Several proposals in Tier 2 and Tier 3 were awarded as well. Congratulations to all who were selected.

Director of Admissions Nathan Fuerst noted that the day of the SEC meeting was also the admissions deposit deadline. As of noon Friday just over 3,800 deposits had been received for Storrs. He noted that, on average, 300 deposits are received on the last day. With a final target of 4100 deposits, we are on target for a freshman class of 3800 in Storrs. The lengthy waitlist for Storrs will be used to fill in where needed after all deposits have been considered. Nathan provided assurance that regular communication with the Deans is taking place to ensure that programs are not overcommitted.

CFO Scott Jordan shared that the Board of Trustees approved the purchase of 38 Prospect Street, Hartford. The building will provide 35,000 square feet of office & classroom space. It will serve as the gateway to the Hartford campus and will house the Schools of Business and Social Work. The changes coming for the Hartford campus are exciting and will create a true urban campus experience for our students.
Vice Provost for Graduate Education Kent Holsinger talked with the SEC about the recently ratified Graduate Employee Union contract. Although the details of the contract have been resolved, there is still much work to be done as we all navigate this new territory. Kent’s office is working on an implementation plan which will include education for faculty and staff. For your reference, the contract can be found at gradunion.uconn.edu (currently labeled tentative agreement as it requires legislative action) and will be added to the Labor Relations site at lr.uconn.edu once all approvals are received.

Vice President of Student Affairs Michael Gilbert was pleased to share news of another successful spring weekend. We applaud all of those involved in recreating this event and building a celebratory and safe atmosphere. Vice President Gilbert also shared that Professor Peter Lake of Stetson University is coming to the Storrs campus on October 21 & 22. Professor Lake will be on campus to take part in events focusing on civility, the First Amendment and expression rights in society and on campus.

This is the final meeting of the University Senate and it has been a productive year for us. The SEC is in the process of creating a summary of action for the 2014-2015 academic year for ease of search for motions made. This document will soon be available on the Senate website.

I wish to thank many people who have served this year beginning with Cheryl Galli. Cheryl started her position one day before the first senate meeting in the Fall. She has done an outstanding job of keeping us organized, we have met all timeframes, and it has all been achieved with grace and a smile; our student support staff, Allison Mitchell and Andrew Kim. We are pleased that Allison will continue her work with us in the fall. Andrew will graduate next week with a major in Political Science. We wish him well with his plans to attend Graduate School and pursue a Master’s in Higher Education and Student Affairs.

We have eight Senators who will be Wymanized and, therefore, not be serving on the Senate next year. They are Larry Armstrong, Sandy Bushmich, Marie Cantino and Doug Hamilton (who have each served a term on the SEC), Tom Recchio (who led Scholastic Standards for three years), Eric Schultz (who is the mainstay of the Curricula and Courses committee), Bill Stwalley and Susan Spiggle (who has served two 3-years terms on the SEC in the last 7 seven years).

Much of our work in the Senate is done at the committee level and it is the chair who leads the charge. It is through leadership, commitment and enthusiasm that we accomplished what we did this year. Many Senate committees will see new leadership next year. Thank you to our outgoing chairs who have been so dedicated to leading the work of their respective committees this year:

- Tom Bontly, University Budget (2 terms)
- Eric Shultz, Curricula & Courses (5 terms)
- Maria-Luz Fernandez, Diversity (3 terms)
- Faquir Jain, Growth & Development (2 terms)
- Mark Boyer, Faculty Standards (2 terms)
- Jill Livingston, Scholastic Standards

I am pleased to announce that Doug Hamilton has agreed to serve as Senate representative on the Board of Trustees’ Financial Affairs Committee. The results of the recent Senate elections for the Senate Executive Committee are completed. The incoming SEC members are Rajeev Bansal, Janine Caira and
Katharina von Hammerstein. Mark Boyer will be joining the SEC filling the position left vacant by Keith Barker. I am honored to have been elected as SEC Chair for another term. We are grateful for the service and dedication of the outgoing SEC members: Keith Barker, Mike Darre, Doug Hamilton and Susan Spiggle. Their contributions made for thoughtful and sometimes lively conversations as we navigated our way through the many issues and concerns addressed by the SEC this year.

The SEC thanks Tom Long for being secretary, Katherina for her role as moderator, the student leaders Mark Sargeant and Jason Charette, and all of you. The voice of the Senate shapes policy, provides input into procedures and processes, and governs the undergraduate general education requirements.

Finally, we extend heartfelt congratulations and appreciation to the 2015 recipients of the Provost’s Outstanding Service Award – Hedley Freake and Cyrus “Ernie” Zirakzadeh. A reception in their honor will be held immediately following this meeting and we hope that you will stay and celebrate these two outstanding colleagues.

The next meeting of the University Senate will be held in September. But, until then, get through finals and enjoy the summer.

Respectfully submitted,

E. Carol Polifroni, Chair
Senate Executive Committee
I. The Curricula and Courses Committee recommends approval to ADD the following new 1000- or 2000-level courses:

A. DMD 2020 Design Thinking  
*Proposed Catalog Copy*

DMD 2020 Design Thinking  
Three Credits. Lecture and in-class work sessions led by instructor. Prerequisites: DMD 1000 and DMD 1030; open only to Digital Media & Design majors; others by instructor consent.  
Design thinking as a process that employs immersion, empathy, ideation, definition, prototyping and testing leading to innovative discovery. The ways in which diversity of culture, experience and thought lead to innovation while examining the value of a human-based design process on the growth and direction of culture and society at large and how designers can participate in driving that process.

B. EDCI 2100 Power, Privilege, and Public Education  
*Proposed Catalog Copy*

EDCI 2100 Power, Privilege, and Public Education  
Three credits. Recommended for students considering applying to the Neag School of Education their sophomore year.  
Service learning course. Interdisciplinary analysis of the development and structure of schooling, teaching, and learning in American society; impact of public education on its many and diverse stakeholders. Includes topics such as: equity and excellence, historical, socio-cultural, philosophical, political, and legal frameworks of education, and current educational reform efforts.

II. The Curricula and Courses Committee recommends approval to REVISE the following 1000- or 2000-level courses:

A. ART 2110 Design Process (title and description change)  
*Current Catalog Copy*

ART 2110 Design Process  
Three credits. Two 3-hour periods. Prerequisite: ART 1010 and ART 1030.  
Introduction to content, meaning, form, and structure in communication design, emphasizing conceptual analysis and approaches to visualization. A fee of $35 is charged for this course.

*Revised Catalog Copy*

ART 2110 Graphic Design: Process & Thinking  
Three credits. Two 3-hour periods. Prerequisite: ART 1010 and ART 1030.
Introduction to the methods of design thinking and the process involved in translating that thinking into form. Content, meaning, form, typography, layout, structure, craft and process in graphic design, emphasizing conceptual analysis, visualization, and skillful making through the adept use of analog and digital tools. A fee of $35 is charged for this course.

III. The Curricula and Courses Committee recommends approval to DELETE the following 1000- or 2000-level courses:

A. MATH 2784 Undergraduate Seminar I

IV. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee approve the following new 3000- and 4000-level courses in the W competency:

A. COMM 4035W Advanced Media Effects

Proposed Catalog Copy
COMM 4035W Advanced Media Effects
Three credits. Prerequisites: COMM 1000 and 1300; ENGL 1010 or 1011 or 2011; open to juniors or higher.
Contentious topics in current media effects research, and their theoretical implications. Topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

B. PHIL/HRTS 3220/W Philosophical Foundations of Human Rights

Proposed Catalog Copy
PHIL 3220W Philosophical Foundations of Human Rights
(220) (Also offered as HRTS 3220W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; at least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107.
Ontology and epistemology of human rights investigated through contemporary and/or historical texts.

V. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee approve the revision of the existing 3000- or 4000-level course in the W competency:

A. ARTH 3630/W Modern Latin American Art. (title change)

Current Catalog Copy
ARTH 3630. Modern Latin American Art. Three credits. Prerequisite: Open to juniors or higher. A thematic survey of Latin American art from the nineteenth century to present.
ARTH 3630W Modern Latin American Art. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher. A thematic survey of Latin American art from the nineteenth century to present.

Revised Catalog Copy
ARTH 3630 Alternative Modernities: Visual Culture of Latin America.
Three Credits. Open to sophomores or higher.
A thematic survey of Latin American art from the nineteenth century to present.

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher.

B. ENGL 4XXX-W Sequence (pre-req change)
   a. ENGL 4101W Advanced Study: British Literature
   b. ENGL 4201W Advanced Study: American Literature
   c. ENGL 4203W Advanced Study: Ethnic Literature
   d. ENGL 4301W Advanced Study: Anglophone Literature
   e. ENGL 4302W Advanced Study: Literature of Australia, Canada, Ireland, & New Zealand
   f. ENGL 4401W Advanced Study: Poetry
   g. ENGL 4405W Advanced Study: Drama
   h. ENGL 4407W Advanced Study: Prose
   i. ENGL 4600W Advanced Study: Seminars in Literature
   j. ENGL 4601W Advanced Study: Literary Criticism and Theory
   k. ENGL 4613W Advanced Study: Lesbian, Gay, Bisexual and Transgender Literature
   l. ENGL 4965W Advanced Studies in Early Literature in English

Current Catalog Copies
ENGL 4XXXW Advanced Study: (…)
(XXXW) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in (…)

Proposed Catalog Copies
ENGL XXXW Advanced Study: (…)
(XXXW) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in (…)

VI. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee approve the deletion of the existing 3000- or 4000-level course in the W competency:

A. ENGL 3801W Honors II: American Literature
B. ENGL 3803W Honors III: American Literature
C. ENGL 3805W Honors IV: English Literature
D. ENGL 3807W Honors V: English Literature
VII. The General Education Oversight Committee and the Senate C&C approve inclusion of the following courses in Content Area 1 – Arts and Humanities:

A. AFRA 3132 African American Women Playwrights, 1900 to Present (cross-listed with DRAM 3132)
B. HIST 3619 History of the Caribbean

Current Catalog Copy
HIST 3619 History of the Caribbean
(Also offered as AFRA and LLAS 3619) Three credits.
Topics may include: encounter experience; slavery and freedom; colonialism/anti-colonialism; citizenship and nation building; political economy, cultures and movements; and migration/immigration from historical perspective.

Revised Catalog Copy
HIST 3619 History of the Caribbean
(Also offered as AFRA and LLAS 3619) Three credits.
Encounter experience; slavery, antislavery mobilization, and abolitionism; colonialism; citizenship and nation building; race and gender; political cultures and movements; migration/immigration; cultural production; and political economy; topics will be examined from a historical perspective. CA 1.

C. HIST/URBN 3650 History of Urban Latin America
D. HRTS 3200/W International Human Rights Law
E. HRTS 3250/W Human Rights and New Technologies
F. PHIL/HRTS 3220/W Philosophical Foundations of Human Rights

VIII. The General Education Oversight Committee and the Senate C&C approve inclusion of the following courses in Content Area 2 – Social Sciences:

A. EVST 1000 Introduction to Environmental Studies
B. GEOG 2320 Climate Change: Current Geographical Issues
C. HDFS 3311W Parenting and Parenthood
D. HDFS 3540W Child Welfare, Law and Social Policy

IX. The General Education Oversight Committee and the Senate C&C approve inclusion of the following courses in Content Area 4 – Diversity and Multiculturalism, non-International:
A. AFRA 3132 African American Women Playwrights, 1900 to Present

X. The General Education Oversight Committee and the Senate C&C approve inclusion of the following courses in Content Area 4 – Diversity and Multiculturalism, International:

A. ARTH 3630/W Alternative Modernities: Visual Culture of Latin America
B. CHIN 3230 Language and Identity in Greater China
C. HRTS 3200/W International Human Rights Law

XI. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee approve offering the following General Education course in intensive session:

A. NUSC 1165 Fundamentals of Nutrition [CA4-INT]

XII. The Curricula and Courses Committee approved the following report from the General Education Oversight Committee:

14 April 2015

Background: On May 12, 2003, the University Senate charged the GEOC with, among other things:

“monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Course Committee when appropriate.”

GEOC has undertaken a process of course realignment review using a 5 year cycle that samples program/departments on a rotating basis. The process applies an algorithm for selecting Gen Courses for review, rather than reviewing every Gen Ed course offered at the University. This process is described further on the GEOC website http://geoc.uconn.edu/course-alignment/ and detailed in the minutes of the committee.

In 2014-15, 17 departments/programs were selected, totaling 26 courses covering all 4 content areas as well as the W and Q competencies, with 1 selected course unavailable to review:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH (1000, 1001W)</td>
<td></td>
</tr>
<tr>
<td>BIOL (1107)</td>
<td></td>
</tr>
<tr>
<td>CE 4910W course was replaced</td>
<td></td>
</tr>
<tr>
<td>CHEG (4137W)</td>
<td></td>
</tr>
<tr>
<td>DGS (4234W)</td>
<td></td>
</tr>
<tr>
<td>DRAM (1101, 3130, 4135W)</td>
<td></td>
</tr>
<tr>
<td>EDCI (4110W)</td>
<td></td>
</tr>
<tr>
<td>EEB (2202)</td>
<td></td>
</tr>
<tr>
<td>EGEN (3110W)</td>
<td></td>
</tr>
</tbody>
</table>
Results are summarized by Content area:

**Content Area 1: Arts and Humanities**
5 courses were reviewed (ANTH 1001W, DRAM 1101, GEOG 1200, HEJS 1003, PHIL 1104). The syllabi from all these courses were found to align with the CA1 criteria for inclusion as CA1 courses under the Gen Ed Guidelines. Details are in the subcommittee report.

**Content Area 2: Social Sciences**
4 courses were reviewed (ANTH 1000, GEOG 1700, SLHS 1150, URBN 1300W). With a minor suggestion to enhance the URBN 1300W syllabus details, all these courses were found to align with the CA2 criteria for inclusion as CA2 courses under the Gen Ed Guidelines. Details are in the subcommittee report.

**Content Area 3: Science and Technology**
3 courses were reviewed (EEB 2202, BIOL 1107, GEOG 2300). The syllabi from all these courses were found to align with the CA3 criteria for inclusion as CA3 courses under the Gen Ed Guidelines. Details are in the subcommittee report.

**Content Area 4: Diversity and Multiculturalism**
8 courses were reviewed (ANTH 1000, DRAM 3130, EEB 2202, GEOG 1700, HEJS 1103, PHIL 1107, SLHS 1150, URBN 1300/W). The syllabi from all these courses were found to align with the CA4 criteria for inclusion as CA4 courses under the Gen Ed Guidelines. Interestingly the review suggested that HEJS 1103 could well be appropriately designated as International, but did not have that designation at this time. Details are in the subcommittee report.

**Writing competency**
12 courses were reviewed (ANTH 1101W, CHEG 4137W, DGS 4234W, DRAM 4135W, EDCI 4110W, EGEN 3110W, GEOG 3320W, MLSC 4094W, PHIL 2222W, PNB 3263W, SLHS 4249W, URBN 1300W). All but 1 of the syllabi from these courses were found to align with the W criteria for inclusion as W courses under the Gen Ed Guidelines. The exception was URBN 1300W for which the committee could not make a judgment due to lack of information. Review of this course will be undertaken again next Fall in hopes of receiving sufficient information to complete the review. Details are in the subcommittee report.

**Quantitative Competency**
3 courses were reviewed (GEOG 3500Q, PHIL 2211Q, PNB 3263QW). 2 of these courses found to align with the Q criteria for inclusion as Q courses under the Gen Ed Guidelines. One course, PNB 3263 QW, was unable to justify including this course as a Q course under the Gen Ed Guidelines. Through discussions with the instructor, course revision to remove the Q designation is under consideration. Details are in the subcommittee report.

**Conclusion**
Overall the 2014-15 realignment process found nearly all courses that were reviewed were consistent with the guidelines for general education courses. GEOC considered these results very positive and thanks all those involved in the realignment review including GEOC subcommittee members and those responding to our requests from the university faculty for helping to conduct this year’s process.

Respectfully Submitted by the 14-15 Senate Curricula and Courses Committee: Pamela Bedore – Chair (Fall 2014), Eric Schultz – Chair (Spring 2015), Marianne Buck, Marie Cantino, Michael Darre, Douglas Hamilton, Dean Hanink, Andrea Hubbard, Kathleen Labadorf, Samuel Martinez, Daniel Mercier, Shayla Nunnally, Maria Ana O’Donoghue, Jaci Van Heest, Jake Broccolo (undergraduate student rep, Fall), Dustin Lavoie (undergraduate student rep, Spring)

4/20/15
Senate University Budget Committee

2014-15 Annual Report to the University Senate

Committee charge: This committee shall review the planning, negotiation, 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. This committee may recommend any desirable expressions of Senate opinion on these matters. The committee shall include two undergraduate students and one graduate student.


(* Senate member 2014-2015)

Appointed representatives to other Senate committees: Jeanne Martin served as the committee’s representative on the Senate Growth and Development Committee; Michael Bradford served as the committee’s representative on the Diversity Committee.

Overview of the committee’s business in 2014-15

The Budget Committee’s deliberations this year were chiefly concerned with the policy of charging graduate tuition to grants, which the committee had been asked by the Senate to monitor. The committee’s conclusions and recommendations regarding that policy are contained in a separate report dated April 27, 2015, to be presented at the final Senate meeting of the academic year. Other agenda items this year included the University’s budget deficit, the faculty hiring plan, enrollment increases, and intellectual property and the license back policy. Several additional agenda items, including consideration of regional campus budgets, were postponed until Fall 2015 due to the need for extended study of tuition on grants.

Meetings

The Budget Committee met 6 times during the 2014-15 academic year: September 22, October 20, March 27, March 30, April 6, and April 20. Three additional meetings (in November, December, and February) had been scheduled but were subsequently cancelled, two due to scheduling problems with our invited guests, one due to a snowstorm.

September 22, 2014. As in past years, the committee’s first meeting featured an overview of the University’s financial situation and also the faculty hiring plan, provided by Budget Director Katrina Spencer.

- The University had a net operating loss of about $25 million in FY 14, less than the $30 million originally forecast. The Budget Office forecasts increased revenues and increased expenses for FY 15; no operating loss is projected for FY 15, but there is much uncertainty owing to the State’s fiscal situation. There followed a lengthy discussion of the University’s FY14 deficit, the budget projections for FY15, the dramatic increase in fringe rates, and State support for the University’s budget. Budget Director Spencer also provided an update on the Provost’s hiring plan.
• The University has hired (the FTE equivalent of) 243 new faculty members (over and above hiring by the schools and colleges to fill existing vacancies): 75 in FY 13, 112 in FY 14, and 56 in FY 15. The projected number for FY 16 is 45, although the actual number will depend upon State funding for NextGen.

• The committee also discussed the deans’ requests for rescission plans, and the audit of the university’s internal controls and compliance, released by Auditors of Public Accounts in August 2014.

October 20, 2014. The committee’s second meeting focused on graduate education. The Dean of the Graduate School, Kent Holsinger, provided updated figures for the tuition charged to research grants under the policy in effect since 2009. The Graduate School uses the funds from these charges to provide supplemental tuition and health benefits for graduate students with prestigious national fellowships and also graduate students on training grants. The amount collected each year has continued to grow as more and more grants become subject to the policy. Because the Graduate School receives more money than it requires for the above purpose, a portion is now used for supporting doctoral student travel and dissertation fellowships. In addition, $700,000 from the tuition charges was redirected by the administration to help close the deficit created by rescission of State support.

March 27, 2015. The committee met with the Vice President for Research, Jeff Seemann, and Assistant VP Andrew Zehner to discuss intellectual property and proposed changes to the license back policy. Insufficient time remained to discuss other items, and VPR Seemann offered to meet with the committee again at its earliest convenience for further discussion.

March 30, 2015. The committee met with the Vice President and Chief Financial Officer Scott Jordan. The Provost had recently informed the Senate that the University was projecting a budget deficit of $40 million or more. The projection was based on the Governor’s budget proposal as well as the State’s fiscal situation. VPCFO Jordan answered questions about the causes and effects of the projected deficit. Also discussed were the University’s bond rating, reserves, fringe rates, the Athletic Department budget, and the University’s collective bargaining contracts.

April 6, 2015. The committee met to consider the data that had been gathered regarding the tuition charges. The members present agreed upon several conclusions and recommendations, to be discussed further at our next meeting. The committee charged the chair with drafting the report.

April 20, 2015. The committee met again with Vice President for Research Jeff Seemann to discuss research funding, the cost of doing research, and the tuition charges to grants in particular. It was noted that FY 16 fringe rates for personnel on sponsored projects have been announced, and they are increasing dramatically, for GAs in particular. The reasons for the increase were discussed, as well as the likely effects. The VPR Seemann has offered to cover half of that increase for FY 16 out of the OVPR’s share of indirect cost returns if the deans will pick up the other half, a proposal that received much support from committee members. In addition, there was a good deal of support for the OVPR’s new centralized Proposal Development Service. The use of indirect cost returns was also discussed.

Following the VPR’s departure, the committee further discussed the conclusions and recommendations to be made in its report to the Senate on tuition on grants. The recommendations are: reduce or eliminate the 60% charge, continue providing supplemental support for graduate students with prestigious fellowships and awards, and consider other ways to find matching funds for training grants.
The committee’s discussion of the tuition on grants report continued by email as the report went through several rounds of revisions. A motion was made and seconded on April 27 to adopt the report in its current form (Bansal/Nair). Discussion ensued. The motion was adopted on April 28.

Respectfully submitted,

Thomas Bontly, 2014-15 Chair, on behalf of the Senate University Budget Committee
Annual Report of the Curricula & Courses Committee
to the University Senate

May 4, 2015

During the period April 18, 2014 through April 6, 2015, the Curricula and Courses Committee brought to the Senate the following actions.

I. 1000-level course actions approved by the Senate:

A. New courses added:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 1140</td>
<td>Introduction to Asian Art</td>
<td>5/5/14</td>
</tr>
<tr>
<td>DRAM 1810</td>
<td>Exploration of Movement</td>
<td>3/2/15</td>
</tr>
<tr>
<td>EEB 1893</td>
<td>Foreign Study</td>
<td>12/1/14</td>
</tr>
<tr>
<td>UNIV 1983</td>
<td>International Studies</td>
<td>3/2/15</td>
</tr>
<tr>
<td>DRAM 1215</td>
<td>Theatre Production: Makeup and Wardrobe for the Actor</td>
<td>4/6/15</td>
</tr>
<tr>
<td>DRAM 1216</td>
<td>Theatre Production: Lighting and Sound</td>
<td>4/6/15</td>
</tr>
<tr>
<td>DRAM 1217</td>
<td>Theatre Production: Costumes and Makeup</td>
<td>4/6/15</td>
</tr>
<tr>
<td>DRAM 1218</td>
<td>Theatre Production: Stagecraft</td>
<td>4/6/15</td>
</tr>
<tr>
<td>LLAS/SPAN 1009W</td>
<td>Latino Literature, Culture, and Society</td>
<td>11/3/14</td>
</tr>
<tr>
<td>MUSI 1107</td>
<td>Steel Pan Ensemble</td>
<td>5/5/14</td>
</tr>
<tr>
<td>SPAN 1020</td>
<td>Fashion, Design, Art and Identity in Spain</td>
<td>11/3/14</td>
</tr>
</tbody>
</table>

B. Courses revised:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 1128</td>
<td>Intro to Western Art II: The Renaissance to the Present, a World Perspective</td>
<td>10/6/14</td>
</tr>
<tr>
<td>ARTH 1141</td>
<td>Introduction to Latin American Art</td>
<td>10/6/14</td>
</tr>
<tr>
<td>GEOG 1100 (now 2000)</td>
<td>Globalization [CA2, CA4-INT]</td>
<td>3/2/15</td>
</tr>
<tr>
<td>GERM 1175</td>
<td>Human Rights and German Culture</td>
<td>10/6/15</td>
</tr>
<tr>
<td>GSCI 1010</td>
<td>Dinosaurs, Extinctions, and Environmental Catastrophes</td>
<td></td>
</tr>
</tbody>
</table>
II. 2000-level course actions approved by the Senate:

A. New courses added:

   CE 2251  Probability and Statistics in Civil and Environmental Engineering (12/1/14)
   DMD 2542  Introduction to Game Scripting (12/1/14)
   DMD 2550  Game Production (12/1/14)
   DRAM 2134  Honors Core: Analyzing Sports as Performance (11/3/14)
   EEB 2893  Foreign Study (12/1/14)
   ENGL 2603  Literary Approaches to the Bible (12/1/14)
   GEOG 2320  Climate Change: Current Geographical Issues (4/6/15)
   HIST/MAST 2210  History of the Ocean (11/3/14)
   JOUR 2111  Journalism Portfolio I: Multimedia Skills (3/2/15)
   LLAS 2012  Latinos in CT: Writing for the Community (11/3/14)
   MATH 2710W  Transition to Higher Mathematics (10/6/14)
   MEM 2212  Intro to Manufacturing Systems Lab (5/5/14)
SOCl 2271        The Social Construction of Happiness (10/6/14)
SOCl 2701        Sustainable Societies (9/8/14)
SOCl 2705        Sociology of Food (11/3/14)
SOCl 2709W       Society and Climate Change (11/3/14)
UNIV 2100        The McNair Scholar (10/6/14)
UNIV 2983        International Studies (3/2/15)
UNIV 2993        International Studies (3/2/15)
URBN 2302        Qualitative methods in Urban and Community Studies (11/3/14)

B. Courses revised:

ACCT 2101        Principles of Managerial Accounting (3/2/15)
AH 2001          Medical Terminology (5/5/14)
CE 2211          Engineering Economics (I) (11/3/14)
CE 2410          Geomatics and Spatial Measurement (3/2/15)
DMD 2010         History of Digital Culture (9/8/14)
ENVE 2251        Probability and Statistics in Civil (and Environmental) Engineering (12/1/14)
GEOG 4500 (now 2500) Introduction to Geographic Information Systems (3/2/15)
GEOG 4510 (now 2505) Applications of Geographic Information Systems (3/2/15)
GERM 1175        Human Rights and German Culture
MARN 2002        Coastal Systems Science I (11/3/14)
MATH 2010Q-2011Q Fundamentals of Algebra and Geometry (11/3/14)
MATH 2794W       Mathematics Writing Seminar (12/1/14)
MEM 2211         Introduction to Manufacturing Systems (3/2/15)
NUSC 2200        Nutrition and Human Development (11/3/14)
SOCl 2709W       Society and Climate Change (11/3/14)
URBN 2000W       Introduction to Urban Studies (5/5/14)
C. Courses deleted:

NUSC 2245 Professional of Dietetics (11/3/14)

III. S/U grading actions approved by the Senate:

A. New S/U graded:

AMST 3281 Internship (10/6/14)
NUSC 3291 Nutritional Sciences Internship (5/5/14)

IV. General Education Content Area actions approved by the Senate:

A. Newly included in Content Area 1 Arts and Humanities:

ANTH 3450W Anthropological Perspectives on Art (11/3/14)
ART/AASI/INDS 3375 Indian Art and Popular Culture
CHIN 3250W Advanced Chinese (11/3/14)
DMD 2010 History of Digital Culture (10/6/14)
DRAM 2134 Honors Core: Analyzing Sports as Performance (11/3/14)
HIST/MAST 2210 History of the Ocean (11/3/14)
LLAS/SPAN 1009W Latino Literature, Culture, and Society
SPAN 1020 Fashion, Design, Art and Identity in Spain

B. Newly included in Content Area 2 Social Sciences:

EPSY 2810 Creativity: Debunking Myths and Enhancing Innovation (12/1/14)

C. Newly included in Content Area 3 Science and Technology, non-Lab:

DMD 2010 History of Digital Culture (10/6/14)
PNB 3120W Scientific Writing in Neurobiology (11/3/14)

D. Newly included in Content Area 4 Diversity and Multiculturalism:

ARTH 3050 African-American Art (10/6/14)
ARTH 3050W African-American Art (10/6/14)
E. Revised Content Area 4 Diversity and Multiculturalism, International:

CHIN 3250W Advanced Chinese (11/3/15)
SPAN 1020 Fashion, Design, Art and Identity in Spain (11/3/15)

V. Actions reported for the information of the Senate:

A. Newly included Writing Competency (3000- to 4000-level):

ANSC 3317W Scientific Writing in Endocrinology of Farm Animals (5/5/14)
ANTH 3450W Anthropological Perspectives on Art (11/3/14)
ARTH 3575W Human Rights and Visual Culture (3/2/15)
ARTH 3720W The Art of China (10/6/14)
ARTH 3740W Far East Painting (10/6/14)
CHIN 3250W Advanced Chinese (11/3/14)
DMD 3010W Critical Perspectives on Digital Media (10/6/14)
ENGL 3207/W American Literature since the Mid-Twentieth Century (5/5/14)
HDFS 3311W Parenting and Parenthood (4/6/15)
HDFS 3540W Child Welfare, law and Social Policy (4/6/15)
HRTS 3149W Human Rights through Film (10/6/14)
HRTS 3200/W International Human Rights Law (3/2/15)
HRTS 3250/W Human Rights and New Technologies (3/2/15)
MCB 3602W Introduction to Bioinformatic Tools for Microbial Genome Annotation (5/5/14)
MEM 4971W Senior Design Project 1 (4/6/15)
MEM 4972W Senior Design Project 2 (4/6/15)
PHIL/HRTS 3219/W Philosophical Topics in Human Rights (4/6/15)
### Senate Courses and Curricula Committee Annual Report 5 May 2014 p. 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNB 3120W</td>
<td>Scientific Writing in Neurobiology (11/3/14)</td>
<td></td>
</tr>
<tr>
<td>POLS 3239W</td>
<td>Politics of the Environment and Development (5/5/14)</td>
<td></td>
</tr>
<tr>
<td>POLS 3429W</td>
<td>Political Violence (12/1/14)</td>
<td></td>
</tr>
<tr>
<td>SOCI/HRTS 3835W</td>
<td>Refugees and Humanitarianism (10/6/14)</td>
<td></td>
</tr>
<tr>
<td>SOCI/HRTS 3837W</td>
<td>Sociology of Global Human Rights (3/2/14)</td>
<td></td>
</tr>
<tr>
<td>URBN 4497W</td>
<td>Senior Thesis (11/3/14)</td>
<td></td>
</tr>
</tbody>
</table>

#### B. Revised Writing Competency (3000- to 4000-level):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 3050W</td>
<td>African-American Art (10/6/14)</td>
<td></td>
</tr>
<tr>
<td>ARTH 3640/W</td>
<td>Mexican and Chicano Art, 19th Century – Present (12/1/14)</td>
<td></td>
</tr>
<tr>
<td>ARTH 3645/W</td>
<td>Caribbean Art, 19th Century – Present (12/1/14)</td>
<td></td>
</tr>
<tr>
<td>COMM 4220W</td>
<td>Small Group Communication (5/5/14)</td>
<td></td>
</tr>
<tr>
<td>ECE 4099W</td>
<td>Independent Study in Electrical and Computer Engineering (12/1/14)</td>
<td></td>
</tr>
<tr>
<td>EDLR 3300W</td>
<td>Sport in Society (5/5/14)</td>
<td></td>
</tr>
<tr>
<td>EDLR 3547/W</td>
<td>Introduction to Sport Based Youth Development (3/2/15)</td>
<td></td>
</tr>
<tr>
<td>EPSY 3120W (now 4120W)</td>
<td>Fundamentals of Assessment in Special Education (11/3/14)</td>
<td></td>
</tr>
<tr>
<td>NRE 4000W</td>
<td>Natural Resources Planning and Management (11/3/14)</td>
<td></td>
</tr>
<tr>
<td>PSYC 3100/W</td>
<td>History &amp; Systems of Psychology (10/6/14)</td>
<td></td>
</tr>
<tr>
<td>PSYC 3600/W</td>
<td>Social-Organizational Psychology (10/6/14)</td>
<td></td>
</tr>
<tr>
<td>URBN 4000W</td>
<td>Understanding Your Community (12/1/14)</td>
<td></td>
</tr>
<tr>
<td>WGSS 3265W</td>
<td>Research Methodology (11/3/14)</td>
<td></td>
</tr>
</tbody>
</table>

#### C. Deleted Writing Competency (3000- to 4000-level):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 3011/W</td>
<td>Publishing (5/5/14)</td>
<td></td>
</tr>
<tr>
<td>MCB 3601W</td>
<td>Physiology of Archaea and Bacteria (5/5/14)</td>
<td></td>
</tr>
<tr>
<td>MEM 4915W</td>
<td>Advanced Manufacturing Systems (4/6/15)</td>
<td></td>
</tr>
<tr>
<td>OSH 3277W</td>
<td>Hazardous Chemicals (12/1/14)</td>
<td></td>
</tr>
</tbody>
</table>
D. Offering in intensive session:

- **GEOG 2100** Economic Geography [CA2] (10/6/14)
- **NUSC 1167** Food, Culture and Society [CA4-INT] (3/2/15)

E. Special Topics and Variable Topics courses:

- **ANSC 2695** Special Topics: Probiotics and Prebiotics (5/5/14)
- **ART 2995** Special Topics: Visible Language (5/5/14)
- **ARTH 2198** Variable Topics: Monsters and Marvels in Medieval Art (5/5/14)
- **UNIV 1985** Special Topics: Holster Research Proposal Development (11/3/14)
- **UNIV 1995** East Meets West in Southern China (3/2/15)

Respectfully Submitted by the Senate Curricula and Courses Committee:

Pamela Bedore (Chair – Fall), Eric Schultz (Chair - Spring), Marianne Buck, Marie Cantino, Michael Darre, Douglas Hamilton, Dean Hanink, Jaci Van Heest, Andrea Hubbard, Kathleen Labadorf, Samuel Martinez, Dan Mercier (Fall), Shayla Nunnally, Maria Ana O'Donoghue, Dan Weiner, Cody Grant (student rep - Fall), Dustin Lavoie (student rep - Spring).

Karen Piantek (Recorder)

5/4/15
University Senate Diversity Committee

Annual Report April 2015

Committee Charge: The Senate Diversity Committee shall review University policies, practices and conditions relevant to supporting and promoting diversity among students, faculty and staff.

Diversity Committee members 2014-2015: *Maria Luz Fernandez (Chair), Michael Bradford, *Sandy Bushmich, Elizabeth Conklin (representative of the President’s office); *Casey Cobb *Manisha Desai, Alice Fairfield, Matthew Hughey, *Cathleen Love *Diane Lillo-Martin (representative, Faculty Standards), *Timothy Lin (undergraduate student representative), *Margo Machida, Huang Nguyen (graduate student representative), Shayla Nunnally (representative, C&C Committee), Willena Price, Eugene Salorio, Pamela Schipani, Robert Stephens, *William Stwalley, Susana Ulloa (representative of the Enrollment Committee).


The Senate Diversity Committee will have met 7 times during Academic year 2014-2015: September 10, October 30, November 19, February 4, February 24, April 1st and the last meeting will be the first week of May. There was also a presentation to the University Senate on March 2nd by Maria Luz Fernandez on the proposed strategies to increase retention of under-represented faculty and staff.

In this Academic year, Members from the Task Force were invited three times to keep the committee updated on the progress on the recommendations on how UConn will address the diversity issues on recruitment and retention of under-represented faculty and staff.

During our first meeting on September 10, the discussion focused on two major concerns: 1. The future of the Strategic Plan of Diversity, a document on which a number of members of the Senate Diversity Committee worked in the 2013-2014 Academic year and 2. The future of the office for the Vice-Provost for Diversity following the resignation of Jeff Ogbar. The creation of the new Task Force to better articulate and implement the diversity agenda at UConn and where the Senate Diversity committee will fit in this Task Force were also discussed.

In our meeting on October 30, we met with Mark Overmyer, the Director of “El Instituto” so that he could convey our concerns to the Task Force including the major issue of retention of under-represented faculty and staff. A suggestion was made to investigate what our Peers and Aspirants are doing in terms of retention to try and solidify a plan that would be supported by the Senate Diversity Committee.

In our meeting on November 19, Elizabeth Conklin (ODE) presented to the Committee the diversity data on the permanent staff, which was collected by her office. The information was
very comprehensive and educational. The trends of retention for the under-represented staff are similar to those of the under-represented faculty. Basically, the numbers of under-represented staff have not changed from 2004-2014 despite the efforts for recruitment, emphasizing once more that the real problem is retention.

In our meeting on February 4, we invited Dan Weiner and Dana Wilder (who could not attend the meeting), the Co-chairs of the newly created Task Force to give us an update on their accomplishments. We were informed that the Task Force was focused on prioritizing an inclusive environment based on justice, a concept that is not new to the Senate Diversity Committee, since we have thoroughly discussed it as a key factor for understanding diversity in the University environment. The Committee provided several ideas to the Task Force including the creation of a Central Diversity Office, to ensure an Institutional diversity presence, the placement of Diversity in a more prominent place in our web site to ensure that it is clear that UConn supports diversity and that the Institution is committed to Diversity. It was discussed that the Task Force should meet again with the Senate Diversity Committee to discuss their progress and to obtain more input from our Committee.

In our meeting on February 24, the meeting was focused on the presentation to the Senate on March 2nd on the proposed strategies for the retention of under-represented faculty and staff. There was a consensus that 3 main strategies would be presented and that these strategies should represent the vision of the Senate Diversity Committee.

On March 2nd, Maria Luz Fernandez gave a presentation to the Senate on the strategies proposed by the Senate Diversity Committee for Retention. The presentation has been attached to the minutes of March 2nd. The major points were that UConn has done a great job on the recruitment and retention of minority students; however, despite the number of Institutional Committees and planning surrounding the retention and recruitment of faculty and staff, there has been no meaningful success. The numbers speak for themselves as the problem of retention was pointed out from the data collected by ODE. The Committee is proposing 3 main strategies to help for Retention; 1) The creation of a Central Office to address diversity at UConn supported by Faculty (faculty caucus) where the ideas will be prioritized and carried out to completion, followed by evaluation of success; 2. Mentoring of under-represented faculty and staff on all aspects relative to adaptation to a new environment, promotion and leadership training; 3. The creation of yearly awards for students, faculty and staff who have excelled in promoting diversity at UConn.

On April 1st, the Committee met with Provost Mun Choi; in this meeting Dan Weiner and Dana Wilder, the Co-Chairs of the Task Force were also present. The provost showed us some hard data on the percentage of faculty who leave the University. From the years 2000 to 2010 57% faculty were awarded tenure and are still at UConn. From the rest (43%), 20%, left the University before the tenure process, 7% left after tenure, 6% were not reappointed and 9% were not awarded tenure. He also showed that there were no differences in these percentages when under-represented faculty are compared. The Task Force discussed with us some of the strategies
that they will be proposing at the end of their charge including the creation of the Diversity Office and a Faculty Council in complete agreement with what was proposed by the Senate Diversity Committee on the March 2nd presentation.

We will have the next meeting of the semester on the first week of May with the Co-Chairs of the Task Force to compare notes and hear about their final recommendations for Diversity Policies and Implementation at UConn.

**Future Agendas**: The efforts of the committee in this Academic year were focused on putting together a strategic plan for the retention of under-represented faculty and staff. For future agendas, it is proposed that the Senate Diversity Committee put forward the necessary effort to support the recommendations of the Task Force in defining UConn’s Diversity Agenda.
Committee Charge:
This committee shall propose legislation within the jurisdiction of the Senate and make recommendations on all matters relating to the recruitment, admission, enrollment, and retention of an outstanding and diverse student population. The committee shall include two undergraduate students.

Committee Membership, 2014-2015:

Report of Activities:
During the 2014-2015 academic year, the Enrollment Committee met with constituents across the University during six meetings from September to April.

Summary of Monthly Meetings:
Full minutes of each meeting can be found at http://www.senate.uconn.edu/Enrollment/enrollminutes.html

September 18, 2014
- Appointed delegates to Diversity and Growth & Development Committees
  - Susana Ulloa volunteered to serve as delegate to the Diversity Committee
  - Dianne Beer volunteered to serve as delegate to the Growth & Development Committee
- Review of Fall 2014 recruitment and enrollment season presented by VP Wayne Locust
  Followed by detailed discussion of enrollment breakdown
- Discussion of topics to consider for 2014-2015

November 13, 2014
- Director of Admissions Nathan Fuerst presented on the Fall 2014 admission process
  Detailed discussion followed

December 2, 2014
- Guest Speakers included:
  - Peter Diplock, Wendi Richardson & Neal Olderman
    Concerning Pre-College Summer Program
  - Maria Martinez & David Mrotek
    Concerning First Star Academy
  - Susanna Cowan
    Concerning Intersession
February 23, 2015
- Report on incoming fall 2015 freshman class presented by Nathan Fuerst
- Stamford Campus Director Sharon White reported on international students welcomed at Stamford for fall 2014

April 14, 2015
- Guest Dean Teitelbaum/CLAS
  Discussion of fall 2015 increased freshman enrollment

Committee Discussion April 8-9, 2015
- Joint motion with Student Welfare on effect of increased enrollment
  The following resolution was presented and passed at the April 13, 2015 meeting of the University Senate:

  “Given the planned increase in enrollment, the Senate requests the administration to provide quarterly updates on the implications of the increased numbers. These updates should include effects on availability of general education courses, on-campus housing, and science laboratories, impact on academic majors, safety, health care and advising, and re-allocation of teaching faculty by type: tenure-track, in-residence, adjunct and graduate teaching assistants.”

Thank you to all members, guests and presenters for the information shared and discussions held during this past academic year

---------------------------------------------------------------------------------------------------------------------------------------

Respectively Submitted by The Senate Enrollment Committee, 4/29/2015
Annual Report (2014-2015) of the
Senate Faculty Standards Committee
May 2015


Items of Recurrent Discussion in 2014-2015

• Intellectual Property and Commercialization Policy – Review of and comment on the revised policy.
  o Met with Michael Bailey, AAUP Executive Director, in October 2014. He raised the federal precedent through a case at Stanford that gave initial rights to faculty. The FSC discussed whether faculty should be directed to the university IP policies at the time of an offer letter.
  o Met with VPR Jeff Seeman and other members of the OVPR staff in January 2015. There was an extensive and lively discussion of the draft policy. The FSC also reviewed a later draft via email in April 2015.

• SETs – Following numerous comments, complaints and suggestions about the “new” SETs, the FSC engaged in several months of discussion about the SETs use, structure and process. In the end, the following motion was passed by the FSC at its February meeting. It was then presented to and passed unanimously by the full Senate at its April meeting.
  o FSC Motion: The SET is a tool intended only to assess students’ evaluation of teaching. A complete teaching assessment of a faculty member should include additional measures of teaching effectiveness as determined by the faculty of an academic program.

• Requested an update on the status of the development of written PTR policies from schools/colleges/departments. This recommendation was made by the FSC to the Provost’s Office during AY 2013-2014. Some units have submitted the policies to the Provost’s Office. Many others are still under development as of April 2015.

• Syllabi Policy Links – Spurred by lively email debate among faculty about the recommendation to add a variety of links to policies on course syllabi, the FSC recommended to the Provost’s Office that all the recommended policies be linked from a single page. This new page will allow instructors to include only one link to a “clearinghouse” page on policy statements. Please see http://provost.uconn.edu/syllabi-references/ for the newly created page. Thanks to Brandon Murray for his speedy development of this page.

Information Items

• Sponsored the annual PTR Forum on April 10th – special thanks to Cheryl Galli for all the logistical support.

• Discussion of the proposed revisions to the PTR forms – action was delayed until the AAUP contract negotiations next year.
Introduction

General Education (Gen Ed) continues to thrive at UConn. Through its work with faculty and review of courses, it is clear that we value General Education and that most departments and programs value and support our current goals and approach to Gen Ed. There is some impetus for change and updating of Gen Ed competencies and the Faculty Senate Executive Committee has tasked the Courses and Curriculum committee with a review of the Gen Ed structure, starting Fall 2015.

The General Education Oversight Committee (GEOC) is tasked with oversight of Gen Ed at UConn. GEOC consists of chairs and co-chairs of ten GEOC Subcommittees, drawn from content areas across the University—Content Areas 1 (Arts & Humanities), 2 (Social Sciences), 3 (Science & Technology), 4 (Diversity and Multiculturalism/Intl); Competencies: (W, Q, Second Language, Information Literacy, Computer Technology); and Assessment; and one ex–officio member (a representative of the Senate C&CC). Details are given on our website at http://geoc.uconn.edu/. This report summarizes both operations of the program and activities of the GEOC during the current academic year.

The current configuration of Gen Ed courses dates back to the Taskforce on General Education Report of 2000. In 2004, UConn completed a transformative, faculty-led general education initiative aimed at creating a strong undergraduate curriculum across all majors. As a result, UConn has implemented robust curricular changes and maintained two faculty-led centers (W and Q) to support student and faculty development in areas identified as particularly crucial to the success of general education monitored by GEOC. A substantial number of Gen Ed courses are in place and the total number of courses remains relatively consistent across the last few years. Since the 2004 revisions have been implemented, the Gen Ed program has seen substantial success and widespread acceptance, but now faces several challenges associated with the continued growth and change within and outside the University. GEOC has undertaken revisions of the Computer competency and Information Literacy competency, but broader updates may be of value.

The 2014-15 General Education Oversight Committee herein reports on the following activities:

- New Course approvals 2014-2015
- Gen Ed Status Report
- Concerns with First Year Writing waivers
- Course Realignment Process (year 2 of 5 in the cycle)
- Course Enhancement Grant (Provost’s) Competition
- Information Literacy Competency Review
- W Course “Quarantine” policy
- Civility as a Gen Ed Competency

New General Education Course Approvals 2014-2015

The general education curriculum continues to mature and now contains 367 content area courses (8 more since last year) and 536 skill code courses (15 more since last year). (Note: The figures count cross-listed courses as one course). As of March in the AY 2014-2015, 83 proposals were received (10 more than last year), resulting in the addition of 19 new courses to the curriculum; 20 existing courses being revised; 2 courses approved for intersession offering; and 3 courses dropped from the curriculum. Thirty-nine of the 83 proposals are still in the review process, many of them GEOC-approved courses that had not yet completed review by the Senate as of the end of March.
The breakdown of courses approved by the Senate by content area and competency is given in Table 1. Since some courses are included in more than one category, the totals are less than the sum of the individual categories.

The courses added in each Content Area and Competency this year were as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CA1 Arts and Humanities</td>
<td>101</td>
<td>84</td>
<td>185</td>
<td>85</td>
<td>91</td>
<td>176</td>
</tr>
<tr>
<td>CA2 Social Sciences</td>
<td>46</td>
<td>18</td>
<td>64</td>
<td>50</td>
<td>16</td>
<td>66</td>
</tr>
<tr>
<td>CA3 Science and Technology</td>
<td>60</td>
<td>7</td>
<td>67</td>
<td>61</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>CA4 Diversity &amp; Multiculturalism</td>
<td>77</td>
<td>139</td>
<td>216</td>
<td>78</td>
<td>133</td>
<td>211</td>
</tr>
<tr>
<td><strong>Total content area courses</strong></td>
<td><strong>284</strong></td>
<td><strong>248</strong></td>
<td><strong>532</strong></td>
<td><strong>205</strong></td>
<td><strong>204</strong></td>
<td><strong>409</strong></td>
</tr>
<tr>
<td>Quantitative</td>
<td>45</td>
<td>35</td>
<td>80</td>
<td>45</td>
<td>34</td>
<td>79</td>
</tr>
<tr>
<td>Writing</td>
<td>28</td>
<td>452</td>
<td>480</td>
<td>26</td>
<td>427</td>
<td>463</td>
</tr>
<tr>
<td><strong>Total skill courses</strong></td>
<td><strong>73</strong></td>
<td><strong>487</strong></td>
<td><strong>560</strong></td>
<td><strong>71</strong></td>
<td><strong>459</strong></td>
<td><strong>542</strong></td>
</tr>
</tbody>
</table>

* totals are less than the sum of content area courses as some CA4 courses are also CA1, CA2 or CA3.
** totals are less than the sum of skill courses as some courses are both Q and W.

NOTE: Overall total of courses in the Gen Ed curriculum are less than the sum of the CA/skill categories as many Content Area courses are also skill courses.

The GEOC reviews proposals to offer existing General Education courses in intensive sessions (4 weeks or less). The breakdown of these reviews since 2005, including 2 submitted this year, is given in Table 2. Courses are approved either fully or provisionally, depending on the measure of assurance GEOC has that the Gen Ed objectives of a given course can be maintained in the shortened course format. GEOC collects faculty reports on provisionally approved intersession courses offered more than two times in a condensed format and uses this information to determine whether a course should be re-categorized to “fully approved.” Over the past two years, the GEOC seems less inclined to issue provisional approvals but has instead opted for full approvals in all cases.
Table 2. General Education Courses Reviewed for Intensive Session Teaching

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td>2</td>
<td>5</td>
<td>67</td>
</tr>
<tr>
<td>Provisionally approved</td>
<td>0</td>
<td>0</td>
<td>6*</td>
</tr>
<tr>
<td>Rejected</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

*Note: 1 course has since been granted full approval. 5 courses remain on the Provisional list.

General Education Status Report

Historically, the number of General Education course offerings on all UConn campuses was declining at a very slow rate from 2008 to 2011, but this trend had reversed between 2011 to 2014: 2,109 (1,042+1,067) in AY 2011-12; 2,264 (1,105+1,159) in AY 2012-13; 2,268 (1,125+1,143) in AY 2013-14. In the current AY 2014-15, the increasing trend returned to a slight decline with a 99-section drop to 2,169 (1,086+1,083). Enrollment also appears to have declined and is at 92,866 (48,766+44,100) this year, down 264 seats from last year’s count of 93,130 in AY 2013-14 [48,579 in Fall 2013 and 44,551 in Spring 2014]. The total from the previous year was 93,547 in AY 2012-2013 [48,794 in Fall 2012 and 44,753 in Spring 2013]. Tables 3 (F 2014) and 4 (S 2015) show the breakdown of course sections and enrollments by General Education category and campus, and Table 5 shows the average class sizes across content areas and competencies.

Since some Gen Ed courses are included in more than one Content Area, the “Actual totals” of Content Area offerings is a bit lower than the “Total GenEd” numbers shown in Tables 3 and 4.

Table 3. Fall 2014 General Education courses (Seminar/Lecture sections) offered [“Course”], subsections (Discussion/Lab sections) offered [“SubSec”] and enrollment (“EnrTot”) by campus and category. Total enrollment was calculated for Lecture/Seminar sections only and does not double-count enrollment for subsections. Courses with zero enrollment have not been counted.

Note: Actual physical seats are 48,766 (up 187 from 2013-14). The higher 64,726 figure is due to courses that have multiple gen ed attributes and cross-listed courses (up 2316 from 2013-14).
Table 4. Spring 2015 General Education courses (Seminar/Lecture sections) offered [“Course”], subsections (Discussion/Lab sections) offered [“SubSec”] and enrollment (“EnrTot”) by campus and category. Total enrollment was calculated for Lecture/Seminar sections only and does not double-count enrollment for subsections. Courses with zero enrollment have not been counted.

Note: Actual Physical Seats are 44,551 (down 451 from 2013-14). The higher 57,951 figure is due to courses that have multiple gen ed attributes and cross-listed courses (up 464 from 2013-14).

<table>
<thead>
<tr>
<th>Campus</th>
<th>AVPT</th>
<th>HTFD</th>
<th>STMF</th>
<th>STORR</th>
<th>TORR</th>
<th>WTHY</th>
<th>All Campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>GenEd category</td>
<td>Course</td>
<td>SubSec</td>
<td>EnrTot</td>
<td>Course</td>
<td>SubSec</td>
<td>EnrTot</td>
<td>Course</td>
</tr>
<tr>
<td>CA1 Arts and Hum</td>
<td>16</td>
<td>1</td>
<td>327</td>
<td>35</td>
<td>0</td>
<td>829</td>
<td>31</td>
</tr>
<tr>
<td>CA2 Social Sciences</td>
<td>18</td>
<td>1</td>
<td>549</td>
<td>29</td>
<td>0</td>
<td>989</td>
<td>21</td>
</tr>
<tr>
<td>CA3 Sci and Tech</td>
<td>4</td>
<td>0</td>
<td>109</td>
<td>7</td>
<td>0</td>
<td>260</td>
<td>7</td>
</tr>
<tr>
<td>CA3 Sci and Tech Lab</td>
<td>9</td>
<td>17</td>
<td>280</td>
<td>11</td>
<td>24</td>
<td>450</td>
<td>9</td>
</tr>
<tr>
<td>CA4 Div and Multi</td>
<td>4</td>
<td>1</td>
<td>87</td>
<td>13</td>
<td>0</td>
<td>288</td>
<td>7</td>
</tr>
<tr>
<td>CA4 Div and Multi Int</td>
<td>9</td>
<td>0</td>
<td>221</td>
<td>13</td>
<td>0</td>
<td>391</td>
<td>14</td>
</tr>
<tr>
<td>Total CA</td>
<td>60</td>
<td>20</td>
<td>1573</td>
<td>108</td>
<td>24</td>
<td>3207</td>
<td>89</td>
</tr>
<tr>
<td>Quantitative</td>
<td>18</td>
<td>213</td>
<td>412</td>
<td>31</td>
<td>16</td>
<td>808</td>
<td>22</td>
</tr>
<tr>
<td>Writing 1000 level</td>
<td>4</td>
<td>0</td>
<td>65</td>
<td>8</td>
<td>0</td>
<td>143</td>
<td>5</td>
</tr>
<tr>
<td>Writing 2000 level</td>
<td>3</td>
<td>1</td>
<td>44</td>
<td>5</td>
<td>1</td>
<td>83</td>
<td>3</td>
</tr>
<tr>
<td>Total Writing</td>
<td>11</td>
<td>1</td>
<td>131</td>
<td>21</td>
<td>1</td>
<td>302</td>
<td>21</td>
</tr>
<tr>
<td>Total GenEd</td>
<td>89</td>
<td>234</td>
<td>2116</td>
<td>160</td>
<td>41</td>
<td>4137</td>
<td>132</td>
</tr>
<tr>
<td>Actual Totals</td>
<td>68</td>
<td>22</td>
<td>1596</td>
<td>120</td>
<td>25</td>
<td>3291</td>
<td>100</td>
</tr>
</tbody>
</table>

The enrollment data allow the calculation of average enrollment in General Education courses in each category. In Table 5, only non-subsection portions of classes are counted as classes. Courses that were listed in the Schedule of Classes but then had zero enrollment are not counted. The average of 2000+ level W courses is influenced by outliers including independent study and senior thesis W courses (often having an enrollment of only 1–3 students as opposed to the usual enrollment of 19 per W section) are included in the course count. By contrast, the average class size of W courses at Storrs (and by extension all campus) is shown to exceed the 19 student limit because some W courses have enrollments of up to 300+ students in their lecture/seminar sections; the students are then broken into discussion sections of 19 where they received their writing instruction. The exclusion of subsections (e.g. labs) also accounts for the large class size average in the CA3 courses. Traditionally, larger lectures are more likely to be found in Storrs than at the regional campuses. Enrollment statistics for each semester further indicate that W-sections tend to fill up to but rarely exceed the cap of 19 students. With very few exceptions, departments and instructors have respected this cap.

The average enrollment currently appears to be relatively steady across content areas and competencies with only small fluctuations in numbers from year to year. In Table 5, highlighted boxes indicate areas where class size has increased instead of gone down or stayed the same. It is notable that increases in class size appear predominantly in the Quantitative (Q) competency courses and CA2 and CA3 content area courses. This increase is not surprising given the increased emphasis on STEM learning at UConn and the implementation of the Next Generation initiative. However, it is important to note that the creation and offering of CA2, CA3 and Q courses does not seem to be keeping pace with this increased demand for classes in STEM fields, thus the number of offerings in CA2, CA3 and Q may eventually be a cause for concern. CA2, CA3 and Q added only three courses between them (CA3-LAB and Q each adding zero new courses), while the other content areas (CA1, CA4, and CA4-INT) added 15 and W added 24.
### Table 5. Average class size for General Education classes, 2014-2015

*Note: Individual subsections of courses (discussion sections, labs, etc.) are NOT counted as separate classes. Courses with zero enrollment have not been counted. The average of 2000+ level W courses is distorted by the fact that independent study and senior theses W courses are included in the course count.*

<table>
<thead>
<tr>
<th>Gen Ed category</th>
<th>Storrs</th>
<th>Regionals</th>
<th>All Campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Hum</td>
<td>61</td>
<td>61</td>
<td>23</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>95</td>
<td>86</td>
<td>31</td>
</tr>
<tr>
<td>Sci and Tech</td>
<td>108</td>
<td>99</td>
<td>35</td>
</tr>
<tr>
<td>Sci and Tech Lab</td>
<td>88</td>
<td>119</td>
<td>34</td>
</tr>
<tr>
<td>Div and Multi</td>
<td>35</td>
<td>43</td>
<td>19</td>
</tr>
<tr>
<td>Div and Multi Intl</td>
<td>65</td>
<td>67</td>
<td>27</td>
</tr>
<tr>
<td>Total Cont Area</td>
<td>70</td>
<td>73</td>
<td>27</td>
</tr>
<tr>
<td>Quantitative</td>
<td>69</td>
<td>63</td>
<td>27</td>
</tr>
<tr>
<td>Writing 1000-lev</td>
<td>19</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>Writing 2000+ lev</td>
<td>32</td>
<td>32</td>
<td>15</td>
</tr>
<tr>
<td>Total Writing</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Total GenEd</td>
<td>52</td>
<td>52</td>
<td>26</td>
</tr>
</tbody>
</table>

The Senate-approved General Education Guidelines recommend that most general education courses be taught by full-time faculty. In AY 2014–2015, this was true for approximately 66.5% of classes in the Fall and 40.0% of classes in the Spring across all campuses (see Tables 6a and 6b). There appears to be a sharp fall in faculty at the Assistant Professor rank in the Spring along with a steep rise in the number of Graduate Assistants teaching General Education courses for that semester. Numbers for the previous two years were as follows: 65% in Fall, 62% in Spring for AY 2013-14, and 51% in Fall, 49% in Spring for AY 2012-13. This year, full-time faculty taught over one-third (39%) of general education courses at the regional campuses, up from 34% last year, and 58% of courses at the Storrs campus, down from 65% in Storrs last year. However, the category of full-time faculty includes non-tenured and non-tenure-track lecturers and Assistant Professors in Residence (APiRs). The latter are hired on contracts for up to three years and often report feeling overwhelmed by their teaching loads of seven courses per year. While adjunct instructors and GAs may be extremely competent teachers, they are likely to be less integrated into the teaching mission of the institution and require and deserve support and supervision to ensure maintenance of teaching standards and fulfillment of courses goals.

Since class sizes and credit loads vary, it is also of interest to compare these teaching contributions on the basis of student credit hour production (Tables 7a and 7b). While this does not influence the data much at the regional campuses, the number of students taught by faculty at the Storrs campus usually rises because faculty tend to teach the larger classes. When all faculty ranks are considered, full-time faculty generally teach almost three quarters of students’ general education programs at Storrs. The exception to this standard was the Spring 2015 semester that saw the surge in Graduate Assistants teaching General Education courses.
### Table 6a. General Education class sections by instructor rank at each campus Fall 2014 (% of total)

**Note:** Only the credit bearing portion of courses is counted for the figures below.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Asst Prof</th>
<th>Assoc Prof</th>
<th>Prof</th>
<th>Instructor / Lecturer</th>
<th>Total Full-t. Faculty</th>
<th>Adjunct</th>
<th>GA</th>
<th>Other</th>
<th>Total Part-t. Faculty</th>
<th>Total Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avery Point</td>
<td>11.1%</td>
<td>10.0%</td>
<td>1.0%</td>
<td>4.4%</td>
<td>26.7%</td>
<td>54.4%</td>
<td>15.6%</td>
<td>3.3%</td>
<td>73.3%</td>
<td>90</td>
</tr>
<tr>
<td>Hartford</td>
<td>10.6%</td>
<td>9.3%</td>
<td>2.6%</td>
<td>15.9%</td>
<td>38.4%</td>
<td>48.3%</td>
<td>12.6%</td>
<td>0.7%</td>
<td>61.6%</td>
<td>151</td>
</tr>
<tr>
<td>Stamford</td>
<td>12.8%</td>
<td>22.2%</td>
<td>3.4%</td>
<td>4.3%</td>
<td>42.7%</td>
<td>50.4%</td>
<td>6.0%</td>
<td>0.9%</td>
<td>57.3%</td>
<td>117</td>
</tr>
<tr>
<td>Torrington</td>
<td>3.3%</td>
<td>6.7%</td>
<td>0.0%</td>
<td>13.3%</td>
<td>23.3%</td>
<td>76.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>76.7%</td>
<td>30</td>
</tr>
<tr>
<td>Waterbury</td>
<td>24.4%</td>
<td>7.3%</td>
<td>7.3%</td>
<td>12.2%</td>
<td>51.2%</td>
<td>36.6%</td>
<td>11.0%</td>
<td>1.2%</td>
<td>48.8%</td>
<td>82</td>
</tr>
<tr>
<td>All Regionals (avg)</td>
<td>13.2%</td>
<td>12.1%</td>
<td>3.2%</td>
<td>10.0%</td>
<td>38.5%</td>
<td>49.8%</td>
<td>10.4%</td>
<td>1.3%</td>
<td>61.5%</td>
<td>470</td>
</tr>
<tr>
<td>Storrs</td>
<td>32.9%</td>
<td>15.9%</td>
<td>18.7%</td>
<td>7.4%</td>
<td>74.8%</td>
<td>12.2%</td>
<td>12.9%</td>
<td>0.0%</td>
<td>25.2%</td>
<td>1578</td>
</tr>
<tr>
<td>All campuses</td>
<td>28.4%</td>
<td>15.0%</td>
<td>15.1%</td>
<td>8.0%</td>
<td>66.5%</td>
<td>20.8%</td>
<td>12.4%</td>
<td>1.3%</td>
<td>33.5%</td>
<td>2048</td>
</tr>
</tbody>
</table>

### Table 6b. General Education class sections by instructor rank at each campus Spring 2015 (% of total)

**Note:** only the credit bearing portion of courses is counted for the figures below.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Asst Prof</th>
<th>Assoc Prof</th>
<th>Prof</th>
<th>Instructor / Lecturer</th>
<th>Total Full-t. Faculty</th>
<th>Adjunct</th>
<th>GA</th>
<th>Other</th>
<th>Total Part-t. Faculty</th>
<th>Total Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avery Point</td>
<td>9.2%</td>
<td>10.5%</td>
<td>7.9%</td>
<td>2.6%</td>
<td>30.3%</td>
<td>59.2%</td>
<td>9.2%</td>
<td>1.3%</td>
<td>73.3%</td>
<td>76</td>
</tr>
<tr>
<td>Hartford</td>
<td>9.8%</td>
<td>6.8%</td>
<td>3.0%</td>
<td>15.0%</td>
<td>34.6%</td>
<td>48.1%</td>
<td>16.5%</td>
<td>0.8%</td>
<td>61.6%</td>
<td>133</td>
</tr>
<tr>
<td>Stamford</td>
<td>16.2%</td>
<td>21.9%</td>
<td>3.8%</td>
<td>4.8%</td>
<td>46.7%</td>
<td>41.0%</td>
<td>10.5%</td>
<td>1.9%</td>
<td>57.3%</td>
<td>105</td>
</tr>
<tr>
<td>Torrington</td>
<td>3.8%</td>
<td>3.8%</td>
<td>3.8%</td>
<td>15.4%</td>
<td>26.9%</td>
<td>73.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>76.7%</td>
<td>26</td>
</tr>
<tr>
<td>Waterbury</td>
<td>32.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>15.0%</td>
<td>52.5%</td>
<td>73.5%</td>
<td>10.0%</td>
<td>0.0%</td>
<td>48.8%</td>
<td>80</td>
</tr>
<tr>
<td>All Regionals (avg)</td>
<td>15.2%</td>
<td>10.2%</td>
<td>4.0%</td>
<td>10.2%</td>
<td>39.8%</td>
<td>47.9%</td>
<td>11.4%</td>
<td>1.0%</td>
<td>61.5%</td>
<td>420</td>
</tr>
<tr>
<td>Storrs</td>
<td>13.8%</td>
<td>10.5%</td>
<td>12.0%</td>
<td>3.8%</td>
<td>40.1%*</td>
<td>4.8%</td>
<td>55.0%</td>
<td>0.1%</td>
<td>25.2%</td>
<td>1546</td>
</tr>
<tr>
<td>All campuses</td>
<td>21.4%</td>
<td>10.5%</td>
<td>10.3%</td>
<td>5.2%</td>
<td>40.0%</td>
<td>14.0%</td>
<td>45.7%</td>
<td>0.3%</td>
<td>33.5%</td>
<td>1966</td>
</tr>
</tbody>
</table>

*The overall percentage of full-time faculty teaching Gen Ed courses at Storrs decreases dramatically by 34.7% from Fall 2014 to Spring 2015. This appears to be due in large part to a large decrease in faculty at the Assistant Professor rank and surge in Graduate Assistants (GAs up 42.1% in Spring).*
Table 7a. General Education credit hour production by instructor rank at each campus Fall 2014 (% of total)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Asst Prof</th>
<th>Assoc Prof</th>
<th>Prof</th>
<th>Instructor /Lecturer</th>
<th>Total Full-t. Faculty</th>
<th>Adjunct</th>
<th>GA</th>
<th>Other</th>
<th>Total Part-t. Faculty</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avery Point</td>
<td>13.6%</td>
<td>5.7%</td>
<td>1.6%</td>
<td>4.8%</td>
<td>25.7%</td>
<td>56.6%</td>
<td>15.6%</td>
<td>2.0%</td>
<td>74.3%</td>
<td>6211</td>
</tr>
<tr>
<td>Hartford</td>
<td>13.1%</td>
<td>8.5%</td>
<td>2.4%</td>
<td>13.5%</td>
<td>37.5%</td>
<td>48.8%</td>
<td>13.1%</td>
<td>0.6%</td>
<td>62.5%</td>
<td>11,763</td>
</tr>
<tr>
<td>Stamford</td>
<td>11.2%</td>
<td>23.2%</td>
<td>4.1%</td>
<td>4.3%</td>
<td>42.7%</td>
<td>50.1%</td>
<td>6.4%</td>
<td>0.7%</td>
<td>57.3%</td>
<td>10,214</td>
</tr>
<tr>
<td>Torrington</td>
<td>2.1%</td>
<td>7.7%</td>
<td>0.0%</td>
<td>9.3%</td>
<td>19.1%</td>
<td>80.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>80.9%</td>
<td>1327</td>
</tr>
<tr>
<td>Waterbury</td>
<td>26.0%</td>
<td>6.9%</td>
<td>6.2%</td>
<td>12.2%</td>
<td>51.3%</td>
<td>37.8%</td>
<td>9.6%</td>
<td>1.3%</td>
<td>48.7%</td>
<td>6674</td>
</tr>
<tr>
<td>All Regionals (avg)</td>
<td>14.6%</td>
<td>11.8%</td>
<td>3.4%</td>
<td>9.0%</td>
<td>38.8%</td>
<td>49.7%</td>
<td>10.5%</td>
<td>1.0%</td>
<td>61.2%</td>
<td>36189</td>
</tr>
<tr>
<td>Storrs</td>
<td>31.6%</td>
<td>15.5%</td>
<td>19.1%</td>
<td>7.6%</td>
<td>73.7%</td>
<td>12.5%</td>
<td>13.7%</td>
<td>0.0%</td>
<td>26.3%</td>
<td>123,064</td>
</tr>
<tr>
<td>All campuses</td>
<td>27.7%</td>
<td>14.6%</td>
<td>15.5%</td>
<td>8.0%</td>
<td>65.8%</td>
<td>21.0%</td>
<td>13.0%</td>
<td>0.2%</td>
<td>34.2%</td>
<td>159,253</td>
</tr>
</tbody>
</table>

Table 7b. General Education credit hour production by instructor rank at each campus Spring 2015 (% of total)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Asst Prof</th>
<th>Assoc Prof</th>
<th>Prof</th>
<th>Instructor /Lecturer</th>
<th>Total Full-t. Faculty</th>
<th>Adjunct</th>
<th>GA</th>
<th>Other</th>
<th>Total Part-t. Faculty</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avery Point</td>
<td>11.2%</td>
<td>5.2%</td>
<td>8.1%</td>
<td>2.8%</td>
<td>27.3%</td>
<td>60.1%</td>
<td>12.1%</td>
<td>0.4%</td>
<td>72.7%</td>
<td>5336</td>
</tr>
<tr>
<td>Hartford</td>
<td>9.9%</td>
<td>6.7%</td>
<td>2.4%</td>
<td>13.8%</td>
<td>32.7%</td>
<td>46.7%</td>
<td>19.8%</td>
<td>0.8%</td>
<td>67.3%</td>
<td>10,602</td>
</tr>
<tr>
<td>Stamford</td>
<td>13.6%</td>
<td>21.1%</td>
<td>3.2%</td>
<td>4.0%</td>
<td>41.9%</td>
<td>43.5%</td>
<td>12.6%</td>
<td>2.0%</td>
<td>58.1%</td>
<td>9057</td>
</tr>
<tr>
<td>Torrington</td>
<td>2.6%</td>
<td>6.6%</td>
<td>2.8%</td>
<td>13.6%</td>
<td>25.6%</td>
<td>74.4%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>74.4%</td>
<td>1279</td>
</tr>
<tr>
<td>Waterbury</td>
<td>31.1%</td>
<td>2.7%</td>
<td>1.1%</td>
<td>15.4%</td>
<td>50.3%</td>
<td>40.0%</td>
<td>9.8%</td>
<td>0.0%</td>
<td>49.7%</td>
<td>6443</td>
</tr>
<tr>
<td>All Regionals (avg)</td>
<td>15.0%</td>
<td>9.6%</td>
<td>3.3%</td>
<td>9.6%</td>
<td>37.6%</td>
<td>47.8%</td>
<td>13.8%</td>
<td>0.9%</td>
<td>62.4%</td>
<td>32,717</td>
</tr>
<tr>
<td>Storrs</td>
<td>14.3%</td>
<td>10.3%</td>
<td>11.8%</td>
<td>3.9%</td>
<td>40.3%</td>
<td>4.8%</td>
<td>54.8%</td>
<td>0.1%</td>
<td>59.7%</td>
<td>111,082</td>
</tr>
<tr>
<td>All campuses</td>
<td>14.5%</td>
<td>10.2%</td>
<td>9.9%</td>
<td>5.2%</td>
<td>39.7%</td>
<td>14.6%</td>
<td>45.5%</td>
<td>0.3%</td>
<td>60.3%</td>
<td>143,799</td>
</tr>
</tbody>
</table>

General Education Course Substitutions

According to the General Education Guidelines, schools and colleges have the explicit authority to make substitutions to the requirements for individual students admitted to the respective school or college. The Registrar’s office kindly supplies GEOC with a list of all substitutions made for enrolled students during the academic year. These numbers are relatively small compared to the total general education courses taken and have mostly declined since 2010 except for this year: (182 in AY 2014-15; 153 in AY 2013-14; 219 in AY 2012-13; 267 in AY 2011-12 and 317 in AY 2010-11).

Table 8. Substitutions to the General Education Requirements by School or College

<table>
<thead>
<tr>
<th>School or College</th>
<th>#subs AY 2014-15</th>
<th>#subs AY 2013-14</th>
<th>#subs AY 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACES</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AGNR</td>
<td>33</td>
<td>27</td>
<td>48</td>
</tr>
<tr>
<td>CANR</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BUSN</td>
<td>13</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>CLAS</td>
<td>38</td>
<td>47</td>
<td>80</td>
</tr>
<tr>
<td>CTED</td>
<td>20</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>EDUC</td>
<td>8</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>EGBU</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>ENGR</td>
<td>24</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>FNAR</td>
<td>26</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>NURS</td>
<td>11</td>
<td>7</td>
<td>20</td>
</tr>
</tbody>
</table>
Table 9. **Substitutions to the General Education Requirements by Category**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CA1</td>
<td>17</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>CA2</td>
<td>11</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>CA3</td>
<td>6</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>CA3-LAB</td>
<td>15</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td>CA4</td>
<td>31</td>
<td>32</td>
<td>47</td>
</tr>
<tr>
<td>CA4-INT</td>
<td>29</td>
<td>25</td>
<td>39</td>
</tr>
<tr>
<td>Q</td>
<td>15</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>W</td>
<td>34</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>Second Language</td>
<td>24</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>Sub for ENGL 1010</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>182</strong></td>
<td><strong>153</strong></td>
<td><strong>219</strong></td>
</tr>
</tbody>
</table>

Substitutions for transfer students at the time of admission for courses transferred in that are not a match of existing University of Connecticut courses are potentially a much larger number than the number processed for already enrolled students.

Another source of general education credits is through the Early College Experience (ECE) program (Table 10). These are University of Connecticut courses taught by high school teachers throughout the State under the supervision of University departments. **About nine thousand students are enrolled in ECE courses**, and a substantial fraction of those students will enroll at the University of Connecticut. A few students take as many as three semesters of University of Connecticut course credits while still in high school.

Because many ECE courses also are general education courses, the GEOC chair accepted a position on the ECE Program advisory board. The numbers provided below by ECE are the cohort of students who were part of UConn ECE Fall 2013-Spring 2014 and matriculated to UConn in Fall 2014. For that reason it is almost certain that these numbers are below the actual numbers of GEOC seats successfully taken.

**Table 10. ECE transfers into General Education – 2013-14 ECE Cohort admitted Fall 2014 at UConn**

<table>
<thead>
<tr>
<th>Category</th>
<th>Substitutions Fall 2014</th>
<th>Previous Substitution Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA1</td>
<td>147</td>
<td>205</td>
</tr>
<tr>
<td>CA2</td>
<td>62</td>
<td>128</td>
</tr>
<tr>
<td>CA3</td>
<td>39</td>
<td>89</td>
</tr>
<tr>
<td>CA3–Lab</td>
<td>369</td>
<td>594</td>
</tr>
<tr>
<td>CA4</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>CA4–Intl</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td><strong>Content Area Total</strong></td>
<td><strong>630</strong></td>
<td><strong>1028</strong></td>
</tr>
<tr>
<td>Q</td>
<td>476</td>
<td>760</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Competency Total</strong></td>
<td><strong>476</strong></td>
<td><strong>760</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1106</strong></td>
<td><strong>1788</strong></td>
</tr>
</tbody>
</table>
Concerns with First Year Writing Waivers

Perhaps the most critical challenges discussed this year by GEOC is writing instruction, and pressures to waive an increasing percentage of students from First Year Writing at UConn, based solely on AP exam performance. The central concern raised within the GEOC committee surrounds the First Year Writing course’s dual role which not only includes writing instruction, but also represents the University’s mechanism for teaching students how to wisely access, evaluate, and synthesize information into their writing and to properly attribute and cite sources. These information literacy skills in a digital age have drawn the attention of GEOC as a critical 21st century skill, which may replace the existing Computer Competency and expand the existing Information Literacy competency. **GEOC has moved toward the deletion of the Computer competency and in 2014-15 undertook a campus-wide assessment of current practices with regard to Information Literacy** (reported below).

Data obtained from the Office of Institutional Research and Evaluation (OIRE) suggest that based on the freshman class entering Fall 2010, little difference in GPA is present between students who take First Year Writing and those who received waivers based on AP exam performance. The unequal N for this comparison makes these data somewhat uninterpretable. Further, these data do not address the core GEOC concern regarding writing skills in advanced courses, nor the key concern regarding missed instruction on digital information literacy skills.

<table>
<thead>
<tr>
<th></th>
<th>Fall2010</th>
<th>Fall2011</th>
<th>Fall2012</th>
<th>Fall2013</th>
<th>Fall2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiver(^3)</td>
<td>455</td>
<td>3.39</td>
<td>453</td>
<td>3.40</td>
<td>444</td>
</tr>
<tr>
<td>Non-Waiver(^4)</td>
<td>4057</td>
<td>2.87</td>
<td>3560</td>
<td>2.98</td>
<td>3260</td>
</tr>
</tbody>
</table>

**Notes:**
1. English 1010: Seminar in Academic Writing
2. English 1011: Seminar in Writing through Literature
3.\&4. Students with AP English 1 or AP English 2 score above 3 are eligible to waive their English 1010 or 1011 courses.
4. AP English exams include English 1 and English 2 with scores ranging from 1 to 5.
5. Count: Student headcount
6. Mean: mean of the Student Cumulative GPA at the school year
7. The above table is generated based on the First-time, first-year freshmen cohort data of Fall 2010 at UConn.
8. OIRE

GEOC would anticipate that increasing undergraduate enrollments will continue to necessitate waiving students from the First Year Writing courses (ENGL 1010/1011). If GEOC were to expand the Information Literacy competency to address more contemporary digital information access, the charge to provide such instruction would like remain the purview of First Year Writing, as it is now in the Gen Ed guidelines:

“The basic information literacy will be taught to **all freshmen** as an integral part of ENGL 1010/1011, in collaboration with the staff of the University Libraries.”
This may require some update to both the Information Literacy competency skills and the process used to disseminate instruction on these skills.

**Course Realignment Process (Year 2 of 5)**

2014-15 GEC activities included the second year implementation of our “Course Realignment” that was initially piloted in Spring 2013. The process applies an algorithm for selecting Gen Courses for review, rather than reviewing every Gen Ed course offered at the University. This process is described further on the GEC website [http://geoc.uconn.edu/course-alignment/](http://geoc.uconn.edu/course-alignment/) and detailed in the minutes of the committee.

In 2014-15, 17 departments/programs were selected, totaling 26 courses covering all 4 content areas as well as the W and Q competencies, with 1 selected course unavailable to review:

Background: On May 12, 2003, the University Senate charged the GEC with, among other things: “monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Course Committee when appropriate.”

<table>
<thead>
<tr>
<th>Courses selected for Realignment 2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH (1000, 1001W)</td>
</tr>
<tr>
<td>BIOL (1107)</td>
</tr>
<tr>
<td>CE 4910W course was replaced</td>
</tr>
<tr>
<td>CHEG (4137W)</td>
</tr>
<tr>
<td>DGS (4234W)</td>
</tr>
<tr>
<td>DRAM (1101, 3130, 4135W)</td>
</tr>
<tr>
<td>EDCI (4110W)</td>
</tr>
<tr>
<td>EEB (2202)</td>
</tr>
<tr>
<td>EGEN (3110W)</td>
</tr>
<tr>
<td>GEOG (1700, 1200, 2300, 3500Q, 3320W)</td>
</tr>
<tr>
<td>HEJS (1103)</td>
</tr>
<tr>
<td>MLSC/MT (4094W)</td>
</tr>
<tr>
<td>PHIL (1104, 1107, 2211Q, 2222W)</td>
</tr>
<tr>
<td>PNB (3263QW)</td>
</tr>
<tr>
<td>SCI (1051)</td>
</tr>
<tr>
<td>SLHS (1150)</td>
</tr>
<tr>
<td>URBN (1300W)</td>
</tr>
</tbody>
</table>

Results are summarized by Content area:

**Content Area 1: Arts and Humanities**

5 courses were reviewed (ANTH 1001W, DRAM 1101, GEOG 1200, HEJS 1003, PHIL 1104). The syllabi from all these courses were found to align with the CA1 criteria for inclusion as CA1 courses under the Gen Ed Guidelines. Details are in the subcommittee report.

**Content Area 2: Social Sciences**

4 courses were reviewed (ANTH 1000, GEOG 1700, SLHS 1150, URBN 1300W). With a minor suggestion to enhance the URBN 1300W syllabus details, all these courses were found to align with the CA2 criteria for inclusion as CA2 courses under the Gen Ed Guidelines. Details are in the subcommittee report.
Content Area 3: Science and Technology

3 courses were reviewed (EEB 2202, BIOL 1107, GEOG 2300). The syllabi from all these courses were found to align with the CA3 criteria for inclusion as CA3 courses under the Gen Ed Guidelines. Details are in the subcommittee report.

Content Area 4: Diversity and Multiculturalism

8 courses were reviewed (ANTH 1000, DRAM 3130, EEB 2202, GEOG 1700, HEJS 1103, PHIL 1107, SLHS 1150, URBN 1300/W). The syllabi from all these courses were found to align with the CA4 criteria for inclusion as CA4 courses under the Gen Ed Guidelines. Interestingly the review suggested that HEJS 1103 could well be appropriately designated as International, but did not have that designation at this time. Details are in the subcommittee report.

Writing competency

12 courses were reviewed (ANTH 1101W, CHEG 4137W, DGS 4234W, DRAM 4135W, EDCI 4110W, EGEN 3110W, GEOG 3320W, MLSC 4094W, PHIL 2222W, PNB 3263W, SLHS 4249W, URBN 1300W). All but 1 of the syllabi from these courses were found to align with the W criteria for inclusion as W courses under the Gen Ed Guidelines. The exception was URBN 1300W for which the committee could not make a judgment due to lack of information. Review of this course will be undertaken again next Fall in hopes of receiving sufficient information to complete the review. Details are in the subcommittee report.

Quantitative Competency

3 courses were reviewed (GEOG 3500Q, PHIL 2211Q, PNB 3263QW). 2 of these courses found to align with the Q criteria for inclusion as Q courses under the Gen Ed Guidelines. One course, PNB 3263 QW, was unable to justify including this course as a Q course under the Gen Ed Guidelines. Through discussions with the instructor, course revision to remove the Q designation is under consideration. Details are in the subcommittee report.

Realignment Conclusion

Overall the 2014-15 realignment process found nearly all courses that were reviewed were consistent with the guidelines for general education courses. In fact, many reviews found that courses had improved beyond their original CAR designs and goals. GEOC considered these results very positive and thanks all those involved in the realignment review including GEOC subcommittee members and those responding to our requests from the university faculty for helping to conduct this year’s process.

General Education Course Enhancement Grant (Provost’s) Competition

The annual General Education Course Enhancement Grant Competition is designed to promote the ongoing enhancement, innovation, renewal, and academic rigor of the content and teaching of UConn’s General Education curriculum. Since 2004, this grant program has tremendously enriched UConn’s General Education program by positively encouraging the development of courses that support GEOC goals for continuous improvement and renewal of Gen Ed.

In 2014-2015, an effort was made to move the competition review process to the Fall in order to align the process with the fiscal year budgeting cycle. Conducting the review in Fall 2014 has made this alignment. The Provost’s General Education Course Enhancement Grant Competition was held this year for the eleventh time. A total of eight proposals were received (down four from AY 13-14) and five of those were funded (up two from AY 13-14). The change in timing may have been a factor in the number of proposals received.

The number of successful proposals for the Provost’s General Education Course Enhancement Grant Competition has declined in recent years, and this is due to several factors. In the first place, proposers tend to
seek the full award amount per year, so this limits the total number of proposals that can be funded. Moreover, the review committee identified three main areas in which proposals were found to be lacking:

- Thoroughness of the course objectives, specifically the student learning outcomes and how well they aligned with indicated assessments.
- How well the proposed budget aligned with the direct development of course, not necessarily professional development for the instructor.
- How well the courses aligned with the GEOC guideline content areas proposed. Overall it was felt that some proposals took a shotgun approach and tried to shoot broadly here. On the contrary, the committee felt that this showed a lack of understanding of General Education guidelines. The courses the committee chose to fund most clearly demonstrated a clear and focused approach to one, or at most two content areas or competencies.

The primary objective of the Provost’s Competition is improvement in the quality of general education. While the competition will continue to encourage innovative new course proposals in every area, the GEOC identifies priority foci each year for which to solicit proposals. This year’s competition once again focused on soliciting the following types of courses:

- Courses from any discipline that focused on creative or innovative ways to incorporate 21st Century work skills and learning skills and Digital Information Literacy (DIL) objectives,
- Courses that improved or added to the available options for students trying to fulfill their CA3 or Q requirements,
- Innovative W courses in any discipline, with an emphasis on 2000 level W courses
- New or revised Sophomore-level General Education courses in all areas.

The five proposals selected for funding this year included:

- Three new courses (one 1000-level, two 2000-level)
- Revision of one 3000-level course, and the revision of a 1000-level departmental course sequence
- One course already in the W competency, two courses seeking W status, two courses seeking CA1 status, two courses seeking CA4 status, and 6 courses (the sequence) all in the CA3 content area.

Table 11. Courses developed through the support of the Provost’s Competition by Gen Ed category

<table>
<thead>
<tr>
<th>Category</th>
<th>Grants Funded 2004-2013</th>
<th>Spring 2014 Winners</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA1</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>CA2</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>CA3</td>
<td>13</td>
<td>1 (6 courses)</td>
</tr>
<tr>
<td>CA4</td>
<td>39</td>
<td>2</td>
</tr>
<tr>
<td>Q</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>23</td>
<td>3</td>
</tr>
<tr>
<td>Sec Lang</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>79</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: the “Totals” row figures represent individual grant projects funded. These totals are less than the sum of each category as many courses have multiple gen ed attributes.
Information Literacy Competency Review

This Spring, under the direction of GEOC Chair Michael Young and Scott Campbell from the Writing Center, the GEOC is undertaking a survey and assessment of Information Literacy courses. Survey and in-depth interview methods are being used to elicit from faculty their best practices and current view of information literacy as general education competency in a digital age.

Background and context for this inquiry includes an upcoming NEASC accreditation process that will seek evidence that UConn undergraduates achieve the Gen Ed competencies (including information literacy) and an interest of the current faculty members of GEOC in possible deletion of the computer competency and revision of the Info Lit competency to account for the ways information is accessed and used in a digital age. Add to this that the ACRL library standards (pdf document) on which the original GEOC Info Lit competency was based are under revision for 2014-15. Quoting from that revision document, the revised ACRL framework, “draws significantly upon the concept of metaliteracy, which offers a renewed vision of information literacy as an overarching set of abilities in which students are both consumers and creators of information in multiple formats.” In a digital age, accessing, analyzing, summarizing, and wisely using information seems like a skill set we would like to have as part of Gen Ed at UConn. Yet, our working group could use input in order to build from best practices currently in use in UConn courses.

Resources/Links:
Current Gen Ed Info Lit Competency Description: http://geoc.uconn.edu/information-literacy-competency/

The results of this current review will be available by June 2015.

W Course “Quarantine”

On 12/12/13 the GEOC approved a motion for ‘W quarantine’ whereby the approval process of a mixed non-W and W course could be split, permitting implementation of the changes before the GEOC has approved under condition that the W version would not be offered prior to GEOC and Senate C&CC approval. At the same time, language in the Gen Ed Guidelines related to the initial 2004 implementation of the General Education Curriculum was updated to reflect current practices. The revised, Section B.2 is contained in the minutes of the April 2015 meeting and should soon appear as the text of the guidelines on the GEOC website. In brief, the solution was to allow courses that offer version of the same numbered course with and without a W designation, to offer the non-W version as soon as that course syllabus is approved through the normal C&C process, but the W version would be “quarantined” from being offered until it was reviewed as a W course by GEOC and approved by the senate C&CC.

Civility as a Gen Ed Competency

GEOC had several meetings that included extended discussions of the Civility Task Force’s call for civility education to, “proceed beyond the first year through General Education requirements and through courses and co-curricular programs that promote civility, diversity, health, and safety.” The CA-4 subcommittee of GEOC took up the topic of a Gen Ed Civility Competency and produced the following statement.

One of the first questions that came up was the issue of what civility meant and whether it was possible to teach it. We agreed that university educators have the ability and perhaps the responsibility to teach civility. Current campus climate and the pervasive uncivil behavior frequently found in the comment sections of websites would suggest that this needs attending to.
Rather than teaching people “what ideas to adopt,” it can be an opportunity to ask some fundamental questions: How do we live in a “multicultural” society where competing ideas frequently come in contact? How do we engage with the political “other,” meaning how do we engage in debate with others who have fundamentally different world views? What does the term “civility” mean? What is the historicity of “civility” throughout time and space?

These socio-cultural issues can also be associated to the fact that civility is important in interpersonal relationships, the expression of emotions and the concept of empathy. Therefore, an array of topics can be associated to civility including politeness and courtesy, empathy and compassion, prosocial behavior, manners and etiquette, selflessness and altruism, love and friendship, solidarity, citizenship, peace, urban development and design, animal defense and protection, ecology and respect in nature.

Therefore, we have created a list of topics that can be related to the teaching and learning of civility:

1. History of civility as a concept (and terms associated to it).
2. Psychology of civility and related concepts.
3. Behavior and social rules
4. Multiculturalism and intercultural communication
5. Social and political aspects of civility
6. Teaching and learning civility
7. Intercultural and foreign language learning
8. Study abroad and international experience
9. Race and racism
10. Urban design and architecture
11. Animal studies
12. Music, Art, History of Art and artistic creativity
13. Theater and acting
14. Ecology and Environmental studies
15. Digital communication and virtual world
16. War and Peace Studies

In our discussion we concluded that it could be handled the following ways:  
a) Adding it as a competency.  
b) Revising existing competencies to include civility criteria in CA1, CA2 and CA4 content standards and outcomes.  
c) take no action.  

Our recommendation is to revise existing competencies. By alteration of some of the language in existing competencies, civility can be added, without much disruption, or the negatives of adding, and thus watering down, competencies.

This statement was accepted, but not endorsed by GEOC at its Nov 2014 meeting after extended discussion. The broader GEOC discussion included the following issues:

• It was noted that there is a difference between the promotion of civility, the creation of a civility competency and the associated assessment of civility as a competency. If it was included in the competencies, GEOC raised the question of how could/would civility be assessed?
• GEOC questioned whether regular faculty without a background in law would be qualified to “teach civility as an academic construct,” and that such civility instruction could become a slippery slope for faculty to begin proselytizing about how to live or what values to adopt.
A concern was raised that civility was not an issue of academic knowledge per se, but a campus culture problem and expressed reservations about being able to cover the topic through classwork and graded assignments. A number of CA4 instructors agreed that in some limited respects they already address the topic concerning minorities in their existing multicultural courses, but they were would not be comfortable teaching the broader issues of civility.

Concluding Comments

Gen Ed at UConn is functioning well. Review of Gen Ed is pending for Fall 2015 as it faces a number of challenges in the areas of writing instructional for all students, and the changing nature of Digital Literacies competencies. The University’s interest in creating a campus environment that values civility is also related to the Gen Ed mission, though GEOC has several reservations.

As part of the University’s 2014 strategic initiatives and Academic Plan for achieving excellence in Undergraduate Education, the Gen Ed program must remain rigorous and innovative, while incorporating contemporary pedagogy and uses of technology, and also continuing to adjust to the changing needs of students and society. GEOC would hope to continue to work with University Administration to sustain and continuously adapt Gen Ed to the changing needs of the University, the State, and the Nation.

Also related to the University’s priorities as set in the Academic Plan, Service Learning may be an area that could be supported and integrated with Gen Ed requirements and has potential for contributing to establishing a campus-wide environment of civility and tolerance, required for academic debate. Learning in the area of Service Learning may be a priority for the Freshman and Sophomore curriculum and thus may find a nexus with the principles of Gen Ed and an interest in civility.

In conclusion, as chair of GEOC, I would like to commend the members of the committee for their service to the institution, and encourage administration to continue to value service of this sort to ensure the work of this and related committees continues to receive engagement by the faculty.
GEOC Committee Members 2014–2015 Academic Year

Michael F. Young ('16)  Chair

Thomas Abbott ('16)  CA3
JC Beall ('16)  W
Scott Campbell ('15)  Info Lit
Ana Maria Diaz-Marcos ('16) [Sabbatical, Spring ‘15]  Sec Lang
Arthur Engler ('16)  W
David Gross ('16)  Q
Peter Kaminsky ('15)  CA1
Thomas Meyer ('16)  CA3
Stephanie Milan ('16)  CA2
Olivier Morand ('16)  CA2
Gustavo Nanclares ('16)  CA1
Eric Schultz (Senate C&CC, ex officio)  N/A
Fatma Selampinar ('15)  Q
Kathleen Tonry (Fall ‘14)  W
Eduardo Urios-Aparisi ('16)  CA4
Manuela Wagner ('15)  Sec Lang
Bing Wang ('15)  Computer Comp

Karen Piantek (Program Assistant)
CA1 Arts and Humanities
Peter Kaminsky, Co-Chair (through Fall ’14)
Gustavo Nanclres, Co-Chair
Michael Bradford, Co-Chair (starting Spring ’15)

CA2 Social Sciences
Stephanie Milan, Co-Chair
Olivier Morand, Co-Chair
David Atkin
Linda Lee
Charles Venator

CA3 Science and Technology
Thomas Abbott, Co-Chair
Thomas Meyer, Co-Chair
Richard Mancini
David Perry

CA4 Diversity and Multiculturalism
Eduardo Urios-Aparisi, Co-Chair
Joseph Abramo, Co-Chair (starting Spring ’15)
Mark Kohan

Computer Technology
Laurent Michel, Co-Chair
Richard Jones, Co-Chair
Steven Park
Katherina Sorrentino

Information Literacy
Michael F. Young, Co-Chair
Scott Campbell, Co-Chair
Shikha Sharma
Andrea Hubbard
Carolyn Lin
Susanna Cowan

Second Language
Ana Maria Diaz-Marcos, Co-Chair
Manuela Wagner, Co-Chair
Brian Boecherer
Kenneth Fuchsman
Rajeev Bansal

Quantitative
David Gross, Co-Chair
Fatma Selampinar, Co-Chair
Jennifer Tufts
James Cole
Writing
Kathleen Tonry, Co-Chair (through Fall’14)
Arthur Engler, Co-Chair (starting Spring ’15)
JC Beall, Co-Chair (starting Spring ’15)
Douglas Kaufman
Beth Ginsberg
Tom Long
Annual Report of the Senate Growth and Development Committee
April 30, 2015

The committee deliberated throughout the academic year and made specific recommendations to the Senate. The following recommendations were arrived at after meeting with various UConn administrative leaders, the UConn Foundation President, the Police Chief, Vice Presidents, Student Leaders, Regional Campus Directors, and the Residential Life Director. Input was also sought from Department heads and Deans. Members are appreciative of the information provided and have come to the following conclusions in light of NextGen, CT Bioscience, Tech Park, and other ongoing or emerging initiatives.

Recommendations:

1. Recruit more graduate students to improve Graduate to Undergraduate enrollment ratio per AAU peer institutions benchmark. This is synergistic to increasing research expenditure by ~75-100M. Table I provides an analysis of AAU 2012 and 2013 data.

Associated Actions:
- Reduce tuition on research grants.
- Dedicated Graduate Housing (Dorm floor, Northwood or Mansfield Apartments, and Nathan Hale Inn.)
- Recruit paying international students in STEM and non-STEM areas (U Hartford has great recruitment program). Ensure some on-campus housing for international students during the first semester.
- Increase the number of fellowships in addition to GAANN, IGERT and other programs with support from industrial enterprises/alumni/donors (via UCONN Foundation).
- Department needs to retain flexibility in staffing of large service courses by a mix of graduate TAs/APIRs/faculty. We encourage departments to use TAs for laboratory/discussion sections.
- Work with industry, hospitals, financial and other enterprises to encourage development of professional Masters, short courses, and other revenue generating programs.
- Explore ways to stabilize fringe benefit rates on research grants.

Table I: Comparison of graduate to undergraduate enrollment in AAU ranked universities.

<table>
<thead>
<tr>
<th>University</th>
<th>Year</th>
<th>R&amp;D Rank</th>
<th>R&amp;D Expended K</th>
<th>Total Enroll</th>
<th>Undergrad Enrollment</th>
<th>Graduate*** Enrollment</th>
<th>***Grad/Undergrad</th>
<th>Full-time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Pittsburgh</td>
<td>2012</td>
<td>12</td>
<td>866,638</td>
<td>35330</td>
<td>24990</td>
<td>10340</td>
<td>0.413</td>
<td>4977</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>14</td>
<td>872,736</td>
<td>35014</td>
<td>24980</td>
<td>10034</td>
<td>0.401</td>
<td>4450</td>
</tr>
<tr>
<td>SUNY at Buffalo</td>
<td>2012</td>
<td>65</td>
<td>360,226</td>
<td>29850</td>
<td>19831</td>
<td>10019</td>
<td>0.505</td>
<td>1537</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>57</td>
<td>387,863</td>
<td>29850</td>
<td>19831</td>
<td>10019</td>
<td>0.505</td>
<td>1771</td>
</tr>
<tr>
<td>University of Rochester</td>
<td>2012</td>
<td>56</td>
<td>389,612</td>
<td>10541</td>
<td>5785</td>
<td>4756</td>
<td>0.822</td>
<td>1347</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>56</td>
<td>389,355</td>
<td>11044</td>
<td>6177</td>
<td>4867</td>
<td>0.788</td>
<td>1324</td>
</tr>
<tr>
<td>Rutgers</td>
<td>2012</td>
<td>45</td>
<td>434,901</td>
<td>65326</td>
<td>45059</td>
<td>20267</td>
<td>0.45</td>
<td>2487</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>40</td>
<td>493,320</td>
<td>65000</td>
<td>47000</td>
<td>19000</td>
<td>0.404</td>
<td>2937</td>
</tr>
<tr>
<td>+Purdue University</td>
<td>2012</td>
<td>32</td>
<td>602,501</td>
<td>38310</td>
<td>30147</td>
<td>8163</td>
<td>0.270</td>
<td>1807</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>33</td>
<td>595,739</td>
<td>37847</td>
<td>29440</td>
<td>8407</td>
<td>0.285</td>
<td>1820</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>2012</td>
<td>37</td>
<td>502,406</td>
<td>37248</td>
<td>26538</td>
<td>10710</td>
<td>0.403</td>
<td>3387</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>41</td>
<td>491,998</td>
<td>37272</td>
<td>26658</td>
<td>10614</td>
<td>0.398</td>
<td>3378</td>
</tr>
<tr>
<td>+Michigan State</td>
<td>2012</td>
<td>36</td>
<td>507,061</td>
<td>49343</td>
<td>37988</td>
<td>11355</td>
<td>0.298</td>
<td>2577</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>36</td>
<td>515,707</td>
<td>50085</td>
<td>38786</td>
<td>11299</td>
<td>0.291</td>
<td></td>
</tr>
<tr>
<td>Boston University</td>
<td>2012</td>
<td>69</td>
<td>334,496</td>
<td>29935</td>
<td>15803</td>
<td>14132</td>
<td>0.894</td>
<td>4047</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>61</td>
<td>368,281</td>
<td>32411</td>
<td>18165</td>
<td>14246</td>
<td>0.784</td>
<td>3878</td>
</tr>
<tr>
<td>UCONN</td>
<td>2012</td>
<td>80</td>
<td>256,854</td>
<td>30525</td>
<td>22472</td>
<td>8053</td>
<td>0.358</td>
<td>1882</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>86</td>
<td>242,251</td>
<td>30474</td>
<td>22595</td>
<td>7879</td>
<td>0.348</td>
<td>1969</td>
</tr>
<tr>
<td>*UConn Projection 1</td>
<td>2017</td>
<td>70-75</td>
<td>~300,000</td>
<td>~33550</td>
<td>24900</td>
<td>8650</td>
<td>0.347</td>
<td>2095</td>
</tr>
<tr>
<td>**UConn Projection 2</td>
<td>2019</td>
<td>50-55</td>
<td>~350,000</td>
<td>~35,950</td>
<td>25,900</td>
<td>10,050</td>
<td>0.388</td>
<td>2195</td>
</tr>
</tbody>
</table>
*Projection#1: ~24,900 undergraduate enrollment and 8,650 graduate enrollment. This reduces the
graduate/undergraduate ratio from 0.354 (in 2014) to 0.347.
**Projection#2: 25,900 undergraduate and 10,050 graduates. This results in a 0.388 ratio.
*** Enrollment data collected from individual university web sites.
+Purdue University and Michigan State are the few exceptions with smaller than 0.4 graduate/undergraduate ratio
and having a relatively high R&D expenditure and AAU rank.
[Sources: AAU member institutions: R & D Expenditure /Faculty. FY12/13 data (2012/2013 NSF HERD

2. Enhance student safety in academic buildings, around library, student union, sport
arena and parking lots.
   - Integrate UTIS and Campus Security CCTV network not only in new buildings but also
     in existing building as well as off-campus residential apartments.
   - Institute Green Dot like programs to prevent sexual assaults and streamline the reporting
     procedures.
   - Increased lighting/safety alarms and other safety measures at busy sidewalks, bus stops
     and road crossings.
   - Enhance security of parking lots near Towers, Skating Rink, W lot, and other isolated
     places. Suggestion was made to open parking garages on non-event days after 7:00pm
     until 12:00am.

3. Increase regional campus undergraduate enrollment by ~10%. (See Table II)
   - Students from regional campuses and transfer students should be provided with Advising
     Center, study room/learning community.
   - Undergraduate enrollment at regional campuses (2014 data) is 4,578 which is ~20% of
total undergraduate enrollment. Keeping the same ratio, the projected 2017 enrollment at
regional campuses should be 4,980. Similarly, in 2019 it should be 5,180. Any increase
over these projections will be beneficial to meet the NextGen targets.

4. Increase faculty size to maintain target student/faculty ratio and increase staff size to
   support increased enrollment.
   - Recruit faculty and professional staff to support growth areas.
   - Promote nationally funded Research Centers and Institutes.
   - Recruit staff positions in areas enhancing quality of life (e.g. mental health services,
     residential life, and security).

5. Cultivate Alumni and UCONN Foundation synergy to enhance special initiatives, and
   support and realize the above recommendations.

6. Create an environment to foster job growth in Connecticut to retain UCONN graduates
   in state.
### Table II: Regional Campuses Enrollment Projections*

#### Regional Campus: STAMFORD

<table>
<thead>
<tr>
<th>Year</th>
<th>AY2014-15</th>
<th>AY 2015-16</th>
<th>AY 2016-17</th>
<th>AY 2017-18</th>
<th>Next Gen Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(lower division)</td>
<td>337</td>
<td>Increase by 5%: 354</td>
<td>Increase by 5%: 372</td>
<td>Increase by 5%: 390</td>
<td></td>
</tr>
<tr>
<td><strong>Total number of</strong></td>
<td>1635</td>
<td>Increase by 5%: 1717</td>
<td>Increase by 5%: 1803</td>
<td>Increase by 10%: 1983</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate majors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS</td>
<td>465</td>
<td>Increase by 5%: 488</td>
<td>Increase by 5%: 513</td>
<td>Increase by 5%: 538</td>
<td></td>
</tr>
</tbody>
</table>

#### Regional Campus: WATERBURY

<table>
<thead>
<tr>
<th>Year</th>
<th>AY2014-15</th>
<th>AY 2015-16</th>
<th>AY 2016-17</th>
<th>AY 2017-18</th>
<th>Next Gen Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(lower division)</td>
<td>517</td>
<td>524</td>
<td>537</td>
<td>542</td>
<td></td>
</tr>
<tr>
<td><strong>Total number of</strong></td>
<td>852</td>
<td>861</td>
<td>874</td>
<td>880</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate majors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS</td>
<td>98</td>
<td>100</td>
<td>103</td>
<td>106</td>
<td></td>
</tr>
</tbody>
</table>

#### Regional Campus: AVERY POINT

<table>
<thead>
<tr>
<th>Year</th>
<th>AY2014-15</th>
<th>AY 2015-16</th>
<th>AY 2016-17</th>
<th>AY 2017-18</th>
<th>Next Gen Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(lower division)</td>
<td>475</td>
<td>500</td>
<td>520</td>
<td>520</td>
<td>540</td>
</tr>
<tr>
<td><strong>Total number of</strong></td>
<td>712</td>
<td>750</td>
<td>780</td>
<td>800</td>
<td>820</td>
</tr>
<tr>
<td><strong>Graduate majors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS</td>
<td>11 Ocean 13 Neag</td>
<td>13 Ocean 13 Neag</td>
<td>13 Ocean 13 Neag</td>
<td>13 Ocean 13 Neag</td>
<td>13 Ocean 13 Neag</td>
</tr>
<tr>
<td><strong>Graduate majors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Full time Staff</strong></td>
<td>33</td>
<td>32</td>
<td>32 Budget Uncertainty</td>
<td>32 Budget Uncertainty</td>
<td>32 Budget Uncertainty</td>
</tr>
</tbody>
</table>

*Projections provided by the campus directors.
**Fall 2014 Meetings:**
Thursday, September 4, 2014 at 11:00am  Hall Building, Room 123.
Friday, September 26th 2014 at 10:00am, Hall Building, Room 123.
Friday, October 17, 2014 at 10:00am, Hall Building, Room 123.
   Sally Reis, Vice Provost will discuss Academic Plan implementation.
October 31st 2014, 10:00am Kent Holsinger, Hall Building, Room 123.
November 14, 2014, 10:00am Jeff Seeman, Hall Building, Room 123.
   10:30am Lawrence Silbart and Steven Suib
December 5, 2014, 10:00am Joshua Newton, Hall Building, Room 123.
   10:30am Laura Cruickshank and Beverly Wood.

**Spring 2015 Meetings**
Thursday, January 28, 2015, 11:00am, Hall Building, Room 123.
   Police Chief Barbara O’Connor
Friday, February 13, 2015, 10:00am, Michael Gilbert (VP Student Affairs) Hall Building #123.
   Mark Sargent and Jake Broccolo (USG)
Friday, February 20, 2015, 10:00am, Wayne Locust (VP Enrollment Management),
   Hall Building, Room 123.
   Jason Charrette (President, Graduate Council),
Friday, March 6, 2015, 10:00am, Deans, Hall Building #123.
   11:00am, Warde Manuel, Director of Athletics (Phone-in)
Friday, March 27, 2015, 10:00am Marcelle Wood (Avery Point) and William Pizzuto
   (Waterbury and Torrington), Hall Building Room 123.
Friday, April 17, 2015, 10:00am, Discussion of Annual Report, Hall Building Room 123.
Friday, April 24, 2015, 10:00am Provost Mun Choi
   11:00am Pamela Schipani, Executive Director, Residential Life.
Thursday, April 30, 2015, 10:00 am, Discussion of Annual Report, Hall Building Room 123.

**Growth and Development Committee Members:** Reda Ammar, Marcy Balunas, David Benson, Danielle Bergmann, Robert Bird, Dianne Beer, Tracie Borden, Jake Broccolo, Joseph Crivello, Masha Gordinina, Shanna Graham, Kathy Hendrickson, Kathryn Libal, Jeanne Martin, Erin Mason, Daniel Mercier, Andrew Moiseff, James Renfro, Lyle Scruggs, Dana Wilder, and Faquir Jain (Chair).

**Committee Charge:** This committee shall keep under review the general changes, actual and prospective, of the University over time and may recommend any desirable expressions of Senate opinion on these matters. The committee may also provide on behalf of the Senate an evaluation and review of specific issues and activities related to institutional advancement. The committee shall include two undergraduate students and one graduate student.
Motions Presented

II.B.11. Withdrawals and Leaves of Absence
Members of the United States armed forces called to active military service have different withdrawal and readmission processes than traditional students. This amendment incorporated language to recognize that federal laws dictate different readmission rules for this military population.
Approved November 3, 2014.

II.E.15. Scholastic Probation and Dismissal
The policies and procedures for readmission of students dismissed a first and second time were nearly identical and both repeated language from the preceding paragraph. This amendment streamlined the presentation of information.
Approved November 3, 2014.

II.E.12. Semester Examinations and Final Assessments
This amendment articulated that it is the responsibility of instructors of undergraduate courses to provide a clear form of assessment of student work, thus final assessments are no longer mandated. Further, this amendment replaced the use of “final examination” with “final assessments”, where appropriate. An earlier By-Laws change allowed for the administration of assessments in lieu of final examinations; however, this change was not reflected comprehensively in the language of the By-Laws.
Approved December 1, 2014.

II.B. Academic Advising and Registration
II.B.11 Withdrawals and Leaves of Absence
II.E.6 Grades of Incomplete and Absent
Actions carried out by the Dean of Students Office are often done so through designees at the Storrs and regional campuses; this was recognized by affixing the words “or designee” to “Dean of Students Office” or “Dean of Students,” in the following sections of the By-Laws, Rules, and Regulations of the University Senate: II.B., II.B.11, and II.E.6. Several small editorial changes that did not affect process were also included in this motion.
Approved March 2, 2015.

II.E.11 Class Attendance
This amendment correctly identified the Dean of Students Office or designee as the entity students should contact when they will not attend any of the classes or laboratories of a course during the first two weeks of the semester.
Presented for discussion on April 13, 2015; to be presented for vote on May 4, 2015.
II.G.1 and 2, Eligibility for Participation in Collegiate Activities
This amendment differentiated between regulations for NCAA Competitions and Non-
NCAA Competitions and Intramural Activities. Inaccuracies in the identification of
UConn’s athletic conferences and an erroneous cross-reference were also corrected.
Presented for discussion on April 13, 2015; to be presented for vote on May 4, 2015.

II.E.12. Semester Examinations and Final Assessments
A sentence in the By-Laws was subject to different interpretations, “There shall be no
more than five examination periods scheduled each day, covering two class periods, and
each examination period shall be two hours in length.” The amendment clarified that
two hours is the maximum length of time allotted, but also provided a mechanism by
which faculty can secure an extended amount of time.
Presented for discussion on April 13, 2015; to be presented for vote on May 4, 2015.

Consent Agenda Proposals

All references within the By-Laws to the “Office of Student Services and Advocacy” were
replaced by “Dean of Students Office.” This change reflected the current name of the
office.
Approved October 6, 2014.

The name “unclassified students” was changed to “non-degree students” to reflect
current services at UConn and the nomenclature used at other universities.
Approved April 13, 2015.

Lack of section titles in cross-references has led to inaccuracies within the By-Laws. All
cross-references within the By-Laws will include the names and numbers of sections.
This will prevent errors when cross-referencing.
Approved April 13, 2015.

Motions Under Consideration

II.B.10 Adding or Dropping Courses
This amendment clarified policies and procedures for dropping courses during the 2nd
through 9th weeks of classes.
To be presented during the 2015-2016 AY.

F.3. University Scholars
This amendment updates the eligibility and curricula for the University Scholars
program.
To be presented during the 2015-2016 AY.

II.A. Admissions
Scholastic Standards has undertaken a thorough review of the introduction and six
sections of Admissions.
To be presented during the 2015-2016 AY.
11.E.9 Changes of Course Grades

Scholastic Standards is considering instituting a deadline for course grade changes, as recommended by the University Auditors.

In addition to those discussion held that resulted in the above motions and consent agenda proposals, Scholastic Standards undertook a learning exercise to increase the committee’s knowledge of the attendance practices of various groups that represent the University. In this regard, Scholastic Standards members met with or elicited information from: Club Sports, Intercollegiate Athletics, Marching Band, Orchestra, and Spirit Cheer and Dance.

To better facilitate communication across the Senate, two members of Scholastic Standards served as representatives on other Senate Standing Committees. The Committee also consulted with other knowledgeable members of the University community to facilitate its work.

Cross-Representatives on Other Senate Standing Committees

Scholastic Standards values communication as a vehicle for informed discussion and decision-making. To that end, Scholastic Standards elects two members to serve on Senate Standing Committees: Joseph Crivello was elected to serve on Growth and Development and Katrina Higgins was elected to serve on Diversity. Further, the committee accepted Eric Shultz, as an elected representative from Curricula and Courses.

Consultations

Scholastic Standards would like to thank those who provided consultation on matters under consideration: Nathan Fuerst, Director of Admissions, provided extensive consultation to Scholastic Standards during the course of the year. Others we would like to thank include: William Berentsen, Professor, Department of Geography; Scott Brown, Distinguished Professor in Educational Psychology and NCAA Faculty Athletics Representative; Angie Cretors, Senior Associate Director of Athletics; Peter Diplock, Assistant Vice Provost for Excellence in Teaching & Learning; Cameron Faustman, Associate Dean for Academic Programs and Director of the Ratcliffe Hicks School of Agriculture; Harvey Felder, Symphony Orchestra Director; Cheryl Galli, Assistant to the University Senate; Jim Hill, Director of the Academic Center for Exploratory Students; Patricia Jepson, Director of the Academic Advisory Center, CAHN; Rachel Macri, Spirit Cheer and Dance Coordinator; Desmond McCaffrey, Associate Director of eCampus; David Mills, Director of Bands; Gillian Thorne, Executive Director Office of Early College Programs; Ellen Tripp, Director of the Counseling Program for Intercollegiate Athletes; Joseph Wilbur, Interim Program Coordinator for Club Sports; and Christine Wilson, Director of Student Activities.

Respectfully submitted,

Jill Livingston (Chair)

2014-2015 Senate Scholastic Standards Committee Members:
Lawrence Armstrong, Karen Bresciano, Bethany C. Brown (Fall 2014), Stuart Brown, Jennifer Lease Butts, David Clokey, Bennett Cognato (Spring 2015), Robin Coulter, Susanna Cowan,
Annual Report
Student Welfare Committee, 2014-2015
University of Connecticut Senate

Committee Charge:
This committee shall review the conditions that contribute to the academic success, personal development and well-being of students, including available forms of financial aid. It may seek the opinion of the University Senate on such matters and make recommendations. The committee shall include one graduate student and two undergraduate students.

Committee Membership, 2014-2015:

Report of Activities:
During the 2014-2015 academic year, the Student Welfare Committee met with constituents across the University during seven monthly meetings from September to April.

Summary of Monthly Meetings:
Full minutes of each meeting can be found at http://www.senate.uconn.edu/SWC/swcminutes.html

September 19, 2014
- Review of proposed Final Assessment by-law change from Scholastic Standards
- Student Affairs Update presented by VPSA Michael Gilbert
  - Welcome Dean of Students Eleanor Daugherty & restructuring of DOS Office
  - Class of 2018 Convocation Ceremony
  - Vice President for Student Affairs Student Leadership Council
  - Mandatory Sexual Assault/Prevention On-Line Program Development Committee
  - Bystander Intervention Educational Program Development Committee
  - STEM and Honors Housing Update
- Regional Student Welfare Taskforce formation
- Update on Graduate Student unionization (www.uconngradunion.org)
- Civility, campus culture & safety / student perception discussion (SEC request)
- Smoking ban policy
- Student Evaluation of Teaching (SETs) / student perceptions (SEC request)

October 16, 2014
- Update on Final Assessment by-law change
- Regional Student Welfare Taskforce update
- Follow up - Civility, campus culture & safety (from USG)
- Update smoking policy
- Student Evaluations of Teaching (SETs) discussion
- Lactation policy
Other new items that may be considered this year:
- Master Plan / Recreation Center
- Graduate Student Housing
- Hartford Campus Move
- Text books (open source & other avenues for cost control for students)

November 13, 2014
- Student Affairs Update presented by VPSA Michael Gilbert
  - AKA/PKA Update
  - Master Plan / Recreation Center
- Update on Final Assessment by-law change
- Update from Regional Student Welfare Taskforce
- Financial aid for undocumented students (SEC request to review)
- Text Books, cost saving discussion
- Graduate Student housing
- WRTD bus service & transportation issues discussion

January 20, 2015
- Student Affairs Update presented by VPSA Michael Gilbert
  - Update on Spirit Rock Incident
- Update on financial aid for undocumented students & committee vote
- Update on text book buyback program
- Student International Travel Policy - review

February 17, 2015
- Text book buyback program discussion
- Regional Student Welfare Taskforce discussion
- Reading Day Assessment (request from SEC)
- Deadline to drop classes (9th week) discussion (referred from Scholastic Standards)

February 25, 2015
- Regional Campus Student Welfare Task Force discussion (survey discussed)

April 8, 2015
- Regional Student Welfare Taskforce – update & creation of charge
- University enrollment increase – discussion of joint motion with Enrollment committee
- COIA Resolution discussion (from SEC)
- Open text book initiative presented by Vice Provost Martha Bedard
- Graduate Student housing survey – discussion of results
- Reading Day assessment – discussion
- Regional Student Welfare Taskforce update
- Update on joint motion with Enrollment Committee on effect of increased enrollment

The following resolution was presented and passed at the April 13, 2015 meeting of the University Senate:
“Given the planned increase in enrollment, the Senate requests the administration to provide quarterly updates on the implications of the increased numbers. These updates should include effects on availability of general education courses, on-campus housing, and science laboratories, impact on academic majors, safety, health care and advising, and re-allocation of teaching faculty by type: tenure-track, in-residence, adjunct and graduate teaching assistants.”

At the time of the submission of this annual report on April 27, 2015, the committee has not held its final meeting. The agenda at present includes the issue of support of the Open Text Book initiative.

Respectively Submitted on April 27, 2015 by Karen L. Bresciano
Senate University Budget Committee

2014-15 Annual Report to the University Senate

Committee charge: This committee shall review the planning, negotiation, 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. This committee may recommend any desirable expressions of Senate opinion on these matters. The committee shall include two undergraduate students and one graduate student.


(* Senate member 2014-2015)

Appointed representatives to other Senate committees: Jeanne Martin served as the committee’s representative on the Senate Growth and Development Committee; Michael Bradford served as the committee’s representative on the Diversity Committee.

Overview of the committee’s business in 2014-15

The Budget Committee’s deliberations this year were chiefly concerned with the policy of charging graduate tuition to grants, which the committee had been asked by the Senate to monitor. The committee’s conclusions and recommendations regarding that policy are contained in a separate report dated April 27, 2015, to be presented at the final Senate meeting of the academic year. Other agenda items this year included the University’s budget deficit, the faculty hiring plan, enrollment increases, and intellectual property and the license back policy. Several additional agenda items, including consideration of regional campus budgets, were postponed until Fall 2015 due to the need for extended study of tuition on grants.

Meetings

The Budget Committee met 6 times during the 2014-15 academic year: September 22, October 20, March 27, March 30, April 6, and April 20. Three additional meetings (in November, December, and February) had been scheduled but were subsequently cancelled, two due to scheduling problems with our invited guests, one due to a snowstorm.

September 22, 2014. As in past years, the committee’s first meeting featured an overview of the University’s financial situation and also the faculty hiring plan, provided by Budget Director Katrina Spencer.

- The University had a net operating loss of about $25 million in FY 14, less than the $30 million originally forecast. The Budget Office forecasts increased revenues and increased expenses for FY 15; no operating loss is projected for FY 15, but there is much uncertainty owing to the State’s fiscal situation. There followed a lengthy discussion of the University’s FY14 deficit, the budget projections for FY15, the dramatic increase in fringe rates, and State support for the University’s budget. Budget Director Spencer also provided an update on the Provost’s hiring plan.
The University has hired (the FTE equivalent of) 243 new faculty members (over and above hiring by the schools and colleges to fill existing vacancies): 75 in FY 13, 112 in FY 14, and 56 in FY 15. The projected number for FY 16 is 45, although the actual number will depend upon State funding for NextGen.

The committee also discussed the deans’ requests for rescission plans, and the audit of the university’s internal controls and compliance, released by Auditors of Public Accounts in August 2014.

October 20, 2014. The committee’s second meeting focused on graduate education. The Dean of the Graduate School, Kent Holsinger, provided updated figures for the tuition charged to research grants under the policy in effect since 2009. The Graduate School uses the funds from these charges to provide supplemental tuition and health benefits for graduate students with prestigious national fellowships and also graduate students on training grants. The amount collected each year has continued to grow as more and more grants become subject to the policy. Because the Graduate School receives more money than it requires for the above purpose, a portion is now used for supporting doctoral student travel and dissertation fellowships. In addition, $700,000 from the tuition charges was redirected by the administration to help close the deficit created by rescission of State support.

March 27, 2015. The committee met with the Vice President for Research, Jeff Seemann, and Assistant VP Andrew Zehner to discuss intellectual property and proposed changes to the license back policy. Insufficient time remained to discuss other items, and VPR Seemann offered to meet with the committee again at its earliest convenience for further discussion.

March 30, 2015. The committee met with the Vice President and Chief Financial Officer Scott Jordan. The Provost had recently informed the Senate that the University was projecting a budget deficit of $40 million or more. The projection was based on the Governor’s budget proposal as well as the State’s fiscal situation. VPCFO Jordan answered questions about the causes and effects of the projected deficit. Also discussed were the University’s bond rating, reserves, fringe rates, the Athletic Department budget, and the University’s collective bargaining contracts.

April 6, 2015. The committee met to consider the data that had been gathered regarding the tuition charges. The members present agreed upon several conclusions and recommendations, to be discussed further at our next meeting. The committee charged the chair with drafting the report.

April 20, 2015. The committee met again with Vice President for Research Jeff Seemann to discuss research funding, the cost of doing research, and the tuition charges to grants in particular. It was noted that FY 16 fringe rates for personnel on sponsored projects have been announced, and they are increasing dramatically, for GAs in particular. The reasons for the increase were discussed, as well as the likely effects. The VPR Seemann has offered to cover half of that increase for FY 16 out of the OVPR’s share of indirect cost returns if the deans will pick up the other half, a proposal that received much support from committee members. In addition, there was a good deal of support for the OVPR’s new centralized Proposal Development Service. The use of indirect cost returns was also discussed.

Following the VPR’s departure, the committee further discussed the conclusions and recommendations to be made in its report to the Senate on tuition on grants. The recommendations are: reduce or eliminate the 60% charge, continue providing supplemental support for graduate students with prestigious fellowships and awards, and consider other ways to find matching funds for training grants.
The committee’s discussion of the tuition on grants report continued by email as the report went through several rounds of revisions. A motion was made and seconded on April 27 to adopt the report in its current form (Bansal/Nair). Discussion ensued. The motion was adopted on April 28.

Respectfully submitted,

Thomas Bontly, 2014-15 Chair, on behalf of the Senate University Budget Committee
### University Senate Nominating Committee

#### 2015-2016 Standing Committee Membership

**Fall 2015**

<table>
<thead>
<tr>
<th>University Budget</th>
<th>Curricula &amp; Courses</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Suresh Nair, Chair</em></td>
<td><em>Pam Bedore, Chair</em></td>
<td><em>Manisha Desai, Chair</em></td>
</tr>
<tr>
<td><em>Atkinson-Palombo, Carol</em></td>
<td><em>Darre, Michael</em></td>
<td><em>Bouchard, Norma</em></td>
</tr>
<tr>
<td><em>Bansal, Rajeev</em></td>
<td><em>Nunnally, Shayla</em></td>
<td><em>Cobb, Casey</em></td>
</tr>
<tr>
<td><em>Bull, Nancy</em></td>
<td><em>McManus, George</em></td>
<td><em>Fernandez, Maria-Luz</em></td>
</tr>
<tr>
<td><em>Carillo, Ellen</em></td>
<td><em>Wilson, Suzanne</em></td>
<td><em>Lillo-Martin, Diane</em></td>
</tr>
<tr>
<td><em>Coundouriotis, Eleni</em></td>
<td><em>Buck, Marianne</em></td>
<td><em>Love, Cathleen</em></td>
</tr>
<tr>
<td><em>Dennis, Kelly</em></td>
<td><em>Hanink, Dean</em></td>
<td><em>Zack, John</em></td>
</tr>
<tr>
<td><em>McCauley, Paula</em></td>
<td><em>Labadorf, Kathleen</em></td>
<td>Fairfield, Allice</td>
</tr>
<tr>
<td><em>Sanchez, Lisa</em></td>
<td>O’Donoghue, Maria Ana</td>
<td>Hughey, Matthew</td>
</tr>
<tr>
<td><em>Simsek, Zeki</em></td>
<td><em>Schultz, Eric</em></td>
<td>Price, Wilena</td>
</tr>
<tr>
<td>Brightly, Angela</td>
<td></td>
<td>Salorio, Eugene</td>
</tr>
<tr>
<td>Mannheim, Philip</td>
<td></td>
<td>Schipani, Pamela</td>
</tr>
<tr>
<td>Marsden, James</td>
<td></td>
<td>Stephens, Robert</td>
</tr>
<tr>
<td>Martin, James</td>
<td></td>
<td>Ulloa, Susanna</td>
</tr>
<tr>
<td>O’Brien, Corey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spencer, Katrina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stolzenberg, Daniel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Growth &amp; Development</th>
<th>Faculty Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Maureen Croteau, Chair</em></td>
<td><em>Larry J Renfro, Chair</em></td>
<td><em>JC Beall, Chair</em></td>
</tr>
<tr>
<td><em>Bradford, Michael</em></td>
<td><em>Accorsi, Michael</em></td>
<td><em>Bellini, Sandra</em></td>
</tr>
<tr>
<td><em>Caiafa, Janine</em></td>
<td><em>Benson, David</em></td>
<td><em>Bramble, Pamela</em></td>
</tr>
<tr>
<td><em>Clark, Christopher</em></td>
<td><em>Gordina, Maria</em></td>
<td><em>Clausen, John</em></td>
</tr>
<tr>
<td><em>Deibler, Cora Lynn</em></td>
<td><em>Jain, Faquir</em></td>
<td><em>Dey, Dipak</em></td>
</tr>
<tr>
<td><em>Faustman, Cameron</em></td>
<td><em>Schwab, Kristin</em></td>
<td><em>Fischl, Michael</em></td>
</tr>
<tr>
<td><em>Martinez, Samuel</em></td>
<td><em>Scruggs, Lyle</em></td>
<td><em>Jockusch, Elizabeth</em></td>
</tr>
<tr>
<td><em>Rios, Diana</em></td>
<td><em>Bird, Robert</em></td>
<td><em>Siegle, Del</em></td>
</tr>
<tr>
<td><em>Sanner, Kathleen</em></td>
<td><em>Borden, Tracie</em></td>
<td><em>Wei, Mei</em></td>
</tr>
<tr>
<td><em>Wogenstein, Sebastian</em></td>
<td>Crivello, Joe</td>
<td><em>Werkmeier Rozas, Lisa</em></td>
</tr>
<tr>
<td>Fuerst, Nathan</td>
<td>Hendrickson, Kathy</td>
<td><em>Yelin, Susanne</em></td>
</tr>
<tr>
<td>Gorbants, Eva</td>
<td>Mason, Erin</td>
<td>Balunas, Marcy</td>
</tr>
<tr>
<td>Ndiaye, Mansour</td>
<td>Moiseff, Andrew</td>
<td>Kumar, Thulasivu</td>
</tr>
<tr>
<td>Rockwood, Brian</td>
<td></td>
<td>Punj, Girish</td>
</tr>
<tr>
<td>Ulloa, Susan</td>
<td></td>
<td>Ricard, Robert</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Williams, Cheryl</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Fernandez, Maria-Luz</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scholastic Standards</th>
<th>Student Welfare</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Hedley Freake, Chair</em></td>
<td><em>Karen, Bresciano, Chair</em></td>
</tr>
<tr>
<td><em>Aneskievich, Brian</em></td>
<td><em>Gogarten, Peter</em></td>
</tr>
<tr>
<td><em>Brown, Stuart</em></td>
<td><em>Guillard, Karl</em></td>
</tr>
<tr>
<td><em>Clokey, David</em></td>
<td><em>Hertel, Shareen</em></td>
</tr>
<tr>
<td><em>D’Alleva, Anne</em></td>
<td><em>Jepson, Patricia</em></td>
</tr>
<tr>
<td><em>DiGrazia, Lauren</em></td>
<td><em>Lewis, Peter</em></td>
</tr>
<tr>
<td><em>Higgins, Katrina</em></td>
<td><em>Pancak, Katherine</em></td>
</tr>
<tr>
<td><em>Livingston, Jill</em></td>
<td><em>Tilton, Robert</em></td>
</tr>
<tr>
<td><em>Loturco, Joe</em></td>
<td><em>Van Heest, Jaci</em></td>
</tr>
<tr>
<td><em>Skoog, Annelie</em></td>
<td>Bouquet, Greg</td>
</tr>
<tr>
<td><em>Tilton, Robert</em></td>
<td>Cowan, Susanna</td>
</tr>
<tr>
<td><em>Wagner, David</em></td>
<td>Fuller, Kate</td>
</tr>
<tr>
<td>Cowan, Susanna</td>
<td>Kennedy, Kelly</td>
</tr>
<tr>
<td>Crivello, Joe</td>
<td>Ortega, Morty</td>
</tr>
<tr>
<td>Gramling, Larry</td>
<td></td>
</tr>
<tr>
<td>Tripp, Ellen</td>
<td></td>
</tr>
<tr>
<td><em>Bresciano Karen</em></td>
<td></td>
</tr>
</tbody>
</table>
Proposal to change By-Laws regarding Class Attendance

A. Background:

If a student cannot attend any classes or laboratories during the first two weeks of the semester, the correct office for them to notify is the Dean of Students Office or designee, rather than the Department of Student Affairs.

B. Proposal to Senate: Motion

C. To amend the By-Laws, Rules and Regulations of the University Senate as follows: (Deleted items in strikethrough; new language underlined).

By-Laws, Rules, and Regulations of the University Senate II.E.11.

11. Class Attendance

The faculties of the University consider attendance at classes a privilege which is extended to students when they are admitted to the University and for as long as they are in good standing. The Instructor concerned is given full and final authority (except in the case of final examinations) to decide whether or not a student is permitted to make up work missed by absence and on what terms.

Instructors are expected to turn in grades which indicate the extent to which the student has mastered the work of the course. In some courses, the demonstration of mastery may depend in part on classroom activity (e.g., oral recitation or discussion or laboratory work). In such courses, absences may affect the student's accomplishments and so be reflected in grading; however, grades are not to be reduced merely because of a student's absences as such. In all courses instructors are expected to indicate at the beginning of the semester how they will determine the student's grades.

As an exception to the general rule concerning absences, if a student does not attend any of the classes or laboratories of a course during the first two weeks of the semester and does not notify the Dean of Students Office or designee of the reasons for his or her absence, the instructor may assign his or her seat to another student. Such non-attendees may, after the second week, request to continue in the course on the same basis as a student not registered for the course.

If space is not available for such a non-attendee, the student must drop the course by the regular procedure or run the risk of being assigned a failing grade (See II.B.10, paragraph 7).
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.
Proposal to change the By-Laws regarding Eligibility for Participation in Collegiate Activities.

A. Background:

The By-Laws address intercollegiate competitions as a whole, not distinguishing between NCAA and Non-NCAA Competitions, though these are differently regulated. It also contains outdated information, particularly that which pertains to athletic conference membership.

B. Current Bylaws:

By-Laws, Rules, and Regulations of the University Senate II.G.1 and 2

G. Eligibility for Participation in Collegiate Activities

1. Intercollegiate Competitions
   The following categories of students may be eligible to participate in intercollegiate competition: a) Full-time students who are regularly registered in a baccalaureate degree program, or b) Full-time graduate students who have obtained a baccalaureate degree from this institution and who have eligibility remaining. The rules of the Eastern College Athletic Conference, the National Collegiate Athletic Association, and/or the Association for Intercollegiate Athletics for Women shall apply as minimum standards governing eligibility for intercollegiate competitions in athletics. Attention is also directed to Section E.11 of these regulations.

2. Intramural Activities
   Ordinarily all regular students are eligible to participate in intramural activities. The decision as to whether or not unclassified students shall participate in such activities is left to those in charge of activities.

C. Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate as follow: (Deleted items in strikethrough; new language underlined).
G. Eligibility for Participation in Collegiate Activities

1. *Intercollegiate NCAA Competitions*
   The following categories of students may be eligible to participate in *Intercollegiate NCAA* competition: a) Full-time students who are regularly registered in a baccalaureate degree program, or b) Full-time graduate students who have obtained a baccalaureate degree from this institution and who have eligibility remaining. For athletics, the rules of the Eastern College Athletic Conference athletic conferences in which the University has membership, and the National Collegiate Athletic Association, and/or the Association for Intercollegiate Athletics for Women shall apply as minimum standards governing eligibility for intercollegiate competitions in athletics. Attention is also directed to Section E.11 of these regulations.

2. *Non-NCAA Competitions and Intramural Activities*
   Ordinarily all regular matriculated students are eligible to participate in *non-NCAA Competitions* and intramural activities. The decision as to whether or not unclassified non-degree students shall participate in such activities is left to those in charge of activities.
I. Semester Examinations and Final Assessments

A. Background

The By-Laws stipulate that, “There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be two hours in length.” The two hour timeframe has been misinterpreted by both faculty and students, who have inferred that two hours is a mandatory examination length. The proposed changes clarify that two hours is the maximum length of time allotted, but also provide a mechanism by which faculty can secure an extended amount of time.

B. Current Relevant By-Laws

By-Laws, Rules, and Regulations of the University Senate II.E.12

12. Examinations and Assessments

Instructors of undergraduate courses shall provide a clear form of assessment of student work that shall be consistent with and sufficient for the learning goals of the course. During the semester or term, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule may be granted by the deans or designees of the school or college in which the course is offered. Exceptions must be granted prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes. In the event of student absences from assessments given during the semester, decisions regarding possible make-up assessments shall be the prerogative of the instructor.
In-class final examinations must be given in the places and at the times scheduled by the University. In the case of online final examinations, although faculty may choose to make examinations available for an extended period of time, students must be allowed the opportunity to take the examination during the time scheduled by the University.

Each instructor shall determine for his or her own courses the weight to be assigned to the final assessment in computing the semester grade of a student. Each instructor in charge of a course will assume responsibility for proctoring in-class assessments, including those during finals week.

A student who is prevented by sickness or other unavoidable causes from completing a scheduled final assessment must apply to the Dean of Students or designee for validation that will authorize the student’s instructor to give a substitute assessment. A student whose absence is excused by the Dean of Student or designee shall have an opportunity to complete a substitute assessment without penalty. A student whose absence from a scheduled final assessment is not excused in this way shall receive a failure for this assessment.

There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be two hours in length. A student whose final examination schedule includes four examinations in two consecutive calendar days may request a rescheduled examination in place of one of the four scheduled examinations. A student whose schedule includes three examinations in one calendar day or three examinations in consecutive time blocks spanning parts of two consecutive days may request a make-up examination in place of one of the three scheduled examinations. In all cases concerning the rescheduling of bunched exams, the student must present to the instructor a note of permission granted by the Dean of Students Office, whose prerogative it is to determine which of the bunched examinations may be rescheduled.
C. Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate as follows: (Deleted items in strikethrough; new language underlined).

By-Laws, Rules, and Regulations of the University Senate II.E.12

12. Examinations and Assessments

Instructors of undergraduate courses shall provide a clear form of assessment of student work that shall be consistent with and sufficient for the learning goals of the course. During the semester or term, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule may be granted by the deans or designees of the school or college in which the course is offered. Exceptions must be granted prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes. In the event of student absences from assessments given during the semester, decisions regarding possible make-up assessments shall be the prerogative of the instructor.

In-class final examinations must be given in the places and at the times scheduled by the University. In the case of online final examinations, although faculty may choose to make examinations available for an extended period of time, students must be allowed the opportunity to take the examination during the time scheduled by the University.

Each instructor shall determine for his or her own courses the weight to be assigned to the final assessment in computing the semester grade of a student. Each instructor in charge of a course will assume responsibility for proctoring in-class assessments, including those during finals week.

A student who is prevented by sickness or other unavoidable causes from completing a scheduled final assessment must apply to the Dean of Students or designee for validation that will authorize the student’s instructor to give a substitute assessment. A student whose absence is excused by the Dean of Student or designee shall have an opportunity to complete a substitute
assessment without penalty. A student whose absence from a scheduled final assessment is not excused in this way shall receive a failure for this assessment.

There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be no more than two hours in length. Any extension of the two hour limit will require approvals from both the department head and the dean or his/her designee, and will be published in the Schedule of Classes. A student whose final examination schedule includes four examinations in two consecutive calendar days may request a rescheduled examination in place of one of the four scheduled examinations. A student whose schedule includes three examinations in one calendar day or three examinations in consecutive time blocks spanning parts of two consecutive days may request a make-up examination in place of one of the three scheduled examinations. In all cases concerning the rescheduling of bunched exams, the student must present to the instructor a note of permission granted by the Dean of Students Office, whose prerogative it is to determine which of the bunched examinations may be rescheduled.
1. The Senate University Budget Committee moves to adopt the Senate University Budget Committee’s report on the tuition on grants policy and the 4 recommendations therein. (see pages 8-9 of report)

2. The Senate University Budget Committee moves to request an administrative update on the implementation of the recommendations at the September meeting.
Report on the Effects of Graduate Tuition Charges to Grants

Senate University Budget Committee

April 27, 2015

In 2009, the University adopted the policy of charging graduate tuition to grants. Previously, tuition for graduate research assistants (henceforth “research GAs” or “GRAs”) included on grants was waived. The new policy went into effect on July 1, 2009 and requires that all proposals submitted through the Office of Sponsored Programs (now Sponsored Programs Services, or SPS) include in their budget a line item for 60% of full time in-state graduate tuition for each graduate student whose salary would be paid by the grant, unless prohibited by the granting agency. The charge is included as a direct cost and is not subject to facilities and administrative costs (F&As, also known as indirect costs). Where tuition charges are prohibited by the sponsor, there is no charge to the investigator, the department, or the school/college. The policy also stipulates that funds received under the policy are to be used for research and/or graduate education.

As directed by the Senate on April 6, 2009, the University Budget Committee (UBC) monitored the impact of the policy change for the next three years (FY10-FY12) and reported back in March 2013. The report’s conclusions were as follows: less money is collected from tuition charges than originally projected; there is no evidence that the charges generate any new revenue at all; the funds collected are being used appropriately for new expenditures on graduate education (i.e., supporting graduate students on nationally competitive fellowships); and there was insufficient data to determine what effect, if any, the policy was having on the number of GRAs at the University. Following the report, the Senate directed the UBC to continue monitoring the policy’s impacts for another two years and report again. We do so here.

In summary, our findings are (1) that the amount collected from tuition charges exceeds that required to provide supplementary support for graduate students with prestigious, nationally competitive fellowships and awards, (2) that most but not all of the funds are being used for research and graduate education as originally intended, (3) that the charges are having a negative effect on the number of GRAs at the University, and (4) that there is (still) no evidence that tuition charges increase net revenues to the University. In light of these conclusions, and considering the other factors driving up the cost of research at the University, we recommend that the tuition charges be eliminated or at least substantially reduced, that the Graduate School and OVPR identify another mechanism for providing supplementary support, and that the Graduate School review the awards eligible for such support.

---

1 The Budget Committee would very much like to thank VPR Jeff Seemann, CFO Scott Jordan, and Graduate Dean Kent Holsinger for meeting with us repeatedly to discuss these and related issues. We also thank Budget Director Katrina Spencer and Jennifer Pelletier, Manager of Effort and Data Reporting Services, for helping us first to obtain and subsequently to understand the data.

1. Revenues
Funds recovered from tuition charges are collected in an account and transferred to the Graduate School at the end of each fiscal year. As of April 24, 2015, a total of $6,355,625 has been charged to research grants since the policy’s inception in 2009, as shown in Table 1.

### Table 1. Graduate Tuition Analysis, Restricted Sponsored Programs Accounts in KFS

*Data Source: KFS & FRS as of 4/24/2015*

<table>
<thead>
<tr>
<th>Type of Accounts</th>
<th>Accounts</th>
<th>Total Grant Budget</th>
<th>Grad Tuition Budget</th>
<th>Grad Tuition Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Eligible -- Tuition Budgeted</td>
<td>959</td>
<td>$189,468,264</td>
<td>$11,841,799</td>
<td>$6,138,511</td>
</tr>
<tr>
<td>Tuition Eligible -- No Tuition Budget</td>
<td>1,144</td>
<td>$103,845,225</td>
<td>$- 0</td>
<td>$94,971</td>
</tr>
<tr>
<td>Not Tuition Eligible</td>
<td>2,054</td>
<td>$544,716,075</td>
<td>$- 0</td>
<td>$- 0</td>
</tr>
<tr>
<td><strong>Total Restricted Sponsored Programs Accounts - in KFS</strong></td>
<td>4,157</td>
<td>$838,029,564</td>
<td>$11,841,799</td>
<td>$6,233,482</td>
</tr>
</tbody>
</table>

| Pre-KFS Only Accounts                  | 48       | $3,503,230         | $170,380            | $122,143                        |

**TOTAL Graduate Tuition to Date**

| Accounts | $12,012,179 | $6,355,625 |

* Amounts are cumulative since the inception of the Graduate Tuition policy (FY11). Amounts on accounts closed before KFS implementation are listed in the Pre-KFS Only Accounts line. All budget and actual expenditures figures reflect the full amounts currently posted on the accounts over the entire course of the accounts.

** This analysis only includes SPS grant accounts. Graduate tuition charges posted on other accounts (while likely minimal) are not included.

Projecting through the end of the current fiscal year, the Graduate School estimated in October 2014 that it will receive approximately $1.6 million from tuition charges in FY 2015, bringing the total received since the policy went into effect to approximately $6.7 million (Table 2). As also shown in Table 2, $700,000 from the charges collected in FY 15 has been redirected by the Administration to help close the deficit in the University’s budget brought on by rescission of State support. Otherwise, it appears that the tuition charges are being transferred to the Graduate School as intended.
Table 2. Summary of cash flow since inception

<table>
<thead>
<tr>
<th>Year</th>
<th>Funds received</th>
<th>Expenditures</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2011</td>
<td>$424,689</td>
<td>$146,034</td>
<td>$278,655</td>
</tr>
<tr>
<td>FY 2012</td>
<td>$1,125,983</td>
<td>$168,385</td>
<td>$1,236,253</td>
</tr>
<tr>
<td>FY 2013</td>
<td>$1,350,089</td>
<td>$457,757</td>
<td>$2,128,586</td>
</tr>
<tr>
<td>FY 2014</td>
<td>$2,182,585</td>
<td>$1,833,361</td>
<td>$2,477,810</td>
</tr>
<tr>
<td>FY 2015 (projected)</td>
<td>$1,626,718*</td>
<td>$1,895,797</td>
<td>$2,208,730</td>
</tr>
<tr>
<td>Totals</td>
<td>$6,710,064</td>
<td>$4,501,334</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* An additional $700,000 was diverted by the administration in FY2015 to help close the deficit created by the rescission of State support for the University budget.

2. Expenditures

The Graduate School uses funds received from tuition charges to supplement tuition and health benefits for graduate students with prestigious, nationally competitive fellowships or awards as well as graduate students supported on training grants. Because the amount collected has so far exceeded the amount required to supplement those benefits, the Graduate School has been using some of the surplus to fund doctoral dissertation fellowships and doctoral student travel. Total expenditures since inception are just over $4.5 million, as detailed in Table 3.

The practice of providing supplemental tuition and health benefits for students with fellowships and awards is covered by two policies which went into effect in 2012: the Policy on Competitive Federal Graduate Awards 3 and the Policy on Non-Federal Fellowship Awards 4. These fellowships and awards typically provide students with a stipend, usually between $2K and $10K per year. They cover some portion of tuition and health insurance premiums but usually leave a significant shortfall (as much as $15-20K per student per year). Before the aforementioned policies went into effect in 2009, the University was unable to cover the difference and consequently unable to compete for such students.

Since the University began supplementing fellowships and awards, however, the number of such students has steadily increased, from 7 in 2009 to more than 50 in 2012. As of October 2014, the Graduate School was providing supplemental tuition and health benefits for more than 100 such students:

- 9 National Science Foundation Graduate Research fellows
- 1 NIH NRSA fellow
- 1 on Eisenhower Transportation fellowship
- 2 EPA STAR fellows
- 1 Mellon fellow
- 92 on training grants:
  - 19 students on NSF Bridge to the Doctorate
  - 5 on Department of Homeland Security
  - 33 students on DOE GAANN
  - 7 students on NSF GK-12

4 http://policy.uconn.edu/?p=2542.
We expect soon to receive further data showing amounts expended to support students on each of these forms of funding. Based on the breakdown above, however, it would appear that the bulk of the supplemental support from tuition charges is going to support students on training grants rather than students with national fellowships or awards of their own.

### Table 3. Expenditures detail

<table>
<thead>
<tr>
<th></th>
<th>Tuition</th>
<th>Health insurance</th>
<th>Other graduate support</th>
<th>Doctoral dissertation fellowships</th>
<th>Doctoral student travel</th>
<th>National fellowships</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2011*</td>
<td>$146,034</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2012*</td>
<td>$168,385</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2013*</td>
<td>$457,757</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2014</td>
<td>$678,414</td>
<td>$137,521</td>
<td>$6,427</td>
<td>$796,000</td>
<td>$200,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>FY 2015 (projected)</td>
<td>$720,373</td>
<td>$432,591</td>
<td>$6,500</td>
<td>$500,000</td>
<td>$213,333</td>
<td>$23,000</td>
</tr>
</tbody>
</table>

*Tuition and health insurance subsidy combined

### 3. Effects on Research GAs

One of the main questions we have sought to answer is what effect, if any, the tuition charges are having on the number of research GAs at the University. To that end, we have (with varying degrees of success) sought data on (a) the number of research GAs actually supported off grants and how that number has changed since 2007, and (b) the number of GAs requested on grant proposals and how that number has changed during the same period. Regrettably, the University’s data systems do not make it possible to obtain all the data requested, despite the best efforts of people in the Budget Office, Graduate School, and OVPR. The data we have obtained, however, support the hypothesis that the tuition charges have a negative effect on both the number of GAs requested and the number funded.

**a. Research GAs supported on grants.** Based on figures provided by the Budget Office (Table 4), the enrollment figure for research GAs at the University has dropped by about 10% since the policy went into effect.
Table 4. Enrollment of Graduate Assistants: Fall census snapshot*

<table>
<thead>
<tr>
<th>Level</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>1,238</td>
<td>1,274</td>
<td>1,158</td>
<td>1,213</td>
<td>1,186</td>
<td>1,181</td>
<td>1,086</td>
<td>1,139</td>
</tr>
<tr>
<td>Teaching</td>
<td>1,016</td>
<td>1,011</td>
<td>967</td>
<td>908</td>
<td>942</td>
<td>957</td>
<td>987</td>
<td>950</td>
</tr>
<tr>
<td>Split</td>
<td>253</td>
<td>236</td>
<td>297</td>
<td>299</td>
<td>311</td>
<td>297</td>
<td>309</td>
<td>287</td>
</tr>
<tr>
<td>Prst. Intern†</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>39</td>
<td>42</td>
</tr>
<tr>
<td>sub-total</td>
<td>2,507</td>
<td>2,521</td>
<td>2,422</td>
<td>2,420</td>
<td>2,439</td>
<td>2,435</td>
<td>2,421</td>
<td>2,418</td>
</tr>
<tr>
<td>Not GA</td>
<td>3,976</td>
<td>4,135</td>
<td>4,285</td>
<td>4,440</td>
<td>4,344</td>
<td>4,324</td>
<td>4,277</td>
<td>4,563</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6,483</td>
<td>6,656</td>
<td>6,707</td>
<td>6,860</td>
<td>6,783</td>
<td>6,759</td>
<td>6,698</td>
<td>6,981</td>
</tr>
</tbody>
</table>

*An enrollment count is not a headcount; students enrolled in more than one field of study are counted in each field.

† The Prst. Intern line refers to students who are part of the Provost’s Professional Internship Program (http://policy.uconn.edu/?p=2992).

A more informative measure would be the number of GA Full-Time Equivalents (FTEs) supported on restricted (i.e., grant) funds. Table 5 gives the numbers, Table 6 the percentages.

Table 5. Number of GA Full-Time Equivalents (FTEs), by Fund type*

<table>
<thead>
<tr>
<th>Fund type</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>341.9554</td>
<td>339.4646</td>
<td>324.8684</td>
<td>314.9519</td>
<td>328.9946</td>
<td>335.0549</td>
<td>346.153</td>
<td>354.068</td>
</tr>
<tr>
<td>Restricted</td>
<td>128.1961</td>
<td>133.6647</td>
<td>150.4339</td>
<td>153.3919</td>
<td>141.7896</td>
<td>140.3458</td>
<td>129.377</td>
<td>119.198</td>
</tr>
<tr>
<td>Total FTEs</td>
<td>470.1515</td>
<td>473.1293</td>
<td>475.3023</td>
<td>468.3438</td>
<td>470.7842</td>
<td>475.4007</td>
<td>475.53</td>
<td>473.266</td>
</tr>
<tr>
<td>Total GAs</td>
<td>2297</td>
<td>2310</td>
<td>2193</td>
<td>2172</td>
<td>2197</td>
<td>2192</td>
<td>2211</td>
<td>2189</td>
</tr>
</tbody>
</table>

*The Budget Office counts a full GA as 1/4 FTE. Also, the “Total GAs” line includes many half GAs (1/8 FTE), which is why that total is not exactly four times the number of FTEs.

Table 6. Percentage of GA FTEs, by Fund type

<table>
<thead>
<tr>
<th>Fund type</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>73%</td>
<td>72%</td>
<td>68%</td>
<td>67%</td>
<td>70%</td>
<td>70%</td>
<td>73%</td>
<td>75%</td>
</tr>
<tr>
<td>Restricted</td>
<td>27%</td>
<td>28%</td>
<td>32%</td>
<td>33%</td>
<td>30%</td>
<td>30%</td>
<td>27%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Highlighted cells may reflect funding through American Recovery and Reinvestment Act

As one can see, the number of GA FTEs paid for out of restricted funds rose dramatically after the tuition charges went into effect (highlighted cells). However, the initial increase is attributable largely if not entirely to the effect of the American Recovery and Reinvestment Act. Since the ARRA ended, the number of GRAs has fallen until it is now about 7% less than the number in 2007. On the other hand, total expenditures from externally sponsored research rose with the ARRA and have since remained flat (see Table 7). Overall, expenditures from grants have risen by $36.3 million since 2007, or about 42%. Similarly, the number of postdocs paid off of grants has increased by about 18%, from 106 in 2007 to 125 in 2014 (Table 8).

Seen in context, the decline in the number of research GAs is significant. However, the decline cannot be attributed entirely to the tuition charges as other factors are at work. Fringe rates have also increased, for instance. Still, the reduction in the number of research GAs is not surprising.
The tuition charges add approximately $15,000 (about 20%) to the cost of employing a GA. In some circumstances, it may still, even with the surcharge, be more cost effective to hire a GA than a technician or postdoc. That depends on a number of factors, including the salary at which other personnel must be hired, the qualifications of those available, the amount of training they would require, and so on. Still, we would expect that the tuition charges have a drag on the number of research GAs, and that does appear to be the case.

Table 7. Expenditures on Sponsored Programs (Storrs)

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extramural Sponsored Program Expenditures</td>
<td>$86.1</td>
<td>$90.3</td>
<td>$101.9</td>
<td>$109.3</td>
<td>$117.0</td>
<td>$123.3</td>
<td>$123.0</td>
<td>$122.4</td>
</tr>
<tr>
<td>Federal Expenditures</td>
<td>$65.4</td>
<td>$70.2</td>
<td>$78.0</td>
<td>$85.0</td>
<td>$98.8</td>
<td>$103.5</td>
<td>$97.2</td>
<td>$91.0</td>
</tr>
<tr>
<td>Corporate Expenditures</td>
<td>$4.6</td>
<td>$4.6</td>
<td>$6.1</td>
<td>$5.2</td>
<td>$4.5</td>
<td>$5.1</td>
<td>$7.2</td>
<td>$8.9</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>1202</td>
<td>1233</td>
<td>1254</td>
<td>1222</td>
<td>1230</td>
<td>1252</td>
<td>1312</td>
<td>1408</td>
</tr>
<tr>
<td>Research Proposals (#)</td>
<td>1287</td>
<td>1097</td>
<td>1442</td>
<td>1390</td>
<td>1276</td>
<td>1269</td>
<td>1215</td>
<td>1486</td>
</tr>
<tr>
<td>Research Awards (#)</td>
<td>772</td>
<td>785</td>
<td>834</td>
<td>909</td>
<td>907</td>
<td>763</td>
<td>855</td>
<td>970</td>
</tr>
</tbody>
</table>

Table 8. Postdocs

<table>
<thead>
<tr>
<th>Term</th>
<th>Extract date</th>
<th># Postdocs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 14</td>
<td>12/19/2014</td>
<td>125</td>
</tr>
<tr>
<td>Fall 13</td>
<td>11/12/2013</td>
<td>122</td>
</tr>
<tr>
<td>Fall 12</td>
<td>12/5/2012</td>
<td>141</td>
</tr>
<tr>
<td>Fall 11</td>
<td>12/2/2011</td>
<td>129</td>
</tr>
<tr>
<td>Fall 10</td>
<td>11/3/2010</td>
<td>115</td>
</tr>
<tr>
<td>Fall 09</td>
<td>12/10/2009</td>
<td>100</td>
</tr>
<tr>
<td>Fall 08</td>
<td>12/16/2008</td>
<td>97</td>
</tr>
<tr>
<td>Fall 07</td>
<td>12/17/2007</td>
<td>106</td>
</tr>
</tbody>
</table>

b. Research GAs requested in grant proposals. There is a great deal of anecdotal evidence that the tuition charges are negatively affecting the number of GAs that PIs request in their proposals. Some PIs report requesting fewer GAs than they otherwise would; others say they have ceased writing GAs into their proposals altogether. However, we are unable to obtain data to settle the question either way, as SPS does not track, and does not have any way of tracking, the number of GAs requested on proposals.5

5 In September 2014, the UBC discussed surveying the faculty to learn how many GAs they were requesting in all of their proposals, funded or not, and how that number has changed. In consultation with the SEC, however, it was decided that the UBC should postpone any survey until it became clear that it was necessary. At this time, we think that it is unnecessary and that we have enough information to make recommendations.
In any case, the number of consequence is the number of GAs actually paid out of grants, not the number requested. Given the way the tuition charge policy works, the number requested is bound to be smaller than the number actually supported. According to the implementation guidelines, the budget must contain a line item for 60% of full time tuition on 9 credits. Post-award, however, the grant pays 60% of the student’s actual tuition, which is typically lower since GAs are considered full time students if they have 6 credits, and tuition is pro-rated. The balance may be used to pay additional GAs or re-budgeted for other purposes. Furthermore, it is not uncommon to include a request for GAs and thus for tuition in the original budget but then to decide to hire some other type of personnel (e.g., a technician), depending on who is available, with what qualifications, at what cost. Nor is it uncommon to request a technician or postdoc but to employ a GA instead. Thus, even if we found that the tuition charges had a significant effect on the number of GAs requested (which, based on anecdotal evidence, it does), it would be difficult to draw from that finding any conclusions about the effect the policy has on the number of GAs actually supported off grants.

4. Conclusions
Based on the foregoing, we think that a number of conclusions may with some confidence be drawn.

Conclusion 1. The amount of tuition charged to grants exceeds the amount the Graduate School requires for the purpose of providing supplemental tuition and health benefits for graduate students with prestigious national fellowships. At present, 90% of the students receiving supplemental support off this money are students on training grants who might be supported in other ways.

Conclusion 2. Some of the money collected from tuition charges is not being used for research and graduate education, as originally intended. So far, $700,000 has been reallocated for deficit mitigation in FY 2015.

Conclusion 3. The tuition charges are probably having a negative effect on the number of research GAs at the University. The number has fallen by 7% since 2007 (before the policy went into effect) and by 20% since 2009 (the year the policy went into effect). In comparison, the number of postdocs is up by 15% since 2007 and by 20% since 2009. Meanwhile, total research expenditures have risen by 42% since 2007 and by 20% since 2009. Seen in context, the decline in GRA numbers is thus quite significant. Since other factors are at work here (e.g., increased fringe rates), it is difficult to estimate the size of the effect of the tuition charges. Nonetheless, they do seem to be taking a toll.

Conclusion 4. There is (still) no evidence that tuition charges on grants result in a net increase in revenue to the University. While it is true that expenditures and awards have increased since

---

6 These guidelines are described in a memo entitled “Implementation Guidelines: Charging Tuition to Grants” available at [http://research.uconn.edu/wp-content/uploads/sites/351/2014/02/Tuition-on-Grants-Guidelines.pdf](http://research.uconn.edu/wp-content/uploads/sites/351/2014/02/Tuition-on-Grants-Guidelines.pdf). The policy of including a line item of 60% of tuition on 9 credits is built into the online tuition calculator at [http://apps.research.uconn.edu/sps/calc_tuition.cfm](http://apps.research.uconn.edu/sps/calc_tuition.cfm). The tuition calculator also assumes a 6% annual increase in the tuition rate, which exceeds the average increase since FY 2012.
the policy went into effect in FY 2009, the increase is attributable first to the ARRA and subsequently to the increase in the number of proposals being submitted by a growing faculty. Furthermore, it remains the case that many grants are capped by the sponsor, in which case charging tuition merely shifts expenses from one budget line to another. Since tuition charges are not subject to F&As, the policy may actually produce a net loss for the University by shifting expenses from budget lines that are subject to F&As.

5. Recommendations
In view of the foregoing, we recommend, first, that the portion of tuition charged to grants be substantially reduced if not eliminated altogether. The cost of doing research at the University has increased considerably since 2009, driven mainly by increases in fringe rates. As recently announced, the fringe rates for personnel on sponsored projects will jump again in FY16. The fringe rate for grads will increase 57% (from 17.6% in FY15 to 27.7% in FY16); the rate for professional employees will increase by 17.2% (from 53.8% in FY15 to 71.0% in FY16); and the rate for faculty by 16.6% (from 36.4% to 53.0%).\(^7\) The tuition charges increase the cost of a GA by another $15,000, about 20%. Add in the 3% pay raise for GAs provided in the new collective bargaining agreement between the University and the Graduate Employees Union, and the cost of funding a GA on a grant will soon be prohibitive. (A cost comparison is included as an Appendix.) Eliminating the tuition charges would not solve the problem, but it would be an important first step. (Incidentally, we welcome VPR Jeff Seemann’s recent proposal to cover some of the jump in fringe rates out of indirect cost returns.)

The only reason not to eliminate the tuition charges altogether, in our view, is the need somehow to provide supplemental funding for students with prestigious national fellowships or awards. Since the University began providing this supplemental funding, the number of students who have received such awards has increased sharply, benefiting several graduate programs and the University’s scholarly reputation. We believe that such support ought to continue.

Thus, our second recommendation, if the tuition charges are eliminated altogether, is that the Graduate School, together with the OVPR, identify an alternative mechanism for securing the funds necessary to support students with national fellowships and awards. Although we have not had the opportunity to study the question in detail, we suggest that one method would be to fund them out of the increased return on F&As that would presumably result from eliminating the tuition charges. For as noted above, the tuition charges serve primarily to transfer expenses from lines that are subject to F&As to lines that are not subject to F&As. At an F&A rate of 58%, eliminating the tuition charges might increase F&A recovery almost enough to cover the supplemental benefits by itself.

Third, we recommend that some appropriate body (such as the Graduate Faculty Council) undertake a review of the fellowships and awards that currently qualify for supplemental support under the existing policies. As noted above, only about 10% of the students receiving supplemental support are coming in with prestigious national fellowships which they have won. Almost 90% are on training grants. We suggest reviewing these grants to determine (a) if all of

---

them serve the purposes for which the tuition charges were instituted and (b) if an alternate source of supplemental funding could be found for them or for future training grants.

Fourth, in case no other mechanism can be found to provide supplemental benefits, we conditionally recommend that the tuition charges be continued at a reduced rate of perhaps $25\%$ to allow the Graduate School to support at least those students coming in with their own prestigious fellowships or awards. Further study would be required to determine what rate is appropriate. But we are hopeful that another source of funds can be identified in due course, in which case our recommendation is, again, to eliminate the charges altogether.
### Appendix. GA-Postdoc Cost Comparison

University of Connecticut  
Office for Sponsored Programs

#### A. Senior Personnel

<table>
<thead>
<tr>
<th>Salary</th>
<th>Appt Months</th>
<th>7/1/2015-6/30/2016 Effort</th>
<th>% Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>$48,661</td>
<td>12</td>
<td>12.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>$22,061</td>
<td>9</td>
<td>4.50</td>
<td>100.00%</td>
</tr>
<tr>
<td>$14,707</td>
<td>3</td>
<td>3.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>$24,527</td>
<td>9</td>
<td>4.50</td>
<td>100.00%</td>
</tr>
<tr>
<td>$8,176</td>
<td>3</td>
<td>1.50</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

#### B. Other Personnel

<table>
<thead>
<tr>
<th>Type</th>
<th>Effort</th>
<th>% Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Docs</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduate Assistants, L2 AY</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduate Student Summer</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### C. Fringe Benefits

<table>
<thead>
<tr>
<th>Fringe Benefits</th>
<th>Rates</th>
<th>7/1/2015-6/30/2016 Effort</th>
<th>% Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Docs</td>
<td>27.7%</td>
<td>-</td>
<td>13,479</td>
</tr>
<tr>
<td>Graduate Assistants, L2 AY</td>
<td>27.7%</td>
<td>12,222</td>
<td>6,794</td>
</tr>
<tr>
<td>Graduate Student Summer</td>
<td>7.6%</td>
<td>1,118</td>
<td>621</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### D. Equipment

- 

#### E. Travel

- Domestic  
- Foreign

#### F. Participant Support Costs

<table>
<thead>
<tr>
<th>Type</th>
<th># of Participants</th>
<th>Total Participant Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stipends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subsistence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### G. Other Direct Costs

<table>
<thead>
<tr>
<th>Type</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials &amp; Supplies</td>
<td></td>
</tr>
<tr>
<td>Publication Costs</td>
<td></td>
</tr>
<tr>
<td>Consultant Services</td>
<td></td>
</tr>
<tr>
<td>Computer Services</td>
<td></td>
</tr>
<tr>
<td>Subawards</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
</tr>
</tbody>
</table>

#### H. Total Direct Costs

<table>
<thead>
<tr>
<th>Costs</th>
<th>7/1/2015-6/30/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>87,690</td>
<td></td>
</tr>
</tbody>
</table>

#### I. Indirect Costs (F&A) @ 0%

<table>
<thead>
<tr>
<th>Costs</th>
<th>7/1/2015-6/30/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>47,878</td>
<td></td>
</tr>
</tbody>
</table>

#### J. Total Costs

<table>
<thead>
<tr>
<th>Costs</th>
<th>7/1/2015-6/30/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>$87,690</td>
<td>$47,878</td>
</tr>
</tbody>
</table>
The Student Welfare Committee moves to **support the COIA resolution for H.R. 275, a bi-partisan bill being considered by the 114th Congress that would establish a blue-ribbon Presidential Commission “to identify and examine issues of national concern related to the conduct of intercollegiate athletics and to make recommendations for the resolution of such issues”**

Rationale:

The Student Welfare Committee in our meeting held on April 22, 2015 voted to back the Coalition on Intercollegiate Athletics in their support of H.R. 275, a bi-partisan bill being considered by the 114th Congress that would establish a blue-ribbon Presidential Commission to “identify and examine issues of national concern related to the conduct of intercollegiate athletics and to make recommendations for the resolutions of such issues”.

In discussion of this matter, our committees’ focus was concern for our student athletes and their welfare. In supporting the COIA resolution, we recognize that, nationally, there are issues that impact the welfare of student athletes. We feel that attention by interested parties, including faculty, collegiate sports experts, and members of Congress, beyond those already a part of the NCAA, may be beneficial to objectively study these issues and propose solutions.
H. R. 275

To establish a commission to identify and examine issues of national concern related to the conduct of intercollegiate athletics, to make recommendations for the resolution of the issues, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SENSE OF CONGRESS.

It is the sense of Congress that—

1. properly conducted intercollegiate athletic programs contribute to the beneficial development of student athletes and the vibrancy of campus life at institutions of higher education;
(2) recent events pose grave threats to the financial stability of athletic programs at institutions of higher education and create pressure on institutions of higher education to consider eliminating non-revenue Olympic sports or increasing general fund, student fee, and donor subsidies to athletics at a time when such resources are needed for priority academic programs;

(3) there are concerns about the health and safety needs of student athletes with regard to adequacy of injury protections and other medical protocols;

(4) academic integrity at institutions of higher education is threatened by increased incidences of academic fraud involving student athletes, failure to provide adequate remedial programs for academically unprepared admitted athletes, and excessive athletics time demands;

(5) student athletes faced with loss of financial aid and other benefits and National Collegiate Athletic Association (NCAA) member institutions in danger of financial penalties, loss of media rights, and public embarrassment due to alleged rules violations are not being afforded adequate due process;
(6) the NCAA, member institutions of the NCAA, and college presidents have not adequately addressed these issues; and

(7) reform is so complex and important to higher education that a blue ribbon commission of sport experts and members of Congress should be convened to objectively study these issues and propose solutions.

SEC. 2. ESTABLISHMENT.

There is established a commission to be known as the Presidential Commission on Intercollegiate Athletics.

SEC. 3. DUTIES.

(a) REVIEW.—The Commission shall review and analyze the following issues related to intercollegiate athletics:

(1) The interaction of athletics and academics, including—

(A) the extent to which existing athletic practices allow student athletes to succeed as both students and athletes;

(B) how athletics affect the academic mission, academic integrity, and credit worthiness of institutions of higher education;

(C) graduation rates of student athletes; and
(D) standards of academic eligibility for participation in and terms of scholarships for student athletes.

(2) The financing of intercollegiate athletics, including—

(A) sources of revenue, including student fees, media contracts, and licensing agreements;

(B) expenditures of revenue, including compliance with title IX of the Education Amendments of 1972, coaching salaries, and facilities development;

(C) the ability of institutions of higher education to finance intercollegiate athletics;

(D) the financial transparency of intercollegiate athletics;

(E) the criteria for receipt of financial disbursements or rewards from athletic membership associations;

(F) rules related to earnings and benefits by student athletes, including the possibility of commercial compensation for the use of the names, images, and likenesses of student athletes and whether a student athlete may retain a personal representative to negotiate on behalf of the student athlete;
(G) tax regulations related to revenue from intercollegiate athletics; and

(H) Federal judicial decisions that affect compensation for student athletes or the right of student athletes to organize as a collective bargaining unit.

(3) Recruitment and retention of student athletes, including rules related to—

(A) professional sports participation;

(B) transfer of student athletes to other institutions; and

(C) recruitment and representations made to potential student athletes.

(4) Oversight and governance practices.

(5) Health and safety protections for student athletes.

(6) Due process and other protections related to the enforcement of rules and regulations related to student athletes.

(7) Any other issues the Commission considers relevant to understanding the state of intercollegiate athletics.

(b) RECOMMENDATIONS.—The Commission shall develop recommendations regarding the issues identified in
subsection (a) based on the review and analysis of the
issues under such subsection.

SEC. 4. MEMBERSHIP.

(a) IN GENERAL.—The Commission shall be com-
posed of 17 members appointed as follows:

(1) Five members appointed by the President,
in consultation with the Secretary of Education and
the Attorney General.

(2) Three members appointed by the Speaker of
the House of Representatives, including—

(A) one Member of the House of Rep-
resentatives; and

(B) two individuals who are not Members
of Congress.

(3) Three members appointed by the minority
leader of the House of Representatives, including—

(A) one Member of the House of Rep-
resentatives; and

(B) two individuals who are not Members
of Congress.

(4) Three members appointed by the majority
leader of the Senate, including—

(A) one Member of the Senate; and

(B) two individuals who are not Members
of Congress.
(5) Three members appointed by the minority leader of the Senate, including—

(A) one Member of the Senate; and

(B) two individuals who are not Members of Congress.

(b) QUALIFICATIONS.—Appointments shall be made from individuals who are specially qualified to serve on the Commission by virtue of their education, training, or experience.

(c) VACANCY.—Any vacancy on the Commission shall not affect the powers of the Commission, but shall be filled in the manner in which the original appointment was made.

(d) CHAIR.—The Chair of the Commission shall be elected by the members.

(e) REIMBURSEMENT; SERVICE WITHOUT PAY.—Members of the Commission shall serve without pay, except members of the Commission shall be entitled to reimbursement for travel, subsistence, and other necessary expenses incurred by them in carrying out the functions of the Commission, in the same manner as persons employed intermittently by the Federal Government are allowed expenses under section 5703 of title 5, United States Code.
SEC. 5. STAFF.
The Commission may appoint and fix the compensation of a staff director and such other personnel as may be necessary to enable the Commission to carry out its functions, without regard to the provisions of title 5, United States Code, governing appointments in the competitive service, and without regard to the provisions of chapter 51 and subchapter III of chapter 53 of such title relating to classification and General Schedule pay rates, except that no rate of pay fixed under this paragraph may exceed the equivalent of that payable for a position at level V of the Executive Schedule under section 5316 of title 5, United States Code.

SEC. 6. MEETINGS.
(a) IN GENERAL.—The Commission shall meet at the call of the Chair or of a majority of its members.
(b) FIRST MEETING.—The first such meeting shall occur not later than 90 days after the date of the enactment of this Act.

SEC. 7. POWERS.
(a) IN GENERAL.—The Commission may, for the purpose of carrying out this Act, hold hearings, sit and act at times and places, take testimony, and receive evidence as the Commission considers appropriate.
(b) DELEGATION.—Any member or agent of the Commission may, if authorized by the Commission, take
any action which the Commission is authorized to take by this section.

(c) ACCESS TO INFORMATION.—The Commission may secure directly from any department or agency of the United States information necessary to enable it to carry out this Act. Upon request of the Commission, the head of such department or agency shall furnish such information to the Commission.

(d) USE OF MAILS.—The Commission may use the United States mails in the same manner and under the same conditions as other departments and agencies of the United States.

(e) ADMINISTRATIVE SUPPORT.—The Administrator of General Services shall provide to the Commission on a reimbursable basis such administrative support services as the Commission may request that are necessary for the Commission to carry out its responsibilities under this Act.

SEC. 8. REPORT.

Not later than the date that is 1 year after the date of the first meeting of the Commission, the Commission shall submit to the President and the Congress a written report of its findings and recommendations based on the review and analysis required by section 3.
SEC. 9. TERMINATION.

The Commission shall terminate on the date that is 30 days after the date on which the Commission submits the report required by section 8.

SEC. 10. DEFINITIONS.

(a) COMMISSION.—In this Act, the term “Commission” means the Presidential Commission on Intercollegiate Athletics established by section 2.

(b) INSTITUTION OF HIGHER EDUCATION.—In this Act, the term “institution of higher education” means any institution that—

(1) meets the definition in section 102(a)(1) of the Higher Education Act of 1965 (20 U.S.C. 1002(a)(1)); and

(2) has student athletes who are eligible for Federal student loans.
Due to the continued efforts of Lauren Douglas at University Events and Conference Services as a program coordinator for Commencement and Convocation things have run smoothly. The formation of a Commencement Steering Committee has helped tremendously with the planning of commencements, and reduced the number of people needing to attend a large meeting. Lisa Pane has taken over the planning of the Graduate Ceremony from the Marshal and Commencement Office and has done a wonderful job. For the 2014 Graduate Ceremony we had the advisors and their Ph.D. students process in together so the advisor sat right next to their student. This allowed the advisor to then follow their student down to the floor to receive their diploma and be hooded. This made for less congestion and a better flow to the ceremony. We also added the Neag Sixth Year students to the Graduate Ceremony. The 2014 ceremonies in Gampel was the second year we used barcoded tickets for scanning guests entering Gampel (printed by the Athletic Ticketing Office). This technology allowed us to get detailed information on the number of attendees at the Gampel ceremonies, arrival times, and through which entrance they entered the building. This was of great help in planning the 2015 ceremonies.

While we still retain the larger Commencement Committee for the purpose of planning and information dissemination to the various schools, colleges and non-academic units involved in Commencement, much of this information is now provided via e-mail and smaller group meetings for the various venues. This committee is comprised of staff from the departments of Public Safety, Parking Services, Facilities Operations, Dining Services, University Events, University Relations, Gampel Management, Jorgensen Center for the Performing Arts, and the Registrar’s Office. In addition, membership includes the Alumni Association, the Student Union, Senior Year Experience, USG, Students with Disabilities the UConn Co-op and members of the faculty, administrators from the President’s and Provost’s Offices and the Graduate School.

The Commencement Steering Committee now manages the “day-to-day” planning and decisions. This committee is comprised of Mike Darre, Lauren Douglas, Cara Workman, Amy Donahue, Rachel Rubin, Lauren DiGrazia (or representative from the Registrar’s Office) and Michael Gilbert (or a representative from Student Affairs).

The members of these committees, and those of the school and college committees, are dedicated, without reservation, to making the Commencement and Convocation ceremonies a part of a happy and memorable family experience. Many go far beyond their normal work expectations to accommodate the needs of the occasion and deserve the whole University’s thanks.

Particularly, I would like to recognize the work of Shirley Rakos, from the UConn Co-op, who has taken on the task of, not only supplying caps and gowns to over 3,000 students, but also of issuing about 20,000 guest tickets. She works closely with the Commencement Office’s temporary staff, Karen Logan and Kathleen Desmaris, to ensure that all guest tickets are distributed properly. The Co-op, as well as the Registrar’s Office and the Graduate School, provides Lauren and me with detailed estimated attendance data, on a day-by-day basis, that allows me and the school and college committees, to plan seating and guest ticket allocations.

For the May 2014 Commencement Weekend, there were fourteen separate Commencement Ceremonies for all schools and colleges (including Law and Medicine) as follows:
Student participation in the ceremonies was very good with more than 3,000 undergraduates participating (of the 5,000 + eligible) and about 750 graduate students of the about 1700 eligible.

We thank Angela Salcedo for being the organist for all the Gampel ceremonies.

I would especially like to thank Marvin McNeil and the Herald Trumpeters for their participation in the Gampel Ceremonies. We are also grateful for the vocal contributions from the various students in singing our National Anthem for the Graduate and Undergraduate ceremonies.

We were fortunate to have some excellent speakers at each of the ceremonies, including Liza Donnelly at the Graduate ceremony, Richard Alan Mastracchio at the School of Engineering ceremony; Dr. Peter R. Farina at the PharmD ceremony; Deborah J. Faucetter at the School of Pharmacy Undergraduate ceremony; Michael Bradford for the Center for Excellence in Teaching and Learning ceremony; Sharon M. Louden at the School of Fine Arts ceremony; Steven Were Omamo for the College of Agriculture and Natural Resources and the Ratcliffe Hicks School of Agriculture ceremony; Philip H. Lodwick for the School of Business ceremony; Kaitlin M. Roig-DeBellis for the Neag School of Education ceremony; Philip “Uri” Treisman for the College of Liberal Arts and Sciences ceremonies; Dr. Martin McNamara for the School of Nursing ceremony; Dr. Richard Besser for the Health Center Graduate School, Medical School and School of Dental Medicine ceremony; and Barry Scheck for the School of Law ceremony.
Honorary degrees were given to Richard Alan Mastracchio, Dr. Peter R. Farina, Liza Donnelly, George M. Woodwell, Philip H. Lodewick, Philip Treisman, Dr. Martin McNamara, Dr. Richard Besser, and James M. Nederlander.

On August 22, 2014 a new student oriented tradition was started for Convocation. Students gathered around a circular stage set up on the student union quad and were greeted by Provost Mun Choi who acted as the emcee. He introduced President Susan Herbst, and then USG president Mark Sargent lit a six-foot torch signifying the start of the new academic year and the students’ journey through UConn. Then the new Dean of Students Eleanor “Ellie” JB Daugherty greeted the students and adjourned them to enjoy a dessert and ice cream social along Hillside Road.

The sense of organization and dignity with which the all of the various ceremonies were carried out could not have been accomplished without the assistance of another dedicated group of individuals – the marshals. This group is drawn from across the campuses and help to line up the students, march them to Gampel or Jorgensen, seat them and control the lines for presentation. In addition, they have the responsibility of organizing the faculty lines and leading the processions. They dutifully practice in the days before the ceremonies and wear the awesome beefeater hats.

We have a pictorial history of the University that is displayed on the screens before ceremonies, so, as well as those listed in the first few paragraphs, I also tip my hat to the A/V staff in Gampel Pavilion (led by David Kaplan) who make these video presentations possible.

With separate undergraduate ceremonies taking place in three different venues, I must thank Gary Yakstis and his staff at the Jorgensen Center for the Performing Arts and Helen Mesi and her staff at the Rome Ballroom for making the ceremonies in their venues a unique experience for the graduates and their families. Again, I thank Evan Feinglass, Kirsten Britton, and Anthony Rosati for coordinating all the activities for rehearsals, moving equipment, and other activities in Gampel Pavilion. They oversee the Event Staff who manage the flow and seating of the families and friends of our graduands and prevent them from surging down the bleachers to take photographs, among many other important details.

The Commencement Committee is a delight to work with. They are one of the most good-natured groups of collaborators that I have ever encountered, and who delight in reminding me of all the goofs and mistakes that happen behind the scenes. Thank you for keeping me on my toes!

I also want to thank Florette Juriga, who assists Lauren during the last couple of months prior to Commencement weekend by answering phone calls, voice mails, general e-mail inquiries and in-person student inquiries – in addition to other administrative duties required to make Commencement a successful event. Without her behind-the-scene efforts, I doubt that we would be as organized and successful as we are.

Special thanks goes to Kevin Gray who translates our floor set-up diagrams for Gampel Pavilion and makes them a reality by working with his staff to set-up the flowers, podiums, chairs, tables, and diploma covers. He also makes sure the School and College banners are properly cared for and ready for practices and the respective Commencement ceremonies. Kevin and his staff do a number of jobs behind the scenes in preparation for the ceremonies and they do them flawlessly!

It is impossible to easily estimate the total time and effort that is required to make the ceremonies successful. However, it has all paid off as I have had many letters and comments of congratulations and our ceremonies are regarded by many as being one of the best-organized university Commencements. We should be proud of this group of dedicated UConn employees.
Our plans for Commencement 2015 have been underway for many months and this will be the seventh year that Schools and Colleges will be conducting their own undergraduate ceremonies. There will be fourteen events as follows:

**Saturday, May 9, 2015**

<table>
<thead>
<tr>
<th></th>
<th>8:30am</th>
<th>9:00am</th>
<th>1:00pm</th>
<th>1:30pm</th>
<th>4:00pm</th>
<th>5:00pm</th>
<th>6:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gampel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CANR</td>
</tr>
<tr>
<td>Jorgensen</td>
<td>Nursing</td>
<td>BGS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Rome Ballroom</td>
<td>Pharm D</td>
<td></td>
<td>Pharmacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sunday, May 10, 2015**

<table>
<thead>
<tr>
<th></th>
<th>9:00am</th>
<th>12:30pm</th>
<th>5:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gampel</td>
<td>Business</td>
<td>CLAS I</td>
<td>CLAS II</td>
</tr>
<tr>
<td>Jorgensen</td>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rome</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Monday, May 11, 2015**

<table>
<thead>
<tr>
<th></th>
<th>1:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jorgensen</td>
<td>UCHC</td>
</tr>
</tbody>
</table>

**Sunday, May 17, 2015**

<table>
<thead>
<tr>
<th></th>
<th>11:00am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law School</td>
<td>Law</td>
</tr>
</tbody>
</table>

Respectfully Submitted on behalf of the Commencement Committee by:

Michael J. Darre, Chair
University Marshal

Committee Members:
Elizabeth Anderson, Keith Barker, Preston Britner, Monica Bullock, Judith Chestnut, Michael Darre (Chair), Lauren Douglas, Barbara Drouin, Cameron Faustman, Evan Feinglass, Janet Freniere, Martha Funderburk, Davita Glasberg, Eva Gorbants, Frances Graham, Larry Gramling, Kevin Gray, David Kaplan, Mike Kirk, Donna Korbel, Shawn Kornegay, Avery Krueger, Susan Locke, David Lotreck, John Mancini, Steven Marrotte, Maryann Markowski, David Mills, Lisa Pane, Valerie Pichette, Willena Price, Shirley Rakos, Sally Reis, Stephanie Reitz, Hans Rhynhart, Kathleen Shipton, Joseph Tinnel, Kathleen Wells, Dana Wilder, Stephanie Wilson, Marcelle Wood, Cara Workman, and Gary Yakstis.

[http://commencement.uconn.edu](http://commencement.uconn.edu)
Enrichment Programs Units

• Honors Program ~ Jennifer Lease Butts, Ph.D.
• Office of Undergraduate Research ~ Caroline McGuire, Ph.D.
• Office of National Scholarships & Fellowships ~ Jill Deans, Ph.D.
• Pre-Professional Programs ~ Keat Sanford, Ph.D.
• Individualized & Interdisciplinary Studies Program ~ Monica van Beusekom, Ph.D.
• University Scholar ~ Monica van Beusekom, PhD.
## Honors First-Year Student Profile

### FIRST-YEAR ENROLLMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST-YEAR ENROLLMENT</td>
<td>508</td>
<td>453</td>
<td>429</td>
<td>414</td>
</tr>
</tbody>
</table>

### SAT Average (Critical Reading & Math) †

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Average</td>
<td>1416</td>
<td>1424</td>
<td>1408</td>
<td>1411</td>
</tr>
</tbody>
</table>

### High School Rank Average

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Rank Average</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
<td>95%</td>
</tr>
</tbody>
</table>

### In-State/Out-of State

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State/Out-of State</td>
<td>71%/29%</td>
<td>77%/23%</td>
<td>75%/25%</td>
<td>75%/25%</td>
</tr>
</tbody>
</table>

### Female/Male

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female/Male</td>
<td>48%/52%</td>
<td>52%/48%</td>
<td>48%/52%</td>
<td>52%/48%</td>
</tr>
</tbody>
</table>

### Valedictorians

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valedictorians</td>
<td>45</td>
<td>44</td>
<td>27</td>
<td>31</td>
</tr>
</tbody>
</table>

### Salutatorians

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salutatorians</td>
<td>23</td>
<td>25</td>
<td>31</td>
<td>17</td>
</tr>
</tbody>
</table>

### University Merit Awards

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Merit Awards</td>
<td>94%</td>
<td>96%</td>
<td>96%</td>
<td>92%</td>
</tr>
</tbody>
</table>

† Includes ACT-to-SAT equivalents, highest score kept.
## Honors Program Enrollment

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td>1974</td>
<td>1853</td>
<td>1749</td>
<td>1663</td>
</tr>
<tr>
<td>Academic Center for Exploratory Students</td>
<td>124</td>
<td>117</td>
<td>130</td>
<td>149</td>
</tr>
<tr>
<td>College of Agriculture, Health, &amp; Natural Sciences</td>
<td>125</td>
<td>96</td>
<td>85</td>
<td>80</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
<td>969</td>
<td>932</td>
<td>897</td>
<td>870</td>
</tr>
<tr>
<td>School of Business</td>
<td>166</td>
<td>155</td>
<td>138</td>
<td>122</td>
</tr>
<tr>
<td>School of Business/School of Engineering</td>
<td>18</td>
<td>8</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Neag School of Education</td>
<td>26</td>
<td>29</td>
<td>32</td>
<td>29</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>430</td>
<td>405</td>
<td>355</td>
<td>309</td>
</tr>
<tr>
<td>School of Fine Arts</td>
<td>36</td>
<td>29</td>
<td>34</td>
<td>31</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>37</td>
<td>39</td>
<td>34</td>
<td>28</td>
</tr>
<tr>
<td>School of Pharmacy</td>
<td>43</td>
<td>43</td>
<td>40</td>
<td>38</td>
</tr>
</tbody>
</table>
# Honors Program Enrollment by Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>STORRS</td>
<td>1946</td>
<td>1823</td>
<td>1738</td>
<td>1673</td>
</tr>
<tr>
<td>AVERY POINT</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>GREATER HARTFORD</td>
<td>15</td>
<td>12</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>STAMFORD</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>TORRINGTON</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>WATERBURY</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1980</td>
<td>1853</td>
<td>1749</td>
<td>1686</td>
</tr>
</tbody>
</table>
Honors & Storrs Freshman Diversity

<table>
<thead>
<tr>
<th>Year</th>
<th>Honors Freshmen</th>
<th>Storrs Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>2004</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td>2005</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td>2006</td>
<td>21%</td>
<td>18%</td>
</tr>
<tr>
<td>2007</td>
<td>25%</td>
<td>19%</td>
</tr>
<tr>
<td>2008</td>
<td>18%</td>
<td>19%</td>
</tr>
<tr>
<td>2009</td>
<td>21%</td>
<td>20%</td>
</tr>
<tr>
<td>2010</td>
<td>23%</td>
<td>25%</td>
</tr>
<tr>
<td>2011</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>2012</td>
<td>23%</td>
<td>27%</td>
</tr>
<tr>
<td>2013</td>
<td>24%</td>
<td>26%</td>
</tr>
<tr>
<td>2014</td>
<td>29%</td>
<td>31%</td>
</tr>
</tbody>
</table>
### Honors & University Scholar Graduation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HONORS SCHOLARS</td>
<td>320</td>
<td>275</td>
<td>268</td>
<td>219</td>
<td>228</td>
<td>202</td>
</tr>
<tr>
<td>UNIVERSITY SCHOLARS</td>
<td>22</td>
<td>18</td>
<td>33</td>
<td>19</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>342</td>
<td>293</td>
<td>301</td>
<td>238</td>
<td>249</td>
<td>213</td>
</tr>
</tbody>
</table>
Honors Residence & Dining Hall
(Fall 2018 Projected Opening)
Office of National Scholarships & Fellowships (ONS&F)

This office recruits and mentors students to compete for prestigious national and international scholarships, including Rhodes, Marshall, Goldwater and Udall.
ONS&F

• Advises & mentors students applying for prestigious external funding.
• Promotes competitive opportunities to the University community.
• Nominates candidates for awards that require institutional endorsement, e.g. Rhodes, Marshall, Mitchell, Truman, Goldwater, Udall, Carnegie Jr. Fellows & Beinecke.
ONS&F “Firsts”

2 Rhodes Finalists & 3 Marshall Finalists

Molly Rockett (POLS ’15) & Patrick Lenehan (MCB ’15) were both named Rhodes AND Marshall Finalists; Peter J. Larson (PATHO ’15) was also a Marshall Finalist – a record number of finalists for UConn.

UConn’s first Mitchell Scholar

Julianne Norton (IMJR ‘15) was one of 12 Mitchell Scholars selected nationally to spend a year of graduate study in Ireland in 2015-16.

Only 15 institutions nationally had multiple finalists in the Rhodes Competition; UConn was the ONLY state university with finalists in our Rhodes district.
UConn Students Receiving NSF Graduate Research Fellowships

- 7 UConn students or alums received fellowships this year (2 seniors, 2 graduate students, and 3 alums).
- 8 UConn students or alums received Honorable Mentions (4 seniors, 3 graduate students, and 1 alum).

Record Number of Applicants in Fall 2014

- ONS&F supported 27 applicants (graduate and undergraduate students) in the U.S. Student Fulbright competition with encouraging results:
  - 8 Recipients
  - 4 Alternates

- In addition, UConn sophomore, Erin Puglia (POLS ’17) was selected for the highly competitive Fulbright UK Summer Institute
Office of Undergraduate Research (OUR)

This office helps students from all majors and UConn campuses find opportunities to conduct research and engage in creative activity. The OUR also administers funding programs and provides venues for showcasing students’ work.
OUR – Funding Programs

• UConn IDEA Grants
  *Funding for creativity, innovation, research, and service*

<table>
<thead>
<tr>
<th></th>
<th>Spring 2015</th>
<th>Fall 2014</th>
<th>Spring 2014</th>
<th>Fall 2013</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>51</td>
<td>33</td>
<td>42</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>Recipients</td>
<td>37</td>
<td>26</td>
<td>20</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

• SURF Awards
  *$4,000 awards for intensive summer projects*

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>107</td>
<td>108</td>
<td>91</td>
<td>93</td>
</tr>
<tr>
<td>Recipients</td>
<td>35</td>
<td>58</td>
<td>64</td>
<td>65</td>
</tr>
</tbody>
</table>
OUR – Presentation Opportunities

• Spring Frontiers Poster Exhibition
  • Exhibition exceeded capacity in 2014 and 2015

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Posters</td>
<td>207</td>
<td>209</td>
<td>175</td>
<td>160</td>
</tr>
<tr>
<td>Student Presenters</td>
<td>231</td>
<td>225</td>
<td>218</td>
<td>198</td>
</tr>
</tbody>
</table>

• Fall Frontiers Poster Exhibition
  • Fall 2013: 30 students presented 25 posters
  • Fall 2014: 53 students presented 52 posters

• OUR Travel Awards
  • 40 awards to students in support of presentations at professional conferences or meetings

UCONN
Pre-Law Program

Serves all students and alumni interested in a post-graduate legal education through:

• Workshops
• One-on-one counseling
• Guest speakers
• Law-related events
Pre-Law Program coordinates the Special Program in Law (SPiL) for high achieving undergraduates.

- Students in SPiL have preferred admission to UConn Law School upon successful completion of the program requirements.
- 50 students currently participate in the Special Program in Law
Pre-Med & Pre-Dental Program

This professional center offers education and services to all UConn students and alumni interested in medical or dental careers as they establish and achieve professional school admission and career goals.

• Workshops include:
  ▪ Orientation
  ▪ Personal Statement
  ▪ Secondary Application
  ▪ School Selection
  ▪ Interviewing
  ▪ Mock Admissions
Pre-Med & Pre-Dental Program
Spring 2015 Updates:

• MCAT/DAT review course enrollment (spring ‘15)
  - 105 MCAT
  - 14 DAT

• Post-Baccalaureate Program 2014/2015
  - 11 students enrolled
  - 111 applicants for 2015/2016

• Composite Letters
  - 309 letters submitted 2014/2015
  - 350 letters (anticipated) 2015/2016
Individualized & Interdisciplinary Studies Program (IISP)

This office aims to enrich the undergraduate academic experience with interdisciplinary and unique learning opportunities.
IISP

Undergraduates who wish to design their own interdisciplinary major are supported through the Individualized Major Program (IMJR).

IMJRIs are based in the College of Liberal Arts and Sciences or in the College of Agriculture, Health and Natural Resources and draw on coursework from other schools and colleges.

Most common IMJR plans are in areas such as:

- International Affairs
- Health
- Criminology
- Neuroscience
- Sport
IISP

This program attracts highly motivated and accomplished students.

On average, in the past five years:

- 34% of IMJRs pursued a double major or additional degree
- 21% of IMJRs were Honors students
- 30% of IMJRs graduated with Latin Honors
- About 35% studied abroad
- About 65% completed internships
Student Profiles
Margaret McCarthy ’13

Graduate School
• Post-Baccalaureate Program in Pre-Medical Studies
• Graduated Summa Cum Laude from UCONN with a degree in Political Science and Economics (2011)
• U.S. Navy’s Health Professions Scholarship Program

Future Plans: Currently pursuing her MD at Georgetown School of Medicine
Kristina Dortche ’15

Major: Physiology and Neurobiology
• COO, Minority Association of Pre-Medical Students
• Trip Director, Philadelphia Alternative Spring Break
• Mentor, Mentoring, Educating and Training for Academic Success
  Undergraduate Research Assistant, Salamone Lab and Shapiro Lab
• CPR Instructor, American Heart Association
• John and Valerie Rowe Health Profession Scholar

Future Plans: Earn MD/MPH
Ari Fischer ’15
Major: Chemical Engineering
• 2014 Udall Scholar
• 2013 UConn IDEA Grant
• Research Topics:
  • Use of Coffee Grounds as Biofuel
  • Oxygen Generator for Space Applications

Future Plans: Ph.D. in Chemical Engineering
Emily McInerney ’15
Major: Natural Resources

- 2014 Udall Nominee
- 2014 SURF Award
- Research Topic: *Greenhouse Gas Emissions from Created Wetlands*

**Future Plans:** Environmental policy research & advocacy
Peter Larson ’15

Major: Pathobiology and Molecular & Cell Biology

• University Scholar
• Ballroom Dance Team Captain
• Peer Allies Through Honors (PATH) Mentor
• 6 Terms as President of Multiple Student Organizations

Future Plans: Physician-Scientist, Vaccine Developer
Michael Cantara ’16

Major: Engineering Physics

• University Scholar
• 2014 Goldwater Scholar
• 2014 SURF Award, 2014-15 OUR Travel Award
• Research Topic: Ultracold Trimer Formation and the Construction of an Optical Dipole Trap

Future Plans: Ph.D. in Physics
Fejiro Okifo ’16

Major: Biological Sciences

• Rowe Scholar
• Schechter Scholarship
• 2015 SURF Award
• Research Topic: *Effects of Mutants on Bacteriophage P22 Coat Protein Stability & Mature Capsid Structure*

Future Plans: MD/PhD in infectious diseases
Quian Callendar ’16

Major: Health Care Management

- Honors Initiative for Prospective Students
- Founder, Honors in Business Association
- 2014 Leadership Legacy Participant
- Research topic: The Effects of Politics and Public Opinion on the Future of the Affordable Care Act
Katie Cavanaugh ‘17

Major: Dual degree in Political Science (CLAS) and Management Information Systems (Business)

• 2015 SHARE Grant Recipient
• Alan R. Bennett Honors Research Assistant, Dept. of Political Science
• Undergraduate Research Assistant, Roper Center for Public Opinion Research
• UConn Moot Court
• UConn Honors Council, Executive Board and CFO

Future Plans: Earn a JD/Ph.D with the intentions of becoming a professor
Amisha Dave ’18

Major: Biomedical Engineering
• Combined Program in Medicine
• Buckley/Shippee Area Council Social Coordinator
• Society of Women Engineers
• STEM Presidential Scholar

Future Plans: Clinical researcher or dermatologist
Nicholas Russo ’18

Major: Ecology and Evolutionary Biology
• Genetic Engineering Team Member
• Honors Across State Borders Member
• RunUC Member
• STEM Academic Excellence Scholar
• Holster Scholar

Future Plans: Biology Professor