

**UNIVERSITY SENATE MEETING  
May 2, 2016  
ROME BALLROOM, Storrs Campus**

1. Moderator Clark called to order the regular meeting of the University Senate of May 2, 2016 at 4:01pm

2. Approval of Minutes

Senator Beall moved acceptance of the 4/4/2016 minutes; Senator Makowsky seconded.

**Motion to approve passed unanimously.**

3. Report of the President (presented by President Herbst)

President Herbst opened by thanking faculty and staff for a successful year. She shared that this year's graduating class is quite impressive.

President Herbst reported that she has no update to offer on the budget. A legislative special session is likely. UConn administration has been preparing for a significant cut and has taken preemptive steps such as a slowdown in hiring and delay of special projects. There are four capital projects that the administration hopes to move forward without delay: the roof on Gampel; the fats, grease and oil recycling machine; and Gant and School of Fine Arts (SFA) building renovations. Of these four projects, Gant and SFA renovations are the most critical. President Herbst did note that the UCHC deficit is decreasing. She also shared that the new Athletic Director Dave Benedict has strong experience in the area of revenue generation. UConn administration is hopeful that the athletics program will break even or even make a profit.

President Herbst noted that collective bargaining has been suspended across the state. The General Assembly legislators have stated they will not consider any union contracts at this time. Areas outside of compensation may still be negotiated.

It is another record year for UConn freshman applications. The deadline for deposits is midnight tonight. Preliminary results indicate that in-state applications have increased, as well as SAT scores.

Moderator Clark invited questions from the floor.

Senator Bansal asked if the wage freeze is expected to soften the budget cuts. President Herbst responded that it will but noted that achieving savings through a wage freeze is not the way the University wants to do business.

Senator Caira, referring to information received at an earlier Senate meeting, asked if students will be allowed to retain their UConn email address after graduation. Moderator Clark recognized Vice Provost and Chief Information Officer Michael Menard who confirmed that students are able to use the email address after graduation. There are some glitches that are being worked through, but students can be told about continued access to this email.

4. Report of the Senate Executive Committee (presented by SEC Chair Gary English)

Attachment #40

Following Senator English's report, Moderator Clark invited questions from the floor.

Senator Bramble asked to read a statement about the Torrington Campus:

As many – if not most - of you know by now, last Wednesday, on April 27, 2016 the UConn Board of Trustees voted to close the Torrington campus. Located on the outskirts of Torrington, the biggest town in northwest Connecticut, the campus is beautifully situated on top of a hill, surrounded by fields and woods. I taught there for twenty five years and as you might imagine, it is difficult to know that there will no longer be a university presence in that part of the state. Very small in size but huge in spirit, when on campus you cannot help but sense how genuine and down to earth the campus is.

UConn with its several campuses represents the broad expanse of what a university can be, striving for excellence, reaching for the stars and embracing the idea that in the pursuit of betterment, change is key. The Torrington campus might very well be what UConn was like when the university was first founded and as such it represents the roots of the university – a place of inclusiveness that offers an opportunity for those in the area to work for a great education.

On behalf of the university senate, I want to take a moment here to acknowledge the thousands of students, faculty and staff who have been a part of UConn Torrington over the last fifty years. The history of the campus is a history of determined dedication to the principle that a college education should be available to all who dream of getting a degree and who are willing to work hard for it; a history of community interest, involvement and generosity; a history of academic challenges and accomplishment.

Demographics have not always been favorable to the Torrington campus and enrollment has been on the decline over the last few years. And yet, not surprisingly, it leaves behind a legacy that the university as a whole can be proud of. Thank you.

The statement was met with applause from the University Senate.

Senator Caira was acknowledged and read the following statement:

On behalf of the Senate Executive Committee and the Senate as a whole, I am delighted to have this opportunity to acknowledge the services of our fearless leader, Senate Executive Committee chair Gary English, and to say thank you for a job well done! Gary graciously stepped into this role on very short notice this past August when circumstances led to the unexpected resignation of the existing SEC Chair. Over the past year (except for his short vacation in Palestine) Gary has done a terrific job of leading the SEC through the many, often complex, issues that were brought to us this year. He is passionate about the work of the Senate and his breadth of knowledge on all things UConn has been invaluable. He frequently drew on his excellent negotiating skills to develop solutions to difficult problems and resolve controversial issues – both within and outside of our SEC meetings! His ability to step back from the moment to look at the broader, and sometimes historical picture, fostered productive and meaningful conversation and resulted in progress on many fronts.

Being SEC chair is not an easy job as Gary and those who have gone before him will attest. We are very grateful for his service and will miss his presence on the SEC. Gary, again, from all us – THANK YOU!

The statement was met with applause from the University Senate.

#### 5. New Business

Moderator Clark announced that, at the request of the President's Office, Item 9.2, Resolution to Support USG Motion to Revoke Honorary Degree Awarded to Bill Cosby in 1996, would be moved up in the agenda. There being no objection, Senator English presented the resolution.

Senator English offered background on the SEC's deliberations regarding this resolution. He noted that the SEC took the question up some months ago and considered many factors including the legal standard of innocent until proven guilty and relative values. The SEC agreed that given the knowledge we have now, the University would not have given this award to Dr. Cosby. The Undergraduate Student Government recently passed a statement of position on the Cosby degree. It was then forwarded to SEC for support. After consideration, the SEC recommends supporting the USG motion and presented the following motion:

The Senate Executive Committee moves that the University Senate endorse the resolution offered by the Undergraduate Student Government regarding Bill Cosby's Honorary Degree from the University of Connecticut, and forward this resolution to the University Administration and the University Of Connecticut Board of Trustees for consideration.

Attachment #41

Senator Bramble complimented the USG for coming forward on this issue. There was no further discussion.

**The motion passed unanimously.**

#### 6. Consent Agenda

Attachments #42-53

- Report of the Curricula & Course Committee
- Report of the Scholastic Standards Committee
- Non-Senate Committee Report
  - Annual Report of the University Interdisciplinary Courses Committee
- Senate Standing Committee and Subcommittee Reports
  - Annual Report of the Curricula and Courses Committee
  - Annual Report of the Diversity Committee
  - Annual Report of the Enrollment Committee
  - Annual Report of the Faculty Standards Committee
  - Annual Report of the General Education Oversight Committee
  - Annual Report of the Growth & Development Committee
  - Annual Report of the Scholastic Standards Committee
  - Annual Report of the Student Welfare Committee
  - Annual Report of the University Budget Committee

Senator Brown stated that he has some questions and concerns regarding the Senate Growth and Development Annual Report and information about the regional campuses. Senator Renfro, Chair of G&D, heard and responded to the concerns stating that the report is indicated as a

draft. An updated report will be forwarded to Senator Brown for review before the final report is published.

**The Consent Agenda was approved unanimously, noting upcoming changes to the Growth & Development report.**

7. Report of the Nominating Committee

Attachment # 54

Senator Dominguez presented the report of the Nominating Committee. She noted that there have been three changes to the report since it was presented to the Senate on April 4, 2016:

Faculty Standards Committee – removal of Pamela Bramble  
Student Welfare Committee– addition of Shareen Hertel and Tina McCarthy

**The Nominating Report was approved, as amended, unanimously.**

8. Annual Report of the Honors Program (presented by Jennifer Lease Butts)

Attachment #55

Following the report, Moderator Clark invited questions from the floor. There were no questions.

9. Annual Report on Financial Aid and Retention (presented by Wayne Locust)

Attachment #56

Following the report, Moderator Clark invited questions from the floor.

Senator Bansal asked if data was available on the retention rate of international students. VP Locust replied that international students' retention rate was higher than that of in-state students.

Senator Nunnally noted a lower four-year graduation rate for African American students and inquired how this may be addressed. VP Locust noted the data represent one cohort and may be an indication of the profile of that specific cohort. He acknowledged the need for a closer look to accurately answer the question. However, there is no indication that this is a trend.

Senator Sanchez asked about information specific to regional campuses. VP Locust advised that the data are available in the full written report provided to the University Senate Office. He noted a slight improvement but acknowledged that we are still not where we want to be.

Senator Brown asked about the availability of support for students transitioning from a regional campus to Storrs. VP Locust shared that there is now an orientation program specifically designed for campus change students. Senator Brown encouraged the university to do more for these students.

Senator Kaminsky asked if data are available for retention of athletes. VP Locust responded that a representative from Athletics serves on the task force; however, the group has not looked into this area too closely.

10. Annual Report of the Library Advisory Council (presented by Martha Bedard)

Following the report, Moderator Clark invited questions from the floor.

Senator Makowsky noted the electronic reserve system shifts a heavy burden of work to faculty. She asked three questions related to the system: 1) how was decision made to implement system; 2) what kind of training will be provided to faculty; 3) can a slowdown in the implementation process be considered? VP Bedard responded that the library has been using this service internally for months. There will be a very robust learning management system available through HuskyCT. There has been exponential growth of electronic resources. There are a number of resources that are not reserves but can be easily linked and placed within a syllabus. She noted that the announcement in the Daily Digest was meant to show transparency in the process. There will be many opportunities for faculty to weigh in on the process. The timeline for implementation is fluid.

Senator Cairra commended the library for developing so many resources but expressed concern that access to information is being compromised. VP Bedard noted that the \$188 thousand in cuts were made in areas that would have the least impact.

Senator Bramble expressed concern for the timetable and the long list of tasks that faculty must address. She urged further consultation with faculty and staff.

#### 11. New Business

- Senate Growth & Development recommendation to update University By-Laws, Article IX.B.a  
Senator Renfro presented the motion.

Senator McCauley noted that many in the School of Nursing hold Clinical titles. Senator Renfro called up Cheryl Galli, Senate Office Administrator for response. Ms. Galli clarified that the clinical titles fall under Professor, Associate Professor and Assistant Professor on the lists used to compile election ballots. Clinical faculty are included in their respective constituencies.

The motion was approved unanimously.

#### 12. Adjournment

Senator Bresciano moved for adjournment; Senator Darre seconded.

Motion to adjourn was passed by a standing vote.

The meeting was adjourned at 5:36pm.

Respectfully submitted,

Thomas Lawrence Long  
Associate Professor in Residence  
School of Nursing  
Secretary of the University Senate

The following members were absent from the May 2, 2016 meeting:

Accorsi, Michael  
Agwunobi, Andrew  
Aneskievich, Brian  
Bellini, Sandra  
Benson, David,  
Bontly, Thomas  
Bradford, Michael  
Coulter, Robin  
Desai, Manisha  
Elliot, John  
Freake, Hedley  
Grambling, Lawrence

Hertel, Shareen  
Holsinger, Kent  
Hubbard, Andrea  
Kendig, Tysen  
Langer, Austin  
Lavoie, Dustin  
Lim, Timothy  
Mellone, Barbara  
Nair, Suresh  
Nanclares, Gustavo  
Pancak, Katherine  
Rios, Diana

Roccoberton, Bartolo  
Schwab, Kristen  
Scruggs, Lyle  
Simsek, Zeki  
Sponzo, Stephanie  
Teitelbaum, Jeremy  
Tilton, Robert  
Wang, George  
Wei, Mei  
Werkmeister-Rozas, Lisa  
Yelin, Susanne

**Report of the Senate Executive Committee  
May 2, 2016**

Good Afternoon,

The Senate Executive Committee has met twice since the last Senate meeting including a private meeting with Provost Choi and meetings with chairs of Senate committee and administration.

It has been a productive year for the Senate Committees. A record of their activities can be found in the annual reports submitted to the Senate for today's meeting. Copies of these reports as well as the University Senate Summary of Action for 2015-2016 will be available soon on the Senate website.

The Senate Executive Committee has received the final report from the General Education Assessment Task Force. The SEC is now considering the report and planning action. SEC recommendations will be sent to the Senate C&C for action in the fall.

Among the agenda items for today is a resolution being brought to the Senate by the SEC. This resolution will ask for Senate support for the USG motion to revoke the honorary degree awarded to Bill Cosby in 1996. A copy of the USG motion was distributed with the Senate agenda.

As this is the last Senate meeting of the year, I wish to thank many people who have served this year starting with our student support staff, Allison Mitchell and Shelby Olson. We are pleased that Shelby will expand her work with us in the fall. Allison, an Allied Health major, will graduate next week. In acknowledging the work Allison has done for the Senate, Cheryl Galli notes that Allison's support and knowledge were invaluable during the personnel transition in the Senate Office. Allison will be missed and we wish her well with her future plans.

We have nine Senators who will be Wymanized and, therefore, not be serving on the Senate next year. They are Pam Bedore, Tom Bontly, Manisha Desai, Andrea Hubbard, Annelie Skoog, Michael Accorsi, Michael Bradford, Kathy Sanner and Jill Livingston. Thank you for your service.

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. We wish to thank all of the Committee Chairs. 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:

- Suresh Nair, University Budget
- Pam Bedore, Curricula & Courses
- Manisha Desai, Diversity
- Larry Renfro, Growth & Development
- Andrea Hubbard, Nominating (2 terms)

The results of the recent Senate elections for the Senate Executive Committee are completed. The incoming SEC members are Pam Bramble, Karen Bresciano and Susan Spiggle. We are grateful for the service and dedication of outgoing SEC member Lauren DiGrazia. My term on the SEC will also end on June 30.

The SEC thanks Tom Long for being secretary, Chris Clarke for his role as moderator, the student leaders Rachel Conboy and Tony Patelunas, and all of you. The voice of the Senate shapes policy, provides input into procedures and processes, and governs the undergraduate general education requirements. Your participation is critical to this mission.

Our next Senate meeting will be held on September 12. Wishing you all a restful summer.

Respectfully submitted,

Gary English, Chair  
Senate Executive Committee



Senate Executive Committee  
Report to the Senate  
May 2, 2016

The Senate Executive Committee moves that the University Senate endorse the resolution offered by the Undergraduate Student Government regarding Bill Cosby's Honorary Degree from the University of Connecticut, and forward this resolution to the University Administration and the University Of Connecticut Board Of Trustees for consideration.

## **A Statement of Position Regarding Bill Cosby's Honorary Degree from the University of Connecticut**

**WHEREAS;** the Undergraduate Student Government is charged with representing the views of the undergraduate student body,

**WHEREAS;** Bill Cosby was awarded an honorary degree from the University of Connecticut in 1996 after delivering a commencement address,

**WHEREAS;** according to Article XVII of the University of Connecticut Laws and Bylaws, an honorary degree is awarded “only in recognition of extraordinary and lasting distinction. The award should represent the highest intellectual and moral values; it should reflect the very character and quality of the University itself”,

**WHEREAS;** Bill Cosby has since been publicly accused of sexual assault by over 50 women,

**WHEREAS;** in a 2006 deposition, Bill Cosby admitted to purchasing sedatives with the intent to give them to women,

**WHEREAS;** the actions of Bill Cosby are in no way a reflection of “the highest intellectual and moral values” or the “character and quality of the University itself”,

**WHEREAS;** the University of Connecticut must honor its commitment to support survivors of sexual assault, and should not retain any association with an individual who has committed such horrific acts,

**WHEREAS;** eight Universities have rescinded Bill Cosby's honorary degrees,

**WHEREAS;** according to University spokeswoman Stephanie Reitz, “This issue has the topic of thoughtful discussion, although UConn has made no decision yet”,

**WHEREAS;** the Undergraduate Student Government has called upon the state of Connecticut as well as the University community to support victims of sexual assault through supporting of Affirmative Consent and SAFEs on campus as well as through passing a statement of position against the proposed Safe Campus Act and Fair Campus Act,

**THEREFORE BE IT RESOLVED;** that the Undergraduate Student Government formally calls upon the University of Connecticut to immediately revoke the honorary degree awarded to Bill Cosby in 1996.

Author: Haddiyah Ali, Commuter

Sponsors: Haddiyah Ali, Commuter

Stephen Porcello, Funding Board Chair

President elect Daniel Byrd, CLAS

Stephanie Sponzo, McMahan

Fahima Dirir, AACC ex Officio

Bennett Cognato, CLAS

**University Senate Curricula and Courses Committee**  
**Report to the Senate**  
**May 2, 2016**

- I. The Curricula and Courses Committee recommends approval to ADD the following 1000- or 2000-level courses:**
- A. ASLN 2700 Interpreting in Educational and Other Settings  
*Proposed Catalog Copy*  
ASLN 2700. Interpreting in Educational and Other Settings  
Three credits. Prerequisite: ASLN 1102.  
The study of interpreting American Sign Language and English within a variety of settings, with a primary focus on educational interpreting.
- B. ASLN 2800 Consecutive Interpreting  
*Proposed Catalog Copy*  
ASLN 2800. Consecutive Interpreting  
Three credits. Prerequisite: ASLN 1102.  
Development of consecutive interpreting skills with an emphasis on text and situational analyses, current issues, and a focus on community, medical, and video-relay interpreting.
- C. CE/GEOG 2500 Introduction to Geographic Information Systems  
*Proposed Catalog Copy*  
CE/GEOG 2500. Introduction to Geographic Information Systems  
(Also offered as GEOG 2500) Four credits. One 2-hour lecture and two 2-hour laboratory periods.  
Fundamental principles of geographic information systems (GIS). Topics include history of the field, components of a GIS, the nature and characteristics of spatial data, methods of data capture and sources of data, database models, review of typical GIS operations and applications. Laboratory exercises provide experience with common computer-based systems.
- D. DMD 2610 Introduction to Digital Humanities  
*Proposed Catalog Copy*  
DMD 2610. Introduction to Digital Humanities.  
3 credits.  
Application of digital technology and media to international and interdisciplinary digital humanities, such as art history, classics, cultural and area studies, history, languages, literature, music, and philosophy, in the work of university researchers.
- E. DRAM 1XXX Introduction to World Puppetry  
*Proposed Catalog Copy*  
DRAM 1XXX. Introduction to World Puppetry  
Three credits.  
Introduction to the global culture of puppetry, from Punch & Judy and Javanese shadow theater to robots, sports mascots, and Burning Man. Puppet performances in terms of their combination of visual art, performance, text, and music; social, political, and religious contexts of puppet performances. CA 1 and CA 4-INT.

- F. IRIS 1001 Elementary Irish I  
*Proposed Catalog Copy*  
IRIS 1001. Elementary Irish I  
Four credits.  
Development of ability to communicate in Irish, orally and in writing, to satisfy basic communicative needs within a cultural setting.
- G. IRIS 1002 Elementary Irish II  
*Proposed Catalog Copy*  
IRIS 1002. Elementary Irish II  
Four credits. Prerequisite: IRIS 1001 or one year of Irish in high school.  
Development of ability to communicate in Irish, orally and in writing, to satisfy basic communicative needs within a cultural setting.
- H. IRIS 1003 Intermediate Irish I  
*Proposed Catalog Copy*  
IRIS 1003. Intermediate Irish I  
Four credits. Prerequisite: IRIS 1002 or two years of Irish in high school.  
Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Irish-speaking world.
- I. IRIS 1004 Intermediate Irish II  
*Proposed Catalog Copy*  
IRIS 1004. Intermediate Irish II  
Four credits. Prerequisite: IRIS 1003 or three years of Irish in high school.  
Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Irish-speaking world.

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

- A. BIOL 1110 Introduction to Botany (Description)  
*Current Catalog Copy*  
BIOL 1110. Introduction to Botany  
Four credits. Three class periods and one 3-hour laboratory period. Students may not receive more than 12 credits for courses in biology at the 1000's level. Goffinet  
Structure, physiology and reproduction of seed plants as a basis for an understanding of the broader principles of biology as well as the relation of plants to human life. Includes a survey of the important groups throughout the plant kingdom. A fee of \$10 is charged for this course. CA 3-LAB.
- Revised Catalog Copy*  
BIOL 1110. Introduction to Botany  
Four credits. Three class periods and one 3-hour laboratory period. Students may not receive more than 12 credits for courses in biology at the 1000's level.

Designed to provide a foundation for more advanced courses in biology and related sciences. Structure, physiology, reproduction, diversity, evolution, and ecology of plants as a basis for understanding the broader principles of biology. Surveys important groups of plants, fungi, and algae. A fee of \$10 is charged for this course. CA 3-LAB.

B. CSE 1729 Introduction to Principles of Programming (Description and prereqs)

*Current Catalog Copy*

CSE 1729. Introduction to Principles of Programming

Three credits. Two 1-hour lectures and one 2-hour laboratory. Not open for credit to students who have passed CSE 110, 123, 1100, or 1010. CSE 1729 may be used in place of CSE 1010 to fulfill any requirement fulfilled by CSE 1010.

An introduction to computer programming in a structured programming language including fundamental elements of program design and analysis. Data and functional abstraction as tools for constructing correct, efficient, and intelligible programs for a variety of common computing problems. While this course covers the material in CSE 1010, its focus on abstraction makes it appropriate for students seeking a deeper understanding of computing fundamentals as well as those planning on continued study in computing.

*Revised Catalog Copy*

CSE 1729. Introduction to Principles of Programming

Three credits. Two 1-hour lectures and one 2-hour laboratory. Prerequisite: CSE 1010.

Introduction to computer programming in a structured programming language, including fundamental elements of program design and analysis. Data and functional abstraction, as tools for constructing correct, efficient, and intelligible programs, for a variety of common computing problems.

C. HIND 1101 Elementary Hindi I (Description)

*Current Catalog Copy*

HIND 1101-1104

1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 at [rosa.chinchilla@uconn.edu](mailto:rosa.chinchilla@uconn.edu) for more information.

*Revised Catalog Copy*

HIND 1101. Elementary Hindi I

Four credits.

Development of ability to communicate in Hindi, orally and in writing, to satisfy basic communicative needs within a cultural setting.

D. HIND 1102 Elementary Hindi II (Description)

*Current Catalog Copy*

HIND 1101-1104

1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 at [rosa.chinchilla@uconn.edu](mailto:rosa.chinchilla@uconn.edu) for more information.

*Revised Catalog Copy*

HIND 1102. Elementary Hindi II

Four credits. Prerequisite: HIND 1001 or one year of Hindi in high school.

Development of ability to communicate in Hindi, orally and in writing, to satisfy basic survival needs within a cultural setting.

E. KORE 1101 Elementary Korean I (Description)

*Current Catalog Copy*

KORE 1101-1104

1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 at rosa.chinchilla@uconn.edu for more information.

*Revised Catalog Copy*

KORE 1101. Elementary Korean I

Four credits.

Development of ability to communicate in Korean, orally and in writing, to satisfy basic communicative needs within a cultural setting.

F. KORE 1102 Elementary Korean II (Description)

*Current Catalog Copy*

KORE 1101-1104

1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 at rosa.chinchilla@uconn.edu for more information.

*Revised Catalog Copy*

KORE 1102. Elementary Korean II

Four credits. Prerequisite: KORE 1001 or one year of Korean in high school.

Development of ability to communicate in Korean, orally and in writing, to satisfy basic communicative needs within a cultural setting.

G. WGSS 1124 Gender and Globalization (Level change)

*Current Catalog Copy*

WGSS 1124. Gender and Globalization

Exploration of the construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.

*Revised Catalog Copy*

WGSS 2224. Gender and Globalization

Three credits. Recommended preparation: WGSS 1105.

Construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.

**III. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend inclusion of the following courses in Content Area 1 – Arts and Humanities:**

- A. DRAM 1XXX Introduction to World Puppetry

**IV. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend inclusion of the following course in Content Area 2 – Social Science:**

- A. SOCI 1701 Society in Global Perspective

**V. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend revision of the following courses in Content Area 4 – Diversity and Multiculturalism – non-International:**

- A. DRAM 1XXX Introduction to World Puppetry

**VI. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend addition of the following 3000- or 4000-level course in the Writing (W) Competency:**

- A. POLS 3023W Politics and Literature

*Proposed Catalog Copy*

POLS 3023W. Politics and Literature

Three credits. Two 1 hr 15 mins seminars per week. Prerequisites: ENGL 1010 or 1011 or 2011; Open to juniors or higher; freshmen and sophomores by permission of instructor.

An examination of major works of literature that either describe governing systems and institutions, interpret political processes and clashes, or address perennial themes in political philosophy and theory.

- B. POLS 3211W Politics of Water

*Proposed Catalog Copy*

POLS 3211W. Politics of Water

Three credits. Two 1 hr 15 mins lectures/seminars per week. Prerequisites: ENGL 1010 or 1011 or 2011; recommended preparation: POLS 1202 or 1207; open to juniors or higher; freshmen and sophomores by permission.

The role of water in state building, state-society relations, and economic and political development. Draws on approaches from comparative politics and international relations.

- C. POLS 3250W The Political Economy of East Asia

*Proposed Catalog Copy*

POLS 3250W. The Political Economy of East Asia

Three credits. Two 1 hr 15 mins lectures/seminars per week. Prerequisites: ENGL 1010 or 1011 or 2011; recommended preparation: 1000-level course in political science or economics; open to juniors or higher; freshmen and sophomores by consent of instructor.

Economic, political, and social development of East Asia.

## D. PSYC 3202W Autism and Developmental Disorders

*Proposed Catalog Copy*

PSYC 3202W. Autism and Developmental Disorders

Three credits. Prerequisite: PSYC 2300 and PSYC 2400; ENGL 1010 or 1011 or 2011.

Identification, treatment, education, and support of individuals with developmental concerns, particularly autism spectrum disorders.

**VII. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend revision of the following 3000- or 4000-level course in the Writing (W) Competency:**

## A. STAT 3494W Undergraduate Seminar

*Current Catalog Copy*

STAT 3494W. Undergraduate Seminar II

One credit. Prerequisite: STAT 2215Q or 3115Q; and STAT 3025Q or 3375Q; and STAT 3484; ENGL 1010 or 1011 or 2011.

The student will attend 6-8 seminars per semester, and choose one statistical topic to investigate in detail. The student will write a well revised comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion, building upon the writing experience in STAT 3484.

*Revised Catalog Copy*

STAT 3494W. Undergraduate Seminar

One credit. Prerequisite: STAT 2215Q or 3115Q; and STAT 3025Q or 3375Q; ENGL 1010 or 1011 or 2011.

The student will attend 6-8 seminars, and choose one statistical topic to investigate in detail. The student will write a well revised comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

**VIII. Add 3000- or 4000-level S/U graded courses:**

## A. ANSC 3681 Summer Internship Experience

*Proposed Catalog Copy*

ANSC 3681. Summer Internship Experience

Zero Credits. Hours by arrangement. Prerequisite: Open to students who have earned a minimum of 24 credits and instructor consent. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). May be repeated.

Practical experience, knowledge, and professional skills in a work environment related to animal science. Based on a contract and learning experience syllabus.

Respectfully Submitted by the 15-16 Senate Curricula and Courses Committee: Pamela Bedore – Chair, Eric Schultz, Marianne Buck, Michael Darre, Dean Hanink, Kathleen Labadorf, Shayla Nunnally, Maria Ana O'Donoghue, George McManus, Suzanne Wilson, Dan Weiner, Alexander Karl (student rep)

3/30/16, and 4/13/16 meetings



**UNIVERSITY OF CONNECTICUT**  
**Senate Scholastic Standards Committee**  
**Report to the University Senate**  
**May 2, 2016**

**Item for the consent agenda**

**Proposal to standardize the manner by which grades are referenced in the By-Laws of the University Senate**

**A. Background:**

The by-laws are quite variable with respect to how they refer to letter grades. A, ‘A’ and “A” are all used.

**B. Proposal to Senate: Motion**

**To amend the By-Laws, Rules and Regulations of the University Senate as follows:**

Wherever letters grades are mentioned in the By-Laws, they should be enclosed by single quotation marks.

## **Report to Senate: University Interdisciplinary Courses Committee**

April 20, 2016

Eric Donkor, Chair

The University Interdisciplinary Courses Committee (UICC) consists of voting members and alternates representing the 8 undergraduate schools and colleges and additional regional campus representatives. In addition, ex-officio, non-voting members represent academic and student affairs units that offer relevant courses, as well as other stakeholders. The UICC oversees the interdepartmental and interdisciplinary and/or program-based, non-departmental curriculum and advises faculty members and staff on these course proposals. In January 2014, its mission was extended to oversee the Military Science (MISI) and Air Force (AIRF) courses, administered by the Office of Veterans Affairs and Military Programs. The UICC reports to the Provost's Office, and administrative support for the committee and routine matters related to INTD and UNIV courses has been provided this year by an Administrative Services Assistant assigned to the University Senate office.

The committee met 5 times in the current academic year with an additional meeting scheduled for May 4, 2016. This report summarizes its activities.

### **Clarification and documentation of UICC policies**

The principles for separation of the existing INTD curriculum into INTD and UNIV sections developed by the committee were approved by the Senate in 2012 (Senate meeting 2/27/12). The INTD designation is used for courses offered by more than one department from within the schools and colleges, whereas UNIV is used for those courses that originate from units that report to the Provost outside of the schools and colleges. The latter require careful oversight since they arise outside of the normal departmental and school/college curricula and courses review structures. The mechanisms developed for oversight for UNIV courses were built on the principle of faculty governance of the curriculum and attempt to replicate those used within the schools and colleges. The curriculum now comprises 17 INTD and 30 UNIV permanent courses, including special topics and independent study offerings.

The UICC has developed a policy guide to record their decisions on matters of protocol and a website <http://uicc.uconn.edu/> to better communicate UICC activities to the University community and to serve as a source of forms and instructions for those wishing to conduct business with it. As part of its mandate to oversee the curriculum, the UICC is in the final stages of developing a policy to govern the periodic review of UNIV courses. The units outside of the schools and colleges that offer UNIV courses are required to have faculty committees to provide oversight of their curriculum and this policy will specify the course reports expected from them.

### **New courses**

The UICC approved the following new courses:

- UNIV 1993 International Study (see Education Abroad section for reference)
- UNIV 2993 International Study (see Education Abroad section for reference)
- UNIV 3993 International Study (see Education Abroad section for reference)
- UNIV 1XXX Holster Research Proposal Development

The UICC approved revisions to the following course:

- UNIV 2100 The McNair Scholar

The UICC approved the following Special Topics courses for the 2015-16 Academic Year:

- UNIV 1995 Special Topics: Next Generation STEM Skills

### **Periodic Review of UNIV courses**

Good teaching practice requires that faculty evaluate their courses on a regular basis to ensure the efficacy of the pedagogy and the currency of the material presented. Academic departments often develop policies and practices to assist faculty in doing this and to ensure that their curriculum in aggregate continues to meet the goals defined for their major(s). UNIV courses are offered by units outside of the schools and colleges, and part of the mission of UICC is to ensure that oversight of these courses follows best practices. Thus, courses undergo rigorous review at the time they are added to the curriculum and our policies require that units offering UNIV courses have faculty committees that are responsible for curricular oversight. This oversight should include periodic review of existing courses to ensure their continued efficacy, consistency among offerings and alignment with course goals as originally approved. This policy is intended to support the faculty curricular committees in performing these functions.

This policy distinguishes between courses that regularly offer multiple sections (Course Shells, e.g. UNIV 1800) and those that are taught only once or twice a semester (Individual Courses). The oversight requirements for the former is greater since it has to include consideration of qualifications and training of multiple instructors and consistency and comparability across what may be a large number of sections.

#### Course Shells

Units offering courses with multiple sections/semester shall supply to UICC an annual report for each course shell. This report will include:

- A listing of the offerings of the course for the academic year, including section title and instructor name and rank.
- A narrative description of how comparability across parallel offerings and consistency between repeat offerings of the course is achieved.
- Three representative syllabi from the course.

#### Individual courses

Units offering individual courses shall supply to the UICC a copy of the syllabus for each offering of the course over that academic year. They will also report on any significant changes in the course since its approval by UICC.

The first of these reports was due on March 1, 2016 and will be due on March 1st of each year hereafter. Submissions will be reviewed at the next regular UICC meeting.

## Education Abroad

The UICC continues to receive requests from students to accredit courses taken while studying abroad. To date this academic year, the UICC has received requests from 21 students (down 6 from 2014-15) to accredit 35 different courses (up 5 from 2013-14) from 11 countries (down 1 from 2014-15). Of the 35 course requests received, the UICC accredited 27 as UNIVs; 6 courses were referred out to other departments within schools or colleges, and the remaining courses are still under review.

Given the value of study abroad to student learning and development, the UICC has been reviewing these applications and awarding mainly UNIV 1993/2993/3993 credit for courses that meet the appropriate academic standards. This allows students to receive credit even though these credits will likely not count towards major requirements.

A number of issues persist regarding study abroad accreditation:

- Some departments are either unable or less willing to accredit Study Abroad courses, even if the course is clearly in their discipline (e.g. some departments do not have general 1000- or 2000-level "International Study" course shells, so lower-level courses cannot be accredited within that discipline). As such, those courses get funneled to the UICC as a last resort.
- There is no centralized process for accrediting study abroad courses. UICC has been working with Education Abroad to resolve these issues on a case-by-case basis. Unfortunately, some of these take a lot of time to resolve causing delays and frustrations, especially for students.

## The UNIV Curriculum

Offering unit	Course number	Course title
First Year Programs and Learning Communities	UNIV 1800	FYE University Learning Skills
	UNIV 1810	FYE Learning Community Seminar
	UNIV 1820	First Year Seminar
	UNIV 1840	Learning Community Service-Learning
	UNIV 3820	Learning Community Advanced Seminar
Honors Program	UNIV 1784	Freshman Honors Seminar
	UNIV 3784	Interdisciplinary Honors Seminar
	UNIV 1XXX	Holster Research Proposal Development
Career Services	UNIV 1991	Supervised Internship Experience
	UNIV 1981	Documented Internship Experience (S/U)
	UNIV 3991	Interdisciplinary Internship Field Experience
Student Affairs	UNIV 4800	Senior Year Experience
Center for Academic Programs within the Institute for Student Success	UNIV 2100	The McNair Scholar
African American Cultural Center	UNIV 2230	The PA <sup>2</sup> SS Program, Mentoring African American Students
Q Center	UNIV 2300	Tutoring Principles for Quantitative Learning
Rainbow Center	UNIV 2500	Gender, Sexuality and Community
Individualized & Interdisciplinary Studies Program	UNIV 2600	Individualized Study Across Academic Disciplines
	UNIV 4600W	Capstone Course
	UNIV 4697W	Senior Thesis
Other courses	UNIV 1985/3985	Special Topics (S/U)
	UNIV 1995/3995	Special Topics (graded)
	UNIV 1993/2993/3993	International Study
	UNIV 1983/2983	International Study (S/U)
	UNIV 1999/3999	Independent Study

**The INTD Curriculum**

<b>Sponsoring unit(s)</b>	<b>Course number</b>	<b>Course title</b>
School of Nursing	INTD 1500	Alcohol and Drugs on Campus: Exploring the College Culture
Individualized and Interdisciplinary Studies , Teachers for a New Era, and English	INTD 2245	Introduction to Diversity Studies in American Culture
Literature, Culture, and Languages	INTD 3222	Linkage Through Language
College of Liberal Arts and Science	INTD 3260	The Bible
Individualized and Interdisciplinary Studies	INTD 3584	Seminar in Urban Problems
	INTD 3590	Urban Field Studies
	INTD 3594/W	Urban Semester Field Work Seminar
School of Nursing, School of Pharmacy, and Center for Correctional Health Networks	INTD 3200	Introduction to Correctional Health
	INTD 4200	Translating Evidence: Applied Correctional Research
Other Courses	UNIV 1985/3985	Special Topics (S/U)
	UNIV 1995/3995	Special Topics (graded)
	UNIV 1993/3993	International Study
	UNIV 1999/3999	Independent Study

**The AIRF and MISI Curriculum**

<b>Sponsoring unit(s)</b>	<b>Course number</b>	<b>Course title</b>
Office of Veterans Affairs and Military Programs	AIRF 1000/1200	Air Force Studies I
	AIRF 2000/2200	Air Force Studies II
	AIRF 3000/3200/W	Air Force Studies III
	AIRF 3500	Aviation Ground School
	AIRF 4000/4200	Air Force Studies IV
Office of Veterans Affairs and Military Programs	MISI 1101/1102	General Military Science I
	MISI 1133	General Military Science: Air Rifle Marksmanship
	MISI 1201/1202	General Military Science II
	MISI 3301/3302	General Military Science III
	MISI 4401/4402	General Military Science IV

**UNIV, INTD, MISI and AIRF Course Offerings (2014-2015, 2013-2014 and 2012-2013)**

	2015-2016		2014-2015		2013-2014	
	Section	Seats	Sections	Seats	Sections	Seats
UNIV 1784	31	527	30	515	27	455
UNIV 3784	4	51	4	45	3	37
UNIV 1800	133	2330	146	2447	131	2253
UNIV 1810	81	1283	69	1071	53	907
UNIV 1820	52	726	37	562	37	468
UNIV 1840	16	216	13	171	7	181
UNIV 1991	2	8	2	6	2	6
UNIV 3991	2	17	2	8	2	7
UNIV 1981	2	8	1	4	1	2
UNIV 2100	1	5	1	11		
UNIV 2230	2	163	3	136	3	131
UNIV 2300	0	0	0	0	0	0
UNIV 2500	2	26	2	25		
UNIV 2600	2	41	2	24		
UNIV 3820	8	119	5	52		
UNIV 4600W	2	34	2	40	2	38
UNIV 4697W	12	12	13	13	9	9
UNIV 4800	25	622	23	495	27	322
UNIV 1985/3985	2	48				
UNIV 1995/3995	1	14	3	49	6	61
UNIV 1999/3999	0	0	1	10	2	6
<b>TOTAL UNIV</b>	<b>380</b>	<b>6250</b>	<b>359</b>	<b>5684</b>	<b>309</b>	<b>4846</b>
INTD 1500	0	0	0	0	0	0
INTD 1985/3985	0	0	0	0	1	13
INTD 1995/3995	0	0	2	4	0	0
INTD 2245	1	40	1	36	1	37
INTD 3222	5	30	6	42	2	17
INTD 3260	1	22	1	12	1	34
INTD 3584	0	0	0	0	0	0
INTD 3590	0	0	0	0	0	0
INTD 3594/W	0	0	0	0	0	0
<b>TOTAL INTD</b>	<b>7</b>	<b>92</b>	<b>10</b>	<b>94</b>	<b>5</b>	<b>101</b>
<b>TOTAL INTD &amp; UNIV</b>	<b>387</b>	<b>6342</b>	<b>368</b>	<b>5767</b>	<b>314</b>	<b>4947</b>
AIRF 1000/1200	3	46	3	23		
AIRF 2000/2200	2	16	2	20		
AIRF 3000/3200	2	6	2	15		
AIRF 3000W/3200W	0	0	1	8		
AIRF 3500	1	13	1	12		
AIRF 4000/4200	1	24	2	16		
<b>TOTAL AIRF</b>	<b>9</b>	<b>105</b>	<b>11</b>	<b>94</b>	<b>-</b>	<b>-</b>
MISI 1101/1102	4	37	6	82		
MISI 1133	0	0	0	0		
MISI 1201/1202	4	32	2	25		
MISI 3301/3302	4	68	2	35		
MISI 4401/4402	4	68	2	40		
<b>TOTAL MISI</b>	<b>16</b>	<b>205</b>	<b>12</b>	<b>182</b>	<b>-</b>	<b>-</b>
<b>TOTAL UICC COURSES</b>	<b>412</b>	<b>6652</b>	<b>391</b>	<b>6043</b>	<b>314</b>	<b>4947</b>

Based on data supplied by OIRE.

\*MISI and AIRF did not fall under the purview of the UICC until after the 2013-14 AY.

Enrollment continues to increase in 2015-16, due at least in part to the increase in sections offered for current courses. All six UConn campuses offer UNIV courses while INTD, MISI and AIRF courses are offered mainly in Storrs.

#### UNIV Courses offered at Regional Campuses

<b>FALL</b>	<b>Avery Point</b>		<b>Hartford</b>		<b>Stamford</b>		<b>Torrington</b>		<b>Waterbury</b>	
UNIV 1800	6	108	11	256	5	130	1	48	9	145
UNIV 1810										
UNIV 1820	4	49	1	7						
UNIV 3784				1	13					
UNIV 3985				1	24					
UNIV 3991				1	6					
<b>SPRING</b>										
UNIV 1784					1	10				
UNIV 1800					1	9				
UNIV 1810										
UNIV 1820	2	31	1	12			2	20		
UNIV 3784										
UNIV 3985					1	24				
UNIV 3991					1	11				

2015-2016 instructors of INTD and UNIV course sections were 24% faculty (tenured, untenured, adjunct), 14% graduate students, and 62% other professionals (versus AY14-15: 26%, 15%, 59% respectively; and AY13-14: 32%, 10%, 58% respectively). While there may be a decline in the percentage of INTD and UNIV courses taught by faculty, UICC requires the units that offer UNIV courses to have faculty boards that oversee the curriculum. Part of their charge is to ensure all those filling the instructor role are qualified and that graduate students and staff are given appropriate guidance and support.



**UICC Membership 2015-2016**

<b>Faculty (voting members and alternates)</b>		
Chair	SOE/ECE	Eric Donkor
Member	SOE/CEE	Sarira Motaref
Member	CLAS/ HDFS	Shannon Weaver
Member	NEAG/EDLR	Laura Burton
Member	SFA/ DRAM	David Stern
Member	SOB/ACCT	Larry Gramling
Member	CAHNR/NUSC	Hedley Freake
Member	SON	Kyle Baumbauer
Member	SOP/ PHAR SCI	David Grant
Member	REGIONAL/ENGL	Pamela Bedore
Alternate	CAHNR/AHS	Susan Gregoire
Alternate	CLAS/ GEOG	Chuanrong Zhang
Alternate	NEAG/EDLR	Jennifer Bruening
Alternate	SFA/DRAM	Michael Bradford
Alternate	SOB/MRKT	Nicholas Lurie
Alternate	SOE/CSE	Ion Mandoiu
Alternate	SON	Thomas Long
Alternate	SOP/ PHAR SCI	Olga Vinogradova
Alternate	REGIONAL/MARN	Annelie Skoog
<b>Ex-Officio (non-voting members and alternates)</b>		
Member	Enrichment Programs	Jaclyn Chancey
Member	Inst. for Student Success	David Ouimette
Member	Center for Career Devel.	Jim Lowe
Member	Registrar's Office	Marianne Buck
Member	Senate C&CC	Pam Bedore
Member	Student Affairs	Maureen Armstrong
Member	VA and Military Programs	Kristopher Perry
Alternate	Enrichment Programs	Monica van Beusekom
Alternate	Inst. for Student Success	Maria D. Martinez
Alternate	Center for Career Devel.	Beth Settje
Alternate	Registrar's Office	Tom Fritsch
Alternate	Senate C&CC	Eric Schultz
Alternate	Student Affairs	Daniel Doerr
Alternate	VA and Military Programs	

Administrative support was provided by Cheryl Galli, Administrative Services Assistant.

## Annual Report of the Curricula & Courses Committee to the University Senate

**May 2, 2016**

During the period April 7, 2015 through March 7, 2016,  
the Curricula and Courses Committee brought to the Senate the following actions.

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

New courses added:

HIST 1250	Sports in History (2/1/16)
LLAS 1000	Introduction to Latina/o Studies (10/12/15)
MAST 1993	International Study (2/1/16)
SOCI 1993	International Study (3/7/16)
UNIV 1XXX	Holster Research Proposal Development (11/2/15)

Courses revised:

BIOL 1102	Foundations of Biology (3/7/16)
CAMS 1171	Intensive Elementary Ancient Greek (10/12/15)
CAMS 1172	Intensive Intermediate Ancient Greek (10/12/15)
DRAM 1800	Exploration of Movement (3/7/16)
ENGR 1000	Orientation to Engineering (12/7/15)
MAST 1101	Introduction to Maritime Studies (11/2/15)
MATH 1060Q	Precalculus (12/5/15)
UNIV 1840	Learning Community Service-Learning (10/12/15)

### **II. 2000-level course actions approved by the Senate:**

New courses added:

ANTH 2400	Honors Core: Analyzing Religion (11/2/15)
DMD 2020	Design Thinking (5/4/15)
ECON 2312	Empirical Methods in Economics II (12/7/15)
ECON 2447	Economics of Sports (10/12/15)
EDCI 2100	Power, Privilege, and Public Education (5/4/15)

GEOG 2400	Introduction to Sustainable Cities (9/21/15)
GEOG 2410	New Digital Worlds of Geographic Information (12/7/15)
MAST 2993	International Study (2/1/16)
PLSC 2100	Environmental Sustainability of Food Production in Developed Countries (11/2/15)
PLSC 2500	Principles and Concepts of Argoecology (11/2/15)
SOCI 2275	Social Well-Being (9/21/15)
SOCI 2275W	Social Well-Being (10/12/15)
SOCI 2993	Foreign (International) Study (3/7/16)
SOCI 2995	Special Topics (3/7/16)

## Courses revised:

ART 2110	Design Process (5/4/15)
ART 2120	Communication Design 1 (9/21/15)
ECE 2000	Electrical Engineering Principles (12/7/15)
MARN 2002	Coastal Systems Science I (2/1/16)
MCB 2225	Cell Biology Laboratory (10/12/15)
NRE 2215	Introduction to Water Resources (2/1/16)
SOCI 2705	Sociology of Food (3/7/16)
SOCI 2411 (formerly 3411)	Work and Occupations (3/7/16)
UNIV 2100	The McNair Scholar (3/7/16)
WGSS 2263	Women and Violence (10/12/15)

## Courses deleted:

AH 2000	Fundamentals of Allied Health Care (10/12/15)
MATH 2784	Undergraduate Seminar I (5/4/15)

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

DMD 4015	Degree Exhibition (3/7/16)
HCMH 4891	Internship in Healthcare Management (12/7/15)
PLSC 3081	Summer Internship Experience (2/1/16)

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

Newly included in Content Area 1 Arts and Humanities:

AFRA 3132 (DRAM 3132)	African American Women Playwrights, 1900 to Present (5/4/15)
CHIN 3270	Chinese Film (3/7/16)
HIST 3619	History of the Caribbean (5/4/15)
HIST/AFRA 3206	Black Experience in the Americas (5/4/15)
HIST 3607	Latin America in the Colonial Period (3/7/16)
HIST/AFRA/LLAS 3619	History of the Caribbean (3/7/16)
HIST/URBN 3650	History of Urban Latin America (5/4/15)
HRTS 3200/W	International Human Rights Law (5/4/15)
HRTS 3250/W	Human Rights and New Technologies (5/4/15)
PHIL/HRTS 3220/W	Philosophical Foundations of Human Rights (5/4/15)
SPAN 1020	Fashion, Design, Art & Identity in Spain (10/12/15)

Newly included in Content Area 2 Social Sciences:

ANTH 2400	Honors Core: Analyzing Religion (11/2/15)
EDCI 2100	Power, Privilege, and Public Education (10/12/15)
EVST 1000	Introduction to Environmental Studies (5/4/15)
GEOG 2320	Climate Change: Current Geographical Issues (5/4/15)
GEOG 2400	Introduction to Sustainable Cities (10/12/15)
HDFS 3311W	Parenting and Parenthood (5/4/15)
HDFS 3540W	Child Welfare, Law, and Social Policy (5/4/15)
LLAS 1000	Introduction to Latina/o Studies (12/7/15)

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

GEOG 2410	New Digital Worlds of Geographic Information (3/7/16)
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Newly included in Content Area 4 Diversity and Multiculturalism:

AFRA 3132 (DRAM 3132)	African American Women Playwrights, 1900 to Present (5/4/15)
EDCI 2100	Power, Privilege, and Public Education (10/12/15)
LLAS 1000	Introduction to Latina/o Studies (3/7/16)
WGSS 3718/W	Feminism and Science Fiction (12/7/15)

## Revised Content Area 4 Diversity and Multiculturalism - International:

ANTH 2400	Honors Core: Analyzing Religion (11/2/15)
ARTH 3630/W	Alternative Modernities: Visual Culture of Latin America (5/4/15)
CHIN 3230	Language and Identity in Greater China (5/4/15)
GEOG 2400	Introduction to Sustainable Cities (12/7/15)
HIST/AFRA 3206	Black Experience in the Americas (5/4/15)
HIST 3607	Latin America in the Colonial Period (3/7/16)
HIST/AFRA/LLAS 3619	History of the Caribbean (3/7/16)
HRTS 3200/W	International Human Rights Law (5/4/15)

**V. Actions reported for the information of the Senate:**

## Revised Quantitative Competency (3000- to 4000-level):

STAT 3375Q	Introduction to Mathematical Statistics (3/7/16)
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## Newly included Writing Competency (3000- to 4000-level):

COMM 4035W	Advanced Media Effects (5/4/15)
HEJS 3218W/CAMS 3265W/HIST 3330W	Palestine under the Greeks and Romans (2/1/16)
PHIL/HRTS 3220/W	Philosophical Foundations of Human Rights (5/4/15)
WGSS 3718/W	Feminism and Science Fiction (12/7/15)

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

ARTH 3630/W	Alternative Modernities: Visual Culture of Latin America (5/4/15)
BADM 4070W	Effective Business Writing (10/12/15)
BADM 4075W	Business Communication (10/12/15)
CHEG 4143W	Chemical Engineering Capstone Design II (10/12/15)
ENGL 4000-level sequence	<Various Courses> (5/4/15)
MARN 3801W	Coastal Studies Seminar (12/7/15)
MARN 4030W	Marine Biochemistry (10/12/15)
NRW 3345W	Wildlife Management Techniques (12/5/15)
PSYC 3300/W	Emotional/Behavioral Disorders of Childhood (10/12/15)

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

ENGL 3801W	Honors II: American Literature (5/4/15)
ENGL 3803W	Honors III: American Literature (5/4/15)
ENGL 3805W	Honors IV: English Literature (5/4/15)
ENGL 3807W	Honors V: English Literature (5/4/15)
ENGL 3809W	Honors VI: English Literature (5/4/15)
ENGL 3811W	Honors VII: English Literature (5/4/15)

Offering in intensive session:

GEOG 1200	The City in the Western Tradition (12/7/15)
GEOG 2000	Globalization (12/7/15)
NUSC 1165	Fundamentals of Nutrition (5/4/15)
SPAN 1020	Fashion, Design, Art & Identity in Spain (10/12/15)

Special Topics and Variable Topics courses:

ANSC 2695	Special Topics: Patagonian Biodiversity and Horse Culture (9/21/15)
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Respectfully Submitted by the Senate Curricula and Courses Committee: Pamela Bedore (Chair), Michael Darre, George McManus, Shayla Nunnally, Suzanne Wilson, Marianne Buck, Dean Hanink, Alexander Karl (USG rep), Kathleen Labadorf, Maria Ana O'Donoghue, Eric Schultz, Dan Weiner, Michael Whitney (Fall 2015 substitute)

Karen Piantek (Program Assistant)

5/2/16

## University Senate Diversity Committee

### Annual Report April 2016

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 2015-2016: \*Manisha Desai, Chair, Sociology, \*Casey Cobb, Education, \*Dipak Dey, CLAS (Faculty Standards Committee Rep), \*Maria-Luz Fernandez, CAHNR, \*Katrina Higgins, CLAS (Scholastic Standards Representative), \*Patricia Jepson, CAHNR (Student Welfare Committee Representative), \*Diane Lillo-Martin, Linguistics, \*Cathleen Love, Dept. of Extension, \*John Zack, Education, Haddiyah Ali, Undergraduate Student Senate, Elizabeth Conklin, Office of Diversity & Equity (Ex-Officio Member), Alice Fairfield, UConn Libraries, Matthew Hughey, Sociology Mackenzie Morrison, USG Maria Ana O'donoghue, Admission (Curricula & Courses Committee Representative), Willena Price, African American Cultural Center, Eugene Salorio, Business, Pamela Schipani, Residential Life, Chriss Sneed, Graduate Student Senate, Robert Stephens, Fine Arts, Susana Ulloa, ISS Academic Program Center

#### \*Senate Member 2015/2016

The Senate Diversity Committee met September 22, October 13, October 27, November 3, February 2, and April 7.

In this academic year the Diversity Committee met with the Taskforce on Diversity and Provost Choi to discuss the implementation of the recommendations of the Taskforce, participated in the Search for the CDO, and introduced a diversity clause to the University Bylaw Preamble.

At the first meeting in September the Committee discussed the Taskforce on Diversity's report and agreed to: (1) invite Provost Choi to discuss his plans of action based on the recommendations of the Taskforce; (2) respond in writing to the Taskforce Report; and (3) introduce a diversity statement in the University By-laws preamble, and to spell out all the protected groups in Article XV of the University Bylaws and in Rules and Regulations, A. Admissions section of the Senate Bylaws.

At the October meeting, the committee agreed to make the following response to the Taskforce report. (1) The size and efficacy of the Diversity Council, too large, too many actors with little authority to make changes; (2) the Chief Diversity Officer qualifications, reportage, provost/president, resources, authority, accountability (e.g., need for annual reports to the board of trustees); (3) need to have proactive not just reactive actions and spaces for students, staff, faculty, and visitors such as an Office of Access (being considered by a group discussing issues related to disability); (4) enhance visibility of

cultural centers, including spatial, and highlighting their focus not just for undergrads but also the entire community; (5) need to differentiate diversity, which is often fuzzy and expanded to mean everything, from issues of underrepresented U.S. minorities to international students, and ensure that the purview of the office includes issues of equity and retention of students, staff, and faculty of color as well as issues of curricular integration not only via the Institutes but also for cognitive/epistemic justice throughout the university.

Provost Choi, Vice Provost Weiner, and Assistant Vice-Provost Wilder met with the Diversity Committee on October 27, 2015. Provost Choi told us that the Taskforce was now charged with helping to implement its recommendations and hence would not be disbanded. Among the issues that the taskforce is now working on is the hiring of the CDO as well the other recommendations including the structure of the diversity council.

Among the issues discussed:

(1) Diversity Office and Search for the CDO.

Committee members asked various questions regarding the structure of the Office of Diversity, the resources that would be provided, the job description for the CDO, and the composition of the search committee. Provost Choi indicated that he was not aware of the budget and resources allocated for the office though he knew that the hire would take place despite the anticipated cuts from the state. He also suggested that there might be some realignment that would ensure that we begin to address the recommendations even in the absence of new resources.

We sought and after some hesitation were granted representation on the search committee for the CDO. We also asked that the candidates' schedules include time with the Diversity Committee. Members also suggested that the search committee should reflect the diversity we seek.

(2) Diversity Council

Provost Choi agreed that the size of the diversity council could potentially be unwieldy and so they were hoping to have an executive of fewer members. This is where our input would be especially helpful. Various suggestions were made regarding ensuring that appropriate entities with the appropriate authorities were included and held accountable for various aspects of the diversity mandate such as recruiting and retaining students, faculty, and staff of color, curricular diversity, campus climate etc. Mentoring was noted as a key mechanism that needed to be addressed structurally and included in the council.

(3) Increasing awareness of and leveraging existing diversity structures and initiatives



There was a great deal of discussion about the role of the Cultural Centers in addressing diversity issues and mentoring students of color and how they are also meant to serve graduate students as well as faculty and staff. Yet, the majority perception is that they primarily serve the undergrad population. They have been very successful in doing so and we need to think of ways to translate their success with the undergrad student population to other parts of the community. Note was also made of the Associations of Latino, Asian American, and African American faculty and staff and how their visibility needed to be increased and how they could be used more effectively. Some of these associations are more active than others but all could be better supported to meet their goals.

Many of us noted that the cultural centers budgets had been cut drastically over a number of years so that the events that they held to promote networking and mentoring among staff and faculty of color are no longer being planned.

We all agreed that while there had been real and perceptible progress made in recruiting under grad students of color, much needed to be done for grad students, faculty, and staff, particularly for African American faculty and staff. Elizabeth Conklin noted that her data indicate that over the past 5 yrs., of the 94 African American faculty and staff who had been hired 92 had left. She was quick to point out that these two groups are not the same individuals and her office is doing more fine grained analysis to look at who the groups were, the reasons they left, how that could be prevented, etc. She hopes to have a report on this by the end of the year.

At the November meeting, we discussed the language to explicitly name the protected groups in Article XV of the University By-Laws on General Policies and Practices and in Senate By-Laws Rules and Regulations, A. Admissions. We also discussed adding a diversity clause to the University By-Law preamble to indicate our commitment to diversity. In consultation with the ODE we formulated and circulated the proposed language to the committee on Nov. 16th, 2015.

At the February meeting we discussed the Diversity Taskforce Report in light of our conversation with Provost Choi, Vice Provost Weiner, and Assistant Vice Provost Wilder on Oct. 26, 2015. We agreed to provide a written response to the taskforce.

Based on our request, President Herbst invited Manisha Desai to serve on the search committee for the Chief Diversity Officer. She was unable to serve and so Diane Lillo-Martin served in her stead. We requested and were put on the schedule of each of the finalist during their campus visit.

At this meeting we also formulated three questions to ask each of the candidates for the CDO position. We also designated a students, staff, and faculty representative to ask the following three questions.

(1) The first question would ask the candidate their impression of UConn's diversity based on their visit, give them a sense of the place of our committee in the governance structure, and ask them how they see themselves interacting with our committee to meet the diversity goals and their experience in working with a similar structure/constituencies (faculty questioner).

(2) Based on their experience of leading diversity and inclusion efforts at their institutions how would they assess UConn's efforts and what would they bring (staff questioner)?

(3) How do they understand issues of domestic and international diversity and what experience do they have in addressing such issues (student questioner)?

We urged our members to attend the town hall meetings and those specifically scheduled with our committee. We agreed to meet immediately following our meeting with the last candidate so that we can promptly provide our feedback to the search committee.

At its March meeting, the University Senate passed our motion to add a diversity clause to the preamble of the By-Laws. The changes to Article XV of the University By-laws and to the Rules and Regulations of the Senate By-Laws were rendered unnecessary as a result of the changes made by the Scholastic Standards Committee.

At the April meeting we reviewed our work to prepare this report and also determined that our main goal for next year would be to work with the CDO and the Diversity Council. In preparation we agreed to schedule a meeting the CDO. We were invited to send a representative to the Diversity Council and we agreed that the incoming Chair of the Committee, Maria Luz Fernandez, would serve as our representative to the Diversity Council.

## Senate Enrollment Committee Annual Report 2015-2016

### 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, 2015-2016 (\*Senate Member 2015/2016)

\*Cameron Faustman, Chair, CAHNR  
 \*Michael Bradford, Fine Arts  
 \*Christopher Clark, History  
 \*Cora Lynn Deibler, Fine Arts  
 \*Austin Langer, USG  
 \*Samuel Martinez, Anthropology  
 \*Diana Rios, Communication  
 \*Kathleen Sanner, Student Health Services  
 \*Sebastian Wogenstein, Literature, Culture & Languages  
 Nathan Fuerst, Admissions Office  
 Eva Gorbants, Fine Arts  
 Wayne Locust, Vice President for Enrollment Planning & Management (Ex-Officio Member)  
 Mansour Ndiaye, CLAS  
 Wendi Richardson, Early College Experience  
 Brian Rockwood, Registrar's Office  
 Susana Ulloa, ISS Academic Program Center

### Report of Activities:

During the 2015-2016 academic year, the Enrollment Committee met with constituents across the University during six meetings from October to April.

### Summary of Monthly Meetings:

A summary of the major items discussed is presented below. Full minutes of each meeting can be found at <http://senate.uconn.edu/enrollment-committee-minutes-2014-2015/>.

### I. Student concern for increasing enrollments

At the first full meeting of the SEC (ie with committee chairs) the enrollment committee was asked to consider student concerns, primarily those related to class availability, that had been expressed relative to increasing enrollments.

1. The Fall '15 enrollment was 3,550 freshmen and the Fall '16 target is the same.

2. B. Rockwood (Registrar's Office ) researched the question of class availability and reported the following:
- There are enough courses at Storrs, both GEOC and others such that students should be able to progress satisfactorily (ie open seats have been available in many classes).
  - GEOC class sizes and class accessibility are challenged at the Regionals (ie, large classes ~ equivalent to Storrs; number of GEOC courses have not kept pace with enrollment growth at regionals).
  - "Reserve Caps" placed on courses by instructors/departments are a concern relative to course accessibility and require further investigation into when these are/are not being used responsibly (ie to advance progress of undergrads towards a major vs restricting class size).
  - Large lecture halls are considered to be "limiting" at present. Some of this perceived inadequacy of space is incomplete scheduling of classes at less desired times (e.g., 8 am).

## II. Open Discussion and Updates with VP for Enrollment Management, Wayne Locust, and Assistant Vice President for Enrollment and Director of Admissions, Nathan Fuerst.

Question	Answer
With the emphasis on STEM, how will non-STEM/non-declared majors fare in the admissions process?	Process will be the same and the new student targets include non-STEM majors as well, just to a lesser proportional extent.
What is the anticipated impact on student:faculty ratios?	We have moved from 19:1 to 16:1 and the goal is to get to 15:1. Non-tenure track teaching faculty (e.g., Adjuncts) do figure into this calculation.
What is the extent to which need is met?	There is always a gap, an amount of money that is not met by the calculated family contribution. The average gap for UConn students is \$6,000.
What is the relative amount of financial aid that is merit-based versus need-based?	80% goes to students with need (a portion of these are meritorious) while 20% is merit-based only.
What is the process by which students are selected for STEM scholarships?	Eligibility is assessed as part of the admissions review. In general, applicants should be "Honors qualified" and have demonstrated engagement with STEM-related activities (communicated via letters of reference, essays)
What was the out-of-state freshman admission for Fall 2015?	42% for students entering in fall 2015

How many students came off the wait list for Fall 2015 admission.	N Fuerst did not have an absolute number but "hundreds" and potentially a "thousand" was noted.
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N Fuerst provided an update of Fall 2015 enrollment statistics as well as results from the Admitted Students Questionnaire (ASQ). He also presented new developments that include the “President-to-President Scholarship/GAP Program” (for GAP transfer students that will provide \$2,000/semester for 4 semesters), and the potential for UConn to participate in a new coalition of colleges, Coalition for Access, Affordability and Success, that will attempt to distinguish itself among the broader group of colleges/universities that use the common application.

The following data slides were provided by Nathan Fuerst.

## Storrs Freshmen

	Fall 2013	Fall 2014	Fall 2015	Difference
Applications	27,479	31,280	34,978	+ 11.8%
Enrollees	3,755	3,588	3,774	+ 5.2%
Mean SAT	1233	1234	1233	- 1 point
% Students of Color	26.9%	33.4%	32.3%	- 1.1%
% In State	67.8%	61%	57.5%	- 3.5%
% Out of State	28.4%	32.2%	33.6%	+ 1.4%
% International	3.8%	6.8%	8.9%	+ 2.1%
Honors Students	462	512	519	+ 1.4%

## Regional Freshmen

	Fall 2013	Fall 2014	Fall 2015
Enrollees	1104	1406	1,363
Mean SAT	1019	1032	1042
% Students of Color	42.5%	43.0%	41.0%

## New Transfers

	Fall 2013	Fall 2014	Fall 2015	Difference
Storrs	786	805	871	+ 66
Regionals	255	226	285	+ 59
Total	1041	1031	1,156	+ 125

## New Student Enrollment Summary

	Fall 2015 Target	Fall 2015 Actual
Storrs Freshmen	3,800	3,774
Storrs Transfers	800	871
Regional Freshmen	1,400	1,363
Regional Transfers	250	285
<b>Total</b>	<b>6,250</b>	<b>6,293</b>

### **III. Enrollment Committee Motion that was passed in 2014-15**

Last year the Enrollment Committee brought the following motion forward which was passed by 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.”*

Considerable discussion revolved around this and the challenges that a quarterly update would provide. As it was not clear who the responsible party was for providing the quarterly update (because several offices would need to contribute information) the matter was turned over to the SEC for further action/discussion with the administration.

### **IV. Classroom Utilization**

Brian Rockwood (Registrar’s Office) provided an analysis of classroom utilization on the Storrs campus. The following summary points were noted:

1. Classroom space is tight during peak times (9-1:30 on M,W; 9-5 on Tu,Th) and particularly on TuTh.
2. Large classrooms are limiting.
3. Space challenges could be ameliorated to some extent by following standard class meeting times and offering more large classes at 8am.

### **V. Hartford Regional Campus**

Mike Menard, Director Hartford Regional Campus provided an update on the move to the new downtown Hartford location. In the near term, it is expected that undergraduate enrollment will remain relatively flat (approx. 1300-1400 students) and that graduate student enrollment will approach 1200 students. There is also discussion about the possibility of bringing 2 eminent clusters from Neag to the Hartford Regional Campus. Additionally, the School of Social Work, Public Policy Department, and TCPCG will also relocate to the new campus; Cooperative Extension will not move to the new location.

### **VI. Education Abroad**

Yuhang Rong (Acting Director, Education Abroad) provided an update of Education Abroad programming at UConn.

- a. A second search for a new Director has been successful. Sara O’Leary, currently at the International Center at the University of Hartford, will assume Education Abroad Directorship at UConn beginning June 24, 2016.

- b. A name change occurred from Study Abroad to Education Abroad. The mission of the latter is to support faculty in identifying opportunities for students to live and learn abroad. Education Abroad is a more encompassing moniker; it now includes alternative spring breaks, experiential learning as well as strict academic coursework. Education Abroad also manages the student travel registry.
- c. Education Abroad is working with the Provost's Office to set up an emergency response protocol.
- d. In '94-95 fewer than 150 UConn students went abroad; now we have about 1,000 students going abroad. Seventy percent of students participating in education abroad are women. UConn is average among peers relative to its student participation rate.
- e. Approximately 50% students study in Europe; 10% in each of Africa and Asia; 7% in Latin America; 6% in Australia; 3% in Canada
- f. Three education abroad program types [% of UConn student participation]
  - i. UConn-Administered (program fee, no tuition) [70%]
  - ii. Exchange (specific agreements) [15%]
  - iii. 3<sup>rd</sup> Party (independent company based) [13%]
  - iv. Custom [2%]
- g. Financial Aid. Some programs allow financial aid packages to be applied to education abroad locations. Education Abroad is looking at how to better structure its programs to facilitate application of financial aid.
- h. Education Abroad is 4-ledger supported and has a structural budget deficit. Financials have been helped the last couple of years by the strong dollar (UConn is billed in the host country's currency). In the coming year, a new financial model will be developed.
- i. Among UConn students last year, 36% did Education Abroad in spring term with 36% in fall as well. Spring Break accounted for about 2%, winter term, 6%, and Summer, 20%.
- j. Committee members discussed the common observation that more general education course options approved in education abroad locations would be helpful.
- k. Good advising is key to a successful education abroad effort.
- l. Access can be a challenge because of costs.



AY15-16 Annual Report: Faculty Standards Committee  
May 2016

**Membership:** Jc Beall (Chair), Sandra Bellini, Pam Bramble, Jack Clausen, Dipak Dey, Maria-Luz Fernandez, Michael Fischl, Elizabeth Jockusch, Dustin Lavoie, Del Siegle, Mei Wei, Lisa Werkmeister-Rozas, Susanne Yelin, Preston Britner, Gerald Gianutsos, Masha Gordina (Fall '15), Doni Ivanov, Shariq Mohammed, Girish Punj, Sally Reis, Thulasi Kumar, Osundwa Wanjera

### **Major Items of Discussion.**

Charge on Academic Freedom: the FSC received a charge to formulate a concise definition of academic freedom. The charge presupposed that there was no “clear and compelling” such account in University By-Laws, but this presupposition failed (e.g., Article IV Sect B fits the bill). For reasons set out in its report on the charge (available in FSC minutes at senate.uconn.edu) the FSC judged it best not to alter current language on academic freedom.

Charge on Conditions for Teaching Performance: the FSC received a charge concerning avenues for improving teaching performance when teaching performance is below a set standard. Towards meeting the charge the FSC produced a report that raised and answered a number of relevant questions. (See ‘Report on Seeking Assistance on Improving Teaching’, available in FSC minutes at senate.uconn.edu.)

Charge on Civility and Free Speech: the FSC was given a charge to write a UConn statement on free speech and civility. The FSC advanced the following recommendation:

*Recommendation: The role of free speech and civility at UConn is a pressing, important, and highly complex issue. The FSC worked diligently to review and discuss existing policy statements and practices -- at the University and around the country -- that attempt to protect free speech, promote civil discourse, and nurture a culture of inclusiveness and mutual respect even when there is profound and fundamental disagreement among members of a community.*

*Given the complexity of the issues, we recommend opportunities for broader input and discussions across the University’s many and diverse citizens. The FSC strongly supports the creation of a UConn statement on free speech and civility. The aim should be a clear and timely statement, one that marks out the values to which UConn is committed.*

### **Other Items of Discussion.**

- *Administrators (viz., Assoc Deans) on Senate:* The FSC received a discussion item from the SEC concerning the ratio of administrators on the Senate (viz., 1:9) versus that of faculty (viz., 1:30).

Response. The FSC discussed the possibility of changing by-laws so as to include Deans and Associate Deans in one constituency. The FSC asked the SEC for further clarification on the proposed by-law change. The matter remains with the SEC as of May 2016.

- *Suspension of Senate Rule that SETs shall be calculated only in classes of five or more students:* Dean D'Alleva (Fine Arts) requested a suspension of the given rule because small classes in fine arts are not being evaluated and instructors' teaching portfolios are thereby suffering.

Response. The FSC discussed the request. Conclusion: for reasons of statistical validity and especially confidentiality the FSC saw no way to support the motion to change said by-laws. Alternative means of assessment were strongly recommended for relevant teaching portfolios.

### **Informational Items.**

- Sponsored the annual PTR Forum on April 1. Special thanks to Cheryl Galli for logistical support and a report on the forum. Special thanks to Mark Boyer for his role in the forum this year.

# General Education Oversight Committee (GEOC)

## Report of Activities AY 2015-16

### Executive Summary

From the perspective of the GEOC, General Education (Gen Ed) continues to thrive at UConn. As of March 2016, 58 Gen Ed related Course action request (CAR) proposals were received (25 fewer than last year). Eleven new courses were approved and 17 existing courses were revised. Members of the GEOC voluntarily worked hard to review their colleagues' CAR requests, and the resulting discussions of the GEOC may be some of the richest conversations about teaching and learning on campus. This voluntary hard work stands as a testament to the value faculty place on General Education and their support of the Gen Ed goals stated on the GEOC website (<http://geoc.uconn.edu/>).

Fall 2015, the Faculty Senate undertook a task force study of General Education. As in the past, this year GEOC discussed possible changes and potential updates to the Gen Ed competencies, but in deference to the Task Force, GEOC withheld substantive action during this year, with the exception of a recommendation to remove the Computer Competency and update the Information Literacy competency. GEOC completed its review of CAR requests and undertook realignment in the 5-year cycle of reviews, but deferred its work in other areas while the task force completed its work. For example, GEOC did not hold a Provost competition for new Gen Ed courses (a 2 year funding cycle), noting that any new task force priorities should take precedence and begin Fall 2016. Likewise GEOC did not fund an assessment in light of the Task Force's work and focus groups involving the campus community in a discussion of Gen Ed. The exception to this deferred action was that after several years of discussion, GEOC moved to recommend the elimination the computer competency, as outdated and better structured as revised elements within a digital information literacy competency.

This year's realignment process once again found that many of the University's Gen Ed courses are well aligned with the Content Area and Competency guidelines. An exception was that several W course specifics across 5 years drifted away from inclusion in syllabi in several programs. These details include informing students on the syllabi that their W component grade is linked to their overall course grade, and also detailing on the syllabus how writing will be evaluated, revised, and taught. As a result, GEOC would recommend that these details be more fully specified in the guidelines and on the GEOC website, and particularly in the CAR directions. GEOC has participated in piloting a new fully online form for the CAR which might help integrate these more detailed W specifications. GEOC also identified some complexities for W courses in STEM areas and would suggest that next year's GEOC consider adding STEM specialists to the W subcommittee, whose workload is often the largest, so additional staffing would be appropriate.

There continue to be pressures to substitute courses taken elsewhere and complete UConn-equivalent courses elsewhere (such as high school Early College Experience) that also meet Gen Ed requirements. This trend remains a concern of GEOC when one purpose of General Education is brand instruction at UConn. When substitutions are made, it is then difficult to assert that our Gen Ed curriculum makes us unique. There are also concerns with vertical integration, when UConn higher level courses build on preparation in Gen Ed courses.

## BoilerPlate about GEOC

The General Education Oversight Committee (GEOC) is tasked by the faculty Senate Courses and Curriculum Committee (C&CC) with oversight of Gen Ed at UConn, including review of new course proposals, course changes, and a 5 year realignment process. GEOC consists of chairs and co-chairs of ten GEOC Subcommittees, and its members come from faculty 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/>.

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. Since then only minor changes to the GEOC guidelines have occurred. 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, and the report of the Task Force may highlight additional areas for consideration.

### ***Deletion of the Computer Competency/ Revision of Information Literacy***

GEOC has been discussing revision of the Computer Competency and Information Literacy requirement for several years. Technological changes in these areas, from 2000 to 2016, are quite remarkable. The penetration of mobile technologies into campus activities in general and classroom learning specifically represents only one such change. The year 2000 conceptions of what it means to locate information (e.g., in the Library's computer databases) on which the existing information literacy competency is based have changed dramatically. Much original scholarship now begins and exists solely on the Internet in digital formats. Information Literacy and Computer skills have combined and the 21<sup>st</sup> century skills for living and learning are perhaps more appropriately addressed as Digital Literacy skills, rather than separately information or skills with digital devices. GEOC has undertaken discussion of these issues in the context of potentially combining the current Information Literacy requirement with the Computer Technology requirement into a single Digital Literacy competency.

Independently, instructors for the First Year Writing course have made changes to requirements related to digital information access, and online writing. In 2016, GEOC unanimously recommended that the Computer Competency be removed, and updates to the Information Literacy competency be considered that include digital information access, analysis, synthesis, and communication.

Recommendation:

1. That the Computer Technology Competency be dropped.
2. That the following language be added to the FYW courses at UConn as an additional element of the already-existing Information Literacy component within those courses:

“In addition to the research-based skills (finding, accessing, evaluating, creating, and making use of information) that remain the core of the Information Literacy competency, all FYW courses should:

- Include an associated course management component (HuskyCT or similar site)
- Require at least one cycle of projects be submitted, circulated, and reviewed digitally

Explore the potential for composition beyond typewritten text, including image, media, and other digital design elements”

#### Deletion motion justification:

The current computer competency, as embodied as a HuskyCT multiple choice quiz concerning 1990’s memory storage devices and the like, has outlasted its usefulness. In consultation with STEM faculty and in particular the Computer Science faculty, it seemed prudent to incorporate digital information literacy into revised and updated information literacy competencies and remove the computer technology competency as a separate entity. GEOC’s information literacy subcommittee has been working on recommendations in light of the revised ACRL standards. An assessment of Info Lit conducted Spring 2015 found that:

- ACRL’s standards on which the 2006 GEOC Info Lit guidelines are based, have progressed
- Threshold Concepts in the ACRL’s 2014 revision include (see <http://acrl.ala.org/ilstandards/wp-content/uploads/2014/02/Framework-for-IL-for-HE-Draft-2.pdf>):
  - Scholarship is a Conversation
  - Research as Inquiry
  - Authority is Contextual and Constructed
  - Information Creation as a Process (new in next draft)
  - Searching as Strategic
  - Information has Value
- The departmental Info Lit plans at UConn are in need of revision and updating (and last year we helped get those plans into a more visible space and built a list of updated course numbers for Info Lit courses)
- Info Lit appears to have a significant presence at UConn, albeit in uneven (and perhaps even unconscious) implementation (that is, not all know what Info Lit is or how UConn’s Gen Ed requirements describe it)
- Many UConn faculty pursue Info Lit practices in a very wide range of ways
- Many faculty support the inclusion of collaboration, creation (innovation), and digital components in Info Lit (including the folding in of the computer literacy competency)
- First-Year Writing courses are requiring more in the tech/digital dimension (HuskyCT and at least one cycle of projects to be circulated digitally)
- Students and faculty could benefit from a more clearly articulated statement of what the Info Lit competency entails and/or how it works at UConn, including better departmental plans, examples from a range of disciplines, Best Practices, and links to further resources.
- There is at present no way to ensure that students receive the Info Lit support outlined in the GEOC documents, and there is no assessment mechanism in place. (We do have the SAILS results from 2007)

The proposed drop of the Computer Competency is directly related to the teaching of writing within the University. The 2000 Taskforce Report on Gen Ed intended writing to be taught at 2 levels. Writing instruction was to be introduced to all UConn students through First Year Writing (ENGL 1010/1011). This course was also intended to teach the entry level Information Literacy competencies. Quoting from the current Gen Ed Guidelines,

“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.”

College level skills in writing were intended to be taught through an extended writing seminar taken in the first year, continuing in discipline-specific “W” courses distributed throughout a student’s major. The first year writing course is an anomaly within Gen Ed as it is a required part of the guidelines, specifically mentioned, but is not a Gen Ed course per se. The role of first year writing, in preparation for advanced “W” courses in the major is an item for review. First year writing serves not only to teach writing, but as the primary mechanism for the Information Literacy competency. The proposed deletion of the Computer Competency is accompanied

by a recommendation to consider updates to first year writing with regard to Information Literacy in general, and the use of digital sources specifically.

The 2015-16 General Education Oversight Committee herein reports on the following activities:

- New Course approvals 2015-16
- Gen Ed Status report
- Concerns with First Year Writing waivers
- Course Alignment Process (year 3 of 5 in the cycle)
- Course Enhancement Grant (Provost's) Competition
- Information Literacy Competency Review
- Computer Technology Competency Deletion

## New General Education Course Approvals 2015-2016

The general education curriculum continues to mature and now contains 589 content area courses and 571 skill code courses. (Note: The figures count cross-listed courses as separate courses).

GEOC collaborated with Senate C&CC to pilot test an automated form for the CAR. It is hoped that this work is in its final stages of completion and the new form will simplify the workflow and enable the process to be more transparent for faculty proposing course changes.

As of March in the AY 2015-2016, 58 proposals were received (25 fewer than last year). These proposals have currently resulted in the addition of 11 new courses to the curriculum; 17 existing courses being revised; 3 courses approved for intersession offering; and 0 courses dropped from the curriculum. Twenty-seven of the 58 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 courses added in each Content Area and Competency this year were as follows:

CA1 Arts and Humanities: 5
CA2 Social Sciences: 5
CA3 Science and Technology: 1
CA3-LAB Science and Technology: 0
CA4 Diversity and Multiculturalism: 4
CA4 Diversity and Multiculturalism: 8
Q Quantitative: 0
Writing: 4

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.

Table 1. *Numbers of courses now approved for the general education curriculum (as of March 7, 2016 Senate meeting).*

Content Area/Competency	1000-level courses 2015-16	2000+level courses 2015-16	Total # of courses 2015-16	Percentage at 1000-level	Percentage at 2000-level
CA1 Arts and Humanities	104	30	209	50%	14%
CA2 Social Sciences	48	10	72	67%	14%

CA3 Science and Technology	31	7	38	82%	18%
CA3 Science and Technology - Lab	30	0	30	100%	0%
CA4 Diversity & Multiculturalism	29	12	121	24%	10%
CA4 Diversity & Multiculturalism - International	51	18	119	43%	15%
<b>*Total content area courses</b>	<b>293</b>	<b>77</b>	<b>589</b>	<b>50%</b>	<b>13%</b>
Quantitative	45	19	80	56%	24%
Writing	28	60	491	6%	12%
<b>**Total skill courses</b>	<b>73</b>	<b>79</b>	<b>571</b>	<b>13%</b>	<b>14%</b>

\* 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 table above shows both current course totals for all content area and skill courses, as well as percentages for courses in those categories at the 1000- and 2000- level. In general, courses with CA4, CA4-Int, and W designations have fewer 1000-level courses than other content areas or competencies, and instead have a larger percentage of courses at the 3000- or even 4000-level. Across the board, however, there continue to be relatively few 2000-level courses in any content area or competency, with records showing that there are no 2000-level CA3-Lab courses at all.

## Intensive Sessions

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 3 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 intensive course format. In the past, GEOC has collected faculty reports on provisionally approved intersession courses offered more than two times in a condensed format and used this information to determine whether a course should be re-categorized to “fully approved.” Over the past several years, the GEOC seems less inclined to issue provisional approvals but has instead opted for full approvals in all cases; courses that are in question may simply be declined or sent back for revision. There was some discussion in the GEOC this semester about how to handle courses that are still on the provisional approval list. A representative from Summer Programs was unsure whether that office should be policing these offerings and noted that some courses on the provisional list have been offered in the recent past without having undergone the established review procedure.

Table 2. *General Education Courses Reviewed for Intensive Session Teaching*

Course disposition	2015-16	2014-15	Total 2005-15
Approved	3	2	70
Provisionally approved	0	0	6*
Rejected	0	0	8

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

## General Education Program Implementation

Tables 3 (F 2015) and 4 (S 2016) 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 2015 General Education courses and enrollment by campus and category. Only credit-bearing sections of courses have been included. Courses with zero enrollment have not been counted.

**Note:** Actual physical seats are 50,283; the higher 65,503 figure is due to courses that have multiple gen ed attributes and cross-listed courses.

Table 3 - Fall 2015														
Campus	AVPT		HTFD		STMFD		STORR		TORR		WTBY		ALL	
GenEd category	Course	EnrTot	Course	EnrTot	Course	EnrTot	Course	EnrTot	Course	EnrTot	Course	EnrTot	Course	EnrTot
CA1 Arts and Hum	20	482	35	909	28	840	258	8,261	7	94	23	526	371	11,112
CA2 Social Sciences	18	472	31	992	27	924	271	9,872	7	106	18	512	372	12,878
CA3 Sci and Tech	5	172	6	236	8	294	93	2809	1	21	4	183	117	3,715
CA3 Sci and Tech Lab	22	319	30	595	17	385	329	5723	7	106	19	518	424	7,646
CA4 Div and Multi	7	123	15	265	12	269	80	2296	5	45	8	142	127	3,140
CA4 Div and Multi Int	11	303	13	392	15	450	148	5022	3	45	9	235	199	6,447
<b>Total CA</b>	<b>83</b>	<b>1871</b>	<b>130</b>	<b>3389</b>	<b>107</b>	<b>3162</b>	<b>1179</b>	<b>33983</b>	<b>30</b>	<b>417</b>	<b>81</b>	<b>2116</b>	<b>1,610</b>	<b>44938</b>
Quantitative	36	807	43	1078	27	833	571	11,631	9	143	21	503	707	14,995
Writing 1000 level	2	34	5	95	3	55	36	685	0	0	2	38	48	907
Writing 2000 level	5	75	7	114	4	74	99	1403	2	21	3	38	120	1,725
Total Writing	10	124	22	300	21	360	349	4610	2	21	11	155	415	5,570
<b>Total GenEd</b>	<b>129</b>	<b>2802</b>	<b>195</b>	<b>4767</b>	<b>155</b>	<b>4355</b>	<b>2099</b>	<b>50224</b>	<b>41</b>	<b>581</b>	<b>113</b>	<b>2774</b>	<b>2732</b>	<b>65503</b>
Actual Totals	89	1911	148	3692	125	3512	1596	38,702	31	444	85	2022	2,074	50,283

Table 4. Spring 2016

General Education courses and enrollment by campus and category. Only credit-bearing sections of courses have been included. Courses with zero enrollment have not been counted.

**Note:** Actual physical seats are 45,591; the higher 58,882 figure is due to courses that have multiple gen ed attributes and cross-listed courses.



Campus	AVPT		HTFD		STMFD		STORR		TORR		WTBY		ALL	
GenEd category	Course	EnrTot	Course	EnrTot	Course	EnrTot	Course	EnrTot	Course	EnrTot	Course	EnrTot	Course	EnrTot
CA1 Arts and Hum	14	370	31	717	30	867	246	7,865	7	105	17	396	345	10,320
CA2 Social Sciences	17	549	30	1003	22	753	248	8,318	4	65	19	552	340	11,240
CA3 Sci and Tech	5	118	7	247	7	259	66	2636	0	0	2	85	87	3,345
CA3 Sci and Tech Lab	16	263	24	451	15	316	277	4698	3	36	17	327	352	6,091
CA4 Div and Multi	4	79	16	340	11	314	78	2119	4	47	8	147	121	3,046
CA4 Div and Multi Int	7	212	14	403	13	360	124	4820	3	56	9	236	170	6,087
<b>Total CA</b>	<b>63</b>	<b>1591</b>	<b>122</b>	<b>3161</b>	<b>98</b>	<b>2869</b>	<b>1039</b>	<b>30456</b>	<b>21</b>	<b>309</b>	<b>72</b>	<b>1743</b>	<b>1415</b>	<b>40129</b>
Quantitative	23	449	39	841	26	749	500	10,095	6	85	20	466	614	12,685
Writing 1000 level	4	69	6	112	4	76	39	722	0	0	6	112	59	1,091
Writing 2000 level	3	52	7	122	8	148	83	1298	0	0	1	18	102	1,638
Total Writing	10	160	22	308	32	432	464	4964	3	27	13	177	544	6,068
<b>Total GenEd</b>	<b>96</b>	<b>2200</b>	<b>183</b>	<b>4310</b>	<b>156</b>	<b>4050</b>	<b>2003</b>	<b>45515</b>	<b>30</b>	<b>421</b>	<b>105</b>	<b>2386</b>	<b>2573</b>	<b>58882</b>
Actual Totals	88	2082	135	3248	119	3110	1567	35,023	23	316	78	1812	2010	45591

Table 5 shows the average enrollment in General Education courses in each category. 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 distorted by the fact that independent study and senior thesis W courses, which often have 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 sometimes shown to exceed the 19 student limit because some W courses may have larger enrollments in lecture/seminar sections before students are then broken into discussion sections of 19 where they received their writing instruction. These numbers also depend on which sections of courses are the credit-bearing sections. This often varies between lecture, lab and discussion sections across departments. 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.

Table 5. Average class size for General Education classes, 2015-2016

**\*Note:** The totals for 2015-16 were calculated differently than the totals for 2014-15. The totals for 2015-16 use the enrollment numbers for credit-bearing sections of courses only. For some courses the credit-bearing section may be a lecture; for other courses it may be a lab or discussion, etc. For 2014-15, totals were calculated based on the numbers for lecture sections of all courses. This is why the totals for 2014-15 appear to be significantly larger in some categories. Calculating based on the credit-bearing section is a more accurate representation of class size.

Gen Ed category	Storrs		Regionals		All Campuses	
	2015-16*	2014-15	2015-16*	2014-15	2015-16*	2014-15
Arts and Hum	32	61	25	23	30	43
Social Sciences	35	95	31	31	34	62
Sci and Tech	34	108	36	35	35	73
Sci and Tech Lab	17	88	20	34	18	68
Div and Multi	28	35	20	19	25	29
Div and Multi Intl	36	65	28	27	34	49
<b>Total Cont Area</b>	<b>29</b>	<b>70</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>51</b>

<b>Quantitative</b>	20	69	24	27	21	53
Writing 1000-lev	19	19	18	18	19	19
Writing 2000+ lev	15	32	17	15	15	28
<b>Total Writing</b>	12	15	14	15	12	15
<b>Total GenEd</b>	23	52	24	26	23	42

## Faculty Instruction of General Education

The Senate-approved General Education Guidelines recommend that most general education courses be taught by full-time faculty. In AY 2015–2016, this was true for approximately 64.2% of classes in the Fall and 64.1% of classes in the Spring across all campuses (see Tables 6a and 6b). Last year there was 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, but the numbers appear to have returned to normal this academic year. Numbers for the previous two years were as follows: 67% in Fall, 40% in Spring for AY 2012-13, and 65% in Fall, 62% in Spring for AY 2013-14. This year, full-time faculty taught over one-third (39%) of general education courses at the regional campuses, the same as last year, and 71% of courses at the Storrs campus, up from 58% 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.

Table 6a. *General Education class sections by instructor rank at each campus Fall 2015 (% of total)*

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

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total Full-t. Faculty	Adjunct	GA	Other	Total Part-t. Faculty	Total Courses
Avery Point	7.9%	12.4%	3.4%	5.6%	29.2%	57.3%	10.1%	3.4%	70.8%	89
Hartford	16.2%	8.8%	2.7%	4.7%	32.4%	52.0%	14.9%	0.7%	67.6%	148
Stamford	18.4%	20.8%	4.8%	3.2%	47.2%	48.8%	3.2%	0.8%	52.8%	125
Torrington	0.0%	3.7%	3.7%	11.1%	18.5%	77.8%	3.7%	0.0%	81.5%	27
Waterbury	27.1%	9.4%	10.6%	5.9%	52.9%	37.6%	9.4%	0.0%	47.1%	85
<b>All Regionals (avg)</b>	16.2%	12.4%	4.9%	5.1%	38.6%	51.1%	9.3%	1.1%	61.4%	474
<b>Storrs</b>	27.1%	18.7%	20.0%	6.0%	71.8%	14.2%	13.0%	1.0%	28.2%	1597
<b>All campuses</b>	24.6%	17.3%	16.6%	5.8%	64.2%	22.6%	12.2%	1.0%	35.8%	2071

Table 6b. *General Education class sections by instructor rank at each campus Spring 2016 (% of total)*

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

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total Full-t. Faculty	Adjunct	GA	Other	Total Part-t. Faculty	Total Courses
Avery Point	9.6%	9.6%	6.8%	6.8%	32.9%	58.9%	6.8%	1.4%	67.1%	73
Hartford	22.2%	8.1%	2.2%	2.2%	34.8%	51.1%	13.3%	0.7%	65.2%	135
Stamford	15.1%	23.5%	5.0%	3.4%	47.1%	44.5%	7.6%	0.8%	52.9%	119
Torrington	0.0%	0.0%	0.0%	17.4%	17.4%	73.9%	8.7%	0.0%	82.6%	23
Waterbury	28.2%	5.1%	3.8%	7.7%	44.9%	46.2%	9.0%	0.0%	55.1%	78
<b>All Regionals (avg)</b>	18.0%	11.7%	4.0%	5.1%	38.8%	50.9%	9.6%	0.7%	61.2%	428
<b>Storrs</b>	27.6%	16.1%	19.3%	8.0%	71.0%	13.6%	13.3%	2.2%	29.0%	1567
<b>All campuses</b>	25.5%	15.2%	16.0%	7.4%	64.1%	21.6%	12.5%	1.9%	35.9%	1995

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. This year the opposite was true, however. Percentages actually went down for Storrs faculty. The reason for this is not immediate clear.

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

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total Full-t. Faculty	Adjunct	GA	Other	Total Part-t. faculty	Total Credit Hours
Avery Point	11.1%	7.3%	2.2%	5.3%	25.9%	60.1%	11.5%	2.5%	74.1%	6217
Hartford	13.2%	8.5%	3.4%	4.3%	29.4%	56.5%	13.3%	0.7%	70.6%	12,014
Stamford	14.7%	21.0%	5.2%	3.3%	44.2%	51.9%	3.0%	0.9%	55.8%	11,160
Torrington	0.0%	3.5%	0.5%	8.8%	12.8%	85.5%	1.8%	0.0%	87.2%	1196
Waterbury	27.2%	7.3%	9.8%	5.5%	49.9%	39.8%	10.3%	0.0%	50.1%	6533
<b>All Regionals (avg)</b>	<b>15.3%</b>	<b>11.7%</b>	<b>4.8%</b>	<b>4.5%</b>	<b>36.3%</b>	<b>53.7%</b>	<b>9.0%</b>	<b>0.9%</b>	<b>63.7%</b>	<b>37,120</b>
<b>Storrs</b>	<b>25.1%</b>	<b>17.2%</b>	<b>20.8%</b>	<b>7.6%</b>	<b>70.6%</b>	<b>14.7%</b>	<b>13.3%</b>	<b>1.4%</b>	<b>29.4%</b>	<b>125,598</b>
<b>All campuses</b>	<b>22.8%</b>	<b>16.0%</b>	<b>17.1%</b>	<b>6.9%</b>	<b>62.8%</b>	<b>23.6%</b>	<b>12.3%</b>	<b>1.3%</b>	<b>37.2%</b>	<b>162,718</b>

Table 7b. *General Education credit hour production by instructor rank at each campus Spring 2016 (% of total)*

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total Full-t. Faculty	Adjunct	GA	Other	Total Part-t. Faculty	Total Credit Hours
Avery Point	10.0%	6.8%	6.0%	6.9%	29.8%	63.5%	6.1%	0.7%	70.2%	5504
Hartford	20.2%	8.6%	1.2%	2.2%	32.2%	51.4%	15.7%	0.8%	67.8%	10,487
Stamford	13.9%	21.5%	4.1%	2.3%	41.8%	48.7%	8.6%	1.0%	58.2%	9926
Torrington	0.0%	0.0%	0.0%	15.4%	15.4%	69.8%	14.8%	0.0%	84.6%	1014
Waterbury	24.9%	5.9%	3.4%	8.8%	42.9%	46.8%	10.3%	0.0%	57.1%	5897
<b>All Regionals (avg)</b>	<b>16.8%</b>	<b>11.4%</b>	<b>3.2%</b>	<b>4.6%</b>	<b>36.1%</b>	<b>52.3%</b>	<b>10.9%</b>	<b>0.7%</b>	<b>63.9%</b>	<b>32,828</b>
<b>Storrs</b>	<b>24.9%</b>	<b>16.1%</b>	<b>19.0%</b>	<b>9.1%</b>	<b>69.0%</b>	<b>14.5%</b>	<b>14.5%</b>	<b>2.0%</b>	<b>31.0%</b>	<b>112,588</b>
<b>All campuses</b>	<b>23.0%</b>	<b>15.0%</b>	<b>15.4%</b>	<b>8.1%</b>	<b>61.6%</b>	<b>23.1%</b>	<b>13.7%</b>	<b>1.7%</b>	<b>38.4%</b>	<b>145,416</b>

**Instructor notification.** A final note concerning typical Gen Ed courses. Prior to each semester it has been past practice to email instructors of all Gen Ed courses to inform them that their course is part of the Gen Ed curriculum. Fall 2014 this was done by the Gen Ed office, after several years of transition. There were complications with regard to courses listed in the catalog but not actually offered, but the importance of this notification was once again highlighted when it was not done Fall 2015. It seems like an important administrative activity that should be automated to help ensure consistency in Gen Ed teaching.

## 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 steeply declined since 2010: 153 in AY 2013-14; 219 in AY 2012-13; 267 in AY 2011-12 and 317 in AY 2010-11. Last year was the first year in recent history that the numbers rose, 182 for AY 2014-15, but the numbers for AY 2015-16 are down again very slightly: 176 for AY 2015-16.

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

	#subs AY 2015-16	#subs AY 2014-15	# subs AY 2013-14
ACES	7	2	0
AGNR	26	33	27
CANR	0	0	0
BUSN	21	13	20
CLAS	43	38	47
CTED	14	20	16
EDUC	3	8	12
EGBU	5	3	1
ENGR	28	24	13
FNAR	20	26	8
NURS	9	11	7
PHAR	0	4	2
<b>Total</b>	<b>176</b>	<b>182</b>	<b>153</b>

Table 9. *Substitutions to the General Education Requirements by Category*

Category	Substitutions 2015-16	Substitutions 2014-15	Substitutions 2013-14
CA1	13	17	19
CA2	18	11	10
CA3	4	6	8
CA3-LAB	20	15	27
CA4	31	31	32
CA4-INT	29	29	25
Q	6	15	8
W	25	34	13
Second Language	30	24	11
Sub for ENGL 1010	0	0	0
<b>Total</b>	<b>176</b>	<b>182</b>	<b>153</b>

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.

The numbers provided below by ECE are the cohort of students who were part of UConn ECE Fall 2014-Spring 2015 and matriculated to UConn in Fall 2015. 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 – 2014-15 ECE Cohort admitted Fall 2015 at UConn**

Category	Substitutions Fall 2015	Substitutions Fall 2014	Previous Substitution Fall 2013
CA1	227	147	205
CA2	118	62	128
CA3	63	39	89
CA3-Lab	495	369	594
CA4	10	7	4
CA4-Intl	19	6	8
<b>Content Area Total</b>	<b>932</b>	<b>630</b>	<b>1028</b>
Q	561	476	760
W	0	0	0
<b>Competency Total</b>	<b>561</b>	<b>476</b>	<b>760</b>
<b>Grand Total</b>	<b>1493</b>	<b>1106</b>	<b>1788</b>

## 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. However, due to the formation of the General Education Task Force and the current review of the status of General Education at UConn, the competition to fund new courses was not held this year. The second year of funding for 2014-15 winners was funded. The competition was postponed pending a report on the findings and potential recommendations of the task force.

## Gen Ed Course Realignment Oversight

Part of GEOC's mandate from the Senate is "monitoring periodically courses that satisfy General Education requirements to ensure that they continue to meet the criteria adopted by the Senate" (*General Education Guidelines*). GEOC has developed a small-scale recertification plan and opted for a staggered and sample approach that would still allow monitoring the quality of the Gen Ed program and help stimulate departmental conversations about the purpose and quality of their Gen Ed offerings. Thus, a sampling of courses - rather than all Gen Ed courses - will need to be recertified in an overall recertification process that is spread over a five-year cycle. The plan is to obtain information about the delivery of content area and competency course categories rather than to reapprove (or not) the general education offering status of individual courses. Hence, the term "recertification" is not an accurate description of what is proposed. Therefore, this monitoring program has been renamed the alignment survey.

In parallel with the plan to gather data on how courses are being taught, the GEOC continues the ongoing effort to develop assessment tools designed to reveal whether what students learn from the courses they select achieves goals that are the purpose of general education.

In 2011 the GEOC developed a survey to gather information about sampled courses. The survey asks open-ended questions about the relationship between the course content and delivery and both the overall general education guidelines and also the specific guidelines for the content areas and competencies that a course is approved for. The survey also asks whether the course contains any exam questions, projects, or written assignments intended to measure whether students have achieved these outcomes. The current survey does not ask for the results of general education measures; it only asks whether some form of measurement is attempted. In 2011, GEOC conducted a pilot survey with three departments. After the pilot, the survey was revised and was ready for a regular program of surveys.

Departments that offer general education courses are selected each year to participate in the general education alignment survey. A sample of courses offered by each participating department is selected to include:

- The general education course with the largest enrollment
- At least one example of each content area and competency offered
- At least one example of a course offered at a regional campus

Random sampling is used for content areas and competencies that are represented in multiple courses offered by the department (two courses are sampled and the department is asked to choose one of the two). Once the GEOC subcommittees have finished their revision of the Information Literacy competency, departments will also be asked to review their information literacy offerings. Information Literacy is an important component of general education, but it generally is not associated with a single departmental course and often is incorporated into courses that are not otherwise identified with general education.

The cumulative data gathered from departmental samples permits the GEOC to report on the extent to which general education courses collectively continue to be consistent with the guidelines that were the basis for their approval as general education offerings. Courses approved for content area one, Arts and Humanities, and content area four, Multiculturalism and Diversity both require satisfying one of five possible guidelines. Once enough departments have been surveyed, it will be possible to report what fractions of courses in these content areas focus on each of the possible guidelines.

The survey is oriented toward evaluating content areas and competencies, and a question of interest is this: “To what extent does the teaching of general education courses, especially those approved several years ago, continue to conform to the description and justification in the approved course action request?” Should the survey reveal that a surveyed course is diverging from the general education guidelines, the GEOC will work with the department and faculty to restore the course to the proper alignment. Nevertheless, the implications of this question are large. If it appears that a large fraction of general education courses have diverged from the guidelines, then the process of reviewing general education courses, the resources devoted to oversight, and possibly the structure of the general education program itself would have to be reconsidered.

This year, the following departments were selected for review: AASI, ACCT, AFRA\*, AMST, CHEM, ECE\*, ECON, FINA\*, GPS\*, HEB\*, HORT, ISKM\*, LAND, MAST, MATH, PSYC, PT\*, TURF\*. Between them, the departments submitted a total of 19 courses for review.

\*Note: Alignment materials were not received from the following departments for reasons as stated: AFRA never responded to repeated attempts to contact them about the alignment; ECE did not have any courses eligible for alignment; while FINA originally responded to alignment requests, no materials were ever received from them after repeated reminders; the only eligible course from GPS was waived because it will be “sunsetting” shortly; HEB was merged with JUDS recently to form HEJS, which was aligned last year; both ISKM and PT no longer exist as undergraduate designations; and the only eligible course from TURF was waived because it will likely be revised after the Spring 2016.

## **Concluding Comments**

Gen Ed at UConn is functioning well. The Task Force may provide insights into changes beneficial to Gen Ed. The 2015-16 GEOC proposed changing the nature of Digital Literacies competencies by deletion of the current Computer Competency and expansion of Information Literacy to encompass digital resources and the 2014 ACRL framework.

As part of the University’s strategic initiatives and Academic Plan, 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. General Education is mentioned in UConn’s 2014

Academic Plan as a means for achieving excellence in Undergraduate Education. 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. Task Force recommendations may detail possible changes.

The Value of General Education. In an era where the value of higher education is often determined solely by efficiency in career preparation and the increased starting salary of graduates, it may be important to continue the dialog concerning the value of general education, to students, to faculty, to the University, to businesses, and to a democratic society. General Education is intended to broaden the perspective of student beyond their career preparation. It is also intended to strengthen important thinking skills presumed essential to a functioning Jeffersonian democracy, including thinking beyond self interests, appreciation of diversity of thinking, civil discourse, strategic analysis of big data and complex issues, and the ability to express one's opinions in a scholarly and respectful manner that contributes to society. When financial concerns overtake educational goals and values, General Education is the most likely first victim. Academic advisors need to be reminded of the shared values of the University community with regard to general education goals and students themselves need to become aware of not just the list of requirements, but the underlying purpose of seeking a general education.

In conclusion, Gen Ed at UConn remains strong. It faces several challenges and may need to face others as the University moves to implement its Academic Plan. GEOC looks forward to continuing to work closely with University Administration to maintain and strengthen its work to ensure every UConn graduate is prepared individually in their domain as well as able to fulfill the responsibilities as a citizen, behave ethically, respect and appreciate the value of diversity, assume a leadership role, collaborate on a team, and effectively communicate their ideas to others.

#### **GEOC Committee Members 2015–2016 Academic Year**

Michael F. Young	Chair
Thomas Abbott (part of Fall 2015)	CA3
Joseph Abramo	CA4
Pamela Bedore (Senate C&CC, ex officio)	N/A
Michael Bradford	CA1
Scott Campbell	Info Lit
Ana Maria Diaz-Marcos	Sec Lang
Arthur Engler	W
Bernard Goffinet	CA3
David Gross	Q
Shabaz Khan (USG rep)	N/A
Thomas Meyer	CA3
Stephanie Milan	CA2
Olivier Morand	CA2
Gustavo Nanclares	CA1
Fatma Selampinar	Q
Eduardo Urios-Aparisi	CA4
Manuela Wagner	Sec Lang
Steven Zinn	W

Karen Piantek (Program Assistant)

**GEOC Subcommittee Members 2015-2016 Academic Year**

<p><b>CA1 Arts &amp; Humanities</b>  Michael Bradford, Co-Chair  Gustavo Nanclares, Co-Chair</p>	<p><b>Writing</b>  Arthur Engler, Co-Chair  Steven Zinn, Co-Chair  Douglas Kaufman  Thomas Long  Beth Ginsberg</p>
<p><b>CA2 Social Sciences</b>  Olivier Morand, Co-Chair  Stephanie Milan, Co-Chair  David Atkin  Charles Venator</p>	<p><b>Quantitative</b>  Fatma Selampinar, Co-Chair  David Gross, Co-Chair  Jennifer Tufts  James Cole  Kun Chen</p>
<p><b>CA3 Science &amp; Technology</b>  Tom Meyer, Co-chair  Bernard Goffinet, Co-Chair  David Perry  Richard Mancini</p>	<p><b>Information Literacy</b>  Michael F. Young, Co-Chair  Scott Campbell, Co-Chair  Larry Gramling  Shelley Goldstein  Andrea Hubbard  Kathy Labadorf  Carolyn Lin</p>
<p><b>CA4 Diversity &amp; Multiculturalism</b>  Eduardo Urios-Aparisi, Co-Chair  Joseph Abramo, Co-Chair  Mary Ellen Junda  Mark Kohan</p>	<p><b>Second Language</b>  Ana Maria Diaz-Marcos, Co-Chair  Manuela Wagner, Co-Chair  Brian Boecherer  Ken Fuchsman  Rajeev Bansal</p>



DRAFT  
ANNUAL REPORT OF THE SENATE GROWTH AND DEVELOPMENT COMMITTEE  
April 21, 2016

The Committee met eight times during AY15-AY16 with various UConn administrative leaders, including the Dean of the Graduate School, Vice Provost for Libraries, Associate Vice Provost for CETL, Vice Provost for Academic Affairs, the Vice President for Research, and the University Architect. Discussions centered on activities and issues related to general institutional advancement. The Committee also dealt with one charge from the SEC to examine eligibility for various Senate constituencies.

**Notable Issues:**

1: Graduate Program – This year the graduate program was discussed with the Graduate School Dean, Kent Holsinger, and the Associate Vice Provost for the Center for Excellence in Teaching and Learning, Peter Diplock.

- a. Timing for loan deferments - A possible issue that will be further examined by the graduate school is the time the Bursar's Office requires to notify lending agencies of loan deferments for graduate assistants who are considered full-time even though they take only six credits. Some GAs feel their deferments are being jeopardized.
- b. Graduate student population - Graduate student numbers relative to undergraduate population (an AAU consideration and UConn shortcoming) continue to be an issue. Although graduate student number increased by 900, to about 7000, the ratio of graduate to undergraduate student numbers remains below our AAU aspirations.
- c. Graduate tuition charges to grants- This fiscal year approximately one-half of the tuition charged to grants was returned to the grants that generated the funds. This relieves some pressure on grant funds. The fund generated by these charges is currently in surplus but is expected to be in deficit by FY18. Continuation of the return of tuition charges to grants and(or) eliminating it altogether remain issues.
- d. Graduate student on-campus housing – There continue to be no plans for on-campus graduate student housing. Eighty “beds” were reserved on graduate students this year. Whether this met the needs expressed by the graduate student government remains in question.
- e. Required teaching assistant training – CETL has proposed to require all TAs to do Tier I training dealing with items such as compliance issues. This may be done on-line. Tier II and III are optional programs. The issue of training time and redundancy with departmental training should be monitored.

2: Library – The Committee reviewed the status of the Library with Vice Provost Martha Bedard.

- a. Financial status - Currently, the financial crisis for next year has been averted by restoration of proposed budget cuts (\$1.2 million). The last five institutions admitted to the AAU had library budgets in the range of \$30 million; UConn's is \$20 million.
- b. Criteria for advancement – Interlibrary Loan Service ranks 9<sup>th</sup> nationally. This is very high because we rely on other institutions collections. Some ILL requests are denied due to costs or copyright. The Provost's taskforce is assisting the Faculty Library Advisory Committee with budget adjustments. Possible additional revenue

sources for the library include student fees, tuition, a portion of F&A charges on grants, and fundraising.

- c. Status of University Librarians – Should library staff with Ph.D.s have faculty status?
- 3: Center for Excellence in Teaching and Learning – This Center’s successes include more training programs, faculty involvement and revenue generation. A review was provided by Associate Provost Peter Diplock.
    - a. Graduate Assistant training programs – Tier II professional development workshops are now provided throughout the year. Tier III is a 9-credit teaching and instruction program run through the Neag School of Education. These are expected to benefit career development, and their outcomes should be watched closely.
    - b. Growth areas – CETL may assume a larger role in training and assessment of teaching effectiveness of Adjuncts. SETs may be useful to assess the need for further training or peer-review. CETL may also facilitate the satisfactory transfer of courses from the community colleges through improved technology such as video feeds.
  - 4: Regional campus issues – These issues were discussed with Vice Provost Sally Reis. There are issues common to all campuses as well as those unique to each.
    - a. Torrington campus – It seems apparent that the Torrington Regional campus will be closed and its programs merged with those of Waterbury.
    - b. Common regional campus issues – Issues include declining enrollments, lack of housing, prevalence of international students, reduced numbers of high school students state-wide, preponderance of adjunct faculty with fewer tenure-track, a lack of majors at Regionals. Means must be found to achieve greater integration of regional campus activities with the main campus.
    - c. Student performance – Upon transfer to Storrs, regional campus students underperform, graduate later and leave more easily. We should provide more and better academic advising with attention to their specific issues. The curriculum map followed at the Regionals and its integration into Storrs curriculum should be carefully examined.
  - 5: Research administration - Activities and issues surrounding research efforts were discussed with Vice President Jeffery Seemann.
    - a. Decreased research funding – The decreased rate of growth in federal research grant dollars to UConn is a major concern and focus of Research Foundation efforts. Possible reasons include a shrinking NSF/NIH budget support, institutional reputation, bias, access to facilities, etc. Efforts to improve competitiveness include encouragement of collaborative proposals, better mentoring, and retention of the services of more grant writing consultants.
    - b. Activities of the Research Advisory Council – The activities of the RAC seem rather opaque to the research community in general, and better communication is encouraged. It was reported that the RAC is currently tasked with improvement of extramural support, the effectiveness of internal support and the travel policy.
    - c. Fringe benefit charges to grants – The very high fringe benefit rates charged to grants require careful examination. These may be among the factors decreasing competitiveness of research proposals in the eyes of some reviewers. It is

recommended that the Office of the Comptroller explore ways to avoid the prevailing wide annual swings and unpredictability of fringe benefit rates.

- 6: Distribution of eligibilities for Senate constituencies – These issues are covered in a separate report dated February 22, 2016. At this writing, a resolution is planned to recommend a change in University By-laws to include “in-residence” and lecturer titles in the listings of eligible voting members of constituencies. It was also recommended that associate deans continue as part of the faculty constituencies with a notation on the ballot indicating when a member is an associate dean.
- 7: Storrs campus planning – At this writing the Committee had not yet met with Chief Architect Laura Cruickshank.

### **Fall 2015 Meetings:**

September 17, 2015, at 10:00am Hall Building, Room 123.

October 30, 2015, at 10:00am, Hall Building, Room 123.

November 19, 2015, at 10:00am, Hall Building, Room 123.

December 11, 2015, 10:00am , Hall Building, Room 123.

### **Spring 2015 Meetings**

January 29, 2016, 10:00am, Hall Building, Room 123

February 19, 2016, 10:00am, Hall Building, Room 123

March 11, 2016, 10:00am, Hall Building, Room 123

April 29, 2016, 10:00am, Hall Building, Room 123

### **Committee Members**

J. Larry Renfro (Chair), Michael Accorsi, David Benson, Robert Bird, Tracie Borden, Greg Bouquet, Alec Calva, Joseph Crivello, Maria Gordina, Karl Guillard, Kathy Hendrickson, Faquir Jain, Andrew Moiseff, Kristen Schwab, Lyle Scruggs, Larry Silbart, Suzanne Wilson

**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.*

**Annual Report to the University Senate of the  
Senate Scholastic Standards Committee  
2015-2016 Academic Year**

*Scholastic Standards presented four motions and one consent agenda proposal to amend the By-Laws, Rules and Regulations of the University Senate during the 2015-2016 AY. Two additional motions are ready for presentation in the fall 2016 semester.*

**Motions Presented**

**II.B.10 Adding or Dropping Courses**

This amendment clarified policies and procedures for dropping courses during the 2<sup>nd</sup> through 9<sup>th</sup> weeks of classes, clarifying use of the 'W' designation. It also changed references to the first 2 weeks of classes to the first 10 days to better accord with financial aid regulations.

Approved October 12 2015.

A supplementary motion was brought to the Senate to reinsert a sentence on instructor consent into this section of the By-Laws, since its omission created ambiguity.

Approved February 1 2016.

**F.3. University Scholars**

This amendment updated the eligibility and curricula for the University Scholars program, removing out of date procedural language and recognizing the role of the University Scholar Oversight and Selection Committee.

Approved October 12 2015.

**II.A. Admissions**

Scholastic Standards completed a thorough review of the Admissions By-Laws primarily in the previous academic year but extending into the fall 2015 semester. The existing By-Laws were inaccurate and outdated and a completely new draft of this section was brought to the Senate.

Approved February 1 2016.

**Consent Agenda Proposal**

All references within the text of the By-Laws to letter grades should use single quotation marks, i.e. 'A'

To be presented May 2, 2016.

**Motions in Preparation for Fall 2016**

**11.E Scholastic Standing**

The University Auditors suggested that updates were required to the By-Laws concerning changes to course grades. While making these revisions, the committee determined that many other parts of the Scholastic Standards sections of the By-Laws concerning were unclear or out of date and not in accord with current practice. It

therefore undertook a thorough revision of these sections that will be completed by the end of the academic year.

To be presented during the 2016-2017 AY.

### **Minors**

The by-laws are silent on the subject of minors but these are popular with students. While their governance can be left to the schools and colleges, some overarching language to be included in the by-laws would be helpful. This language was crafted and presented to the SEC, with the intention of bringing it to the Senate during the 2016-2017 AY.

*In addition to the discussions that resulted in the above approved and planned motions, Scholastic Standards considered several other items that did not require Senate action. Among them were:*

- A requirement to pass the laboratory component of a General Education CA3 lab course in order to pass the course. While there was no opposition to this idea, it was thought to be the purview of GEOC and Senate Curricula and Courses Committee.
- Readmissions after dismissal policy for Ratcliffe Hicks School of Agriculture students. Given the altered time-scale of the 2-year degree program, adjustment of this policy was deemed appropriate and a memorandum of understanding between Ratcliffe Hicks and the Dean of Students Office was completed.
- A concern that students can graduate with baccalaureate degrees without taking courses above the 2000 level. It was determined that this problem was restricted to the biology departments of CLAS and that they are dealing with it.
- Reading Days. The usefulness of the current system was discussed including hearing about a survey of students on the topic. The Student Welfare Committee is currently considering Reading Days and the SSC will await the results of their deliberations.

*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 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. In addition, Joe Crivello represented SSC on the Honors Advisory Board.

### **Consultations**

Scholastic Standards would like to thank those who provided consultation on matters under consideration: Nathan Fuerst (Director of Admissions) and Jill Thorne and Brian Boecherer (Early College Experience) provided extensive consultation to Scholastic Standards on the Admissions By-Laws.

The committee is also grateful to Cheryl Galli for the assistance she provided over the course of the year and to Jill Livingston for acting as chair during Hedley Freake's absence for part of the fall semester.

Respectfully submitted,

Hedley Freake (Chair)

2015-2016 Senate Scholastic Standards Committee Members:

Brian Aneskievich, Karen Bresciano, Stuart Brown, Jennifer Lease Butts, David Clokey, Robin Coulter, Susanna Cowan, Joseph Crivello, Kacie Davis, Lauren DiGrazia, Hedley Freake, Lawrence Gramling, Katrina Higgins, Doni Ivanov, Jill Livingston, Mackenzie Morrison, Eric Schultz, Annelie Skoog, Gina Suart, Ellen Tripp, David Wagner.

**Annual Report**  
**Student Welfare Committee, 2015-2016**  
**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 Members:**

*Karen Bresciano, Chair, Student Affairs	Eliza Conrad, USG
*Peter Gogarten, Molecular & Cell Biology	Sydney Dinkeloo, USG
*Lewis Gordon, CLAS	Kate Fuller, UConn Libraries
*Karl Guillard, CAHNR	Gerry Gianutsos, Pharmacy
*Shareen Hertel, Political Science	Michael Gilbert, VPSA (Ex Officio)
*Patricia Jepson, CAHNR Advising	Kelly Kennedy, Business
*Katherine Pancak, Business	Erin Mason, Registrar's Office
*Robert Tilton, English	Morty Ortega, CAHNR
*Jaci VanHeest, Education	Michelle San Pedro, GSS

**Cross-Representation:**

Patricia Jepson- Diversity Committee  
 Karl Guillard- Growth & Development

**Report of Activities:**

During the 2015-2016 academic year, the Student Welfare Committee met with constituents across the University during nine monthly meetings from September to May.

**Resolution/Motions Passed:**

***In Support of the Open Textbook Initiative***  
***September 21, 2015***

WHEREAS, The College Board estimates students spend an average of \$1200 annually on textbooks

and materials<sup>1</sup>;

WHEREAS, Textbook prices have increased 82% between 2002 and 2012, 3 times the rate of inflation<sup>2</sup>;

WHEREAS, Current college textbook costs compromise student success: 65% of students have forgone buying a textbook because it was too expensive; the majority of those students did so even though they believed it could hurt them academically<sup>3</sup>;

WHEREAS, The growing availability of low- to no-cost, high quality instructional content provides

possible alternatives to commercially available textbooks in many disciplines;

WHEREAS, Open Source textbooks are written by authors who are recognized as experts within their

field and allow for professors to alter course material as they deem necessary;

WHEREAS, The pending *Affordable College Textbook Act* (S.1704 / H.R. 3538) will make textbooks

more affordable and accessible through the expansion of open educational resources;

WHEREAS, The Connecticut State Legislature has passed *An Act Concerning the Use of Digital*

*Open-Source Textbooks in Higher Education (H.B. 6117)*, establishing a state-wide pilot program to assess and promote the use of high quality open source textbooks; analyze the potential cost savings to students; and identify barriers to the effective use of open source textbooks;

WHEREAS, A resolution authored by the Undergraduate Student Government and UConn Public

Interest Research Group (UConn PIRG) resulted in the formation of the Open Textbook Initiative, a University-wide committee consisting of student group representatives, librarians, faculty, administrators, and the UConn Co-op Board, to investigate and promote affordable and open course materials at UConn; be it

RESOLVED, That the University Senate urge faculty to utilize existing procedures to reduce costs to

students, including using library-licensed resources; rental programs; course packets; assigning older editions of texts; and complying with textbook request due dates, which provides the bookstore opportunities to provide lower cost options and better buy-back prices; and be it further

RESOLVED, That the University Senate encourage faculty to continue exploring means to increase the

use of high quality, low- or no-cost, accessible instructional materials as replacements for more expensive course materials; and be it further

RESOLVED, That the University Senate support the Open Textbook Initiative and the state-wide pilot

program, which will actively raise awareness and provide opportunities for building expertise in the adoption of affordable and accessible course materials

1 The College Board. (2015). *Average Estimated Undergraduate Budgets, 2014-15*.

<http://trends.collegeboard.org/collegepricing/>

[figures-tables/average-estimated-undergraduate-budgets-2014-15](http://trends.collegeboard.org/collegepricing/figures-tables/average-estimated-undergraduate-budgets-2014-15)

2 United States Government Accountability Office. (2013). *College textbooks: Students have greater access to textbook*

*information*. <http://www.gao.gov/assets/660/655066.pdf>

3 Senack, E. & U.S.PIRG. (2014). *Fixing the broken textbook market: How students respond to high textbook costs and*

*demand alternatives*, <http://www.uspirg.org/reports/usp/fixing-broken-textbook-market>

### **Summary of Monthly Meetings:**

**Full minutes of each meeting can be found at**

<http://www.senate.uconn.edu/SWC/swcminutes.html>

Over the course of the year we invited several guest to our meetings to discuss many topics including the following:

Open Text Book Initiative Resolution- Martha Bedard can come to our meeting on 4/21/15 to discuss the issues. Kate Fuller worked to create the resolution, which passed 9/21/15.



Regional Campus Student Welfare Taskforce- The taskforce, formed, and met. They decided to hold focus groups at each campus with students, faculty, and staff. They created a list of standardized questions for each group to be asked at each campus. The note of all of these meetings were compiled and will be used to create surveys for students, faculty and staff at each campus. During the year, another group was formed to look at issues surrounding the decision to have common schedule/start time. They too were planning to survey folks about their topic. These groups have decided to merge their surveys. They will create the surveys together and administer the surveys in the fall of 2016.

Common Schedule/Start Times- This was a topic of much discussion since this mandate seemed to come down quickly with little to no discussion with regionals and seemingly little time to prepare for the change. It was significant to the Regional Campus Student Welfare Taskforce and impacted how they spent their time and the current collaboration. It did go into effect for the spring semester. Some campuses have reported that they were able to accommodate most requests and the change was tolerated. Other campuses have reported that it has significantly impacted the usage of their campus. Instead of being active Monday through Thursday and quiet on Friday, they are now packed on Tuesday and Thursday with nearly no activity on Monday, Wednesday and Friday. The groups looking at this topic will continue doing so into the Fall 2016 semester.

Active Threat Training/Facilities Issues- Guests from OEM and UCPD, Lt. Chris Casa, Capt. Chris Renshaw, Ofc. Ketan Padalia, Ofc Eric Bard, Mary Rose Duberek, and Blaize Levitan gave a comprehensive overview of the work of the Office of Emergency Management, including information on trainings that they can do for faculty, staff, and students. They asked us for ideas on getting in front of more faculty and we suggested coming to a Senate meeting to give an update and a pitch for their training offerings. This occurred during the March Senate meeting.

Services for International Students, Graduate Students, and International Graduate Students -Dan Weiner and Kent Holsinger came to speak with us about our concerns and questions. We had an extensive conversation on the need for graduate students to have access to close and affordable housing. The desire for family housing was also highlighted. Michael shared that it looks like the number of beds that we can offer to graduate students has more than doubled for next year. It was also commented that Off-Campus Student Services has done well offering information to students about how to access off-campus housing.

We discussed that transportation continues to be a challenge for graduate students, another issue that disproportionately impacts our international graduate students. Also, we discussed the need for support for incoming graduate students (with an emphasis on international graduate students) and the feeling that some departments are great about helping new students get settled and others are not quite as proactive. Kent spoke about where graduate students are to go if they have a concern about anything not strictly connected to their academics, sharing that they have three members of his staff that have some responsibility for this sort of thing.

Housing, On and Off Campus- Pam Schipani and Beverly Wood came and spoke with us about current and developing issues surrounding housing on and off campus. The Nathan Hale will keep running as at least a partial hotel until there is another hotel option in the area. The University is actively pursuing partners for a new hotel. Developers have been coming in to see about demand on and off campus. They are doing a market analysis.

Library Budget- We had many discussions over the year about the concerning cuts to library budget which would have impact to both faculty and student services. We are pleased to learn there were mitigations put into place to lessen this impact for the upcoming year.

Academic Integrity Policy- Discussion with Scholastic Standards and with SEC as well as concern raised by Ellen Tripp from CPIA (NCAA requirement for campuses to have a policy and consistent administration to athletes vs non-athletes), prompted SEC to ask our committee to look at this topic. Primary was the anecdotal, but educated impression that the policy was not being implemented by instructors as written, specifically, the requirement for instructors to inform Community Standards when they suspect academic misconduct and have implemented a sanction/consequence. The student welfare concern is that students may not be learning of their right to a hearing and that Community Standards may not be able to recognize patterns of repeat violations without these reports. Our committee wondered if this was, in fact the case, and if so, why was this occurring. With the help of Sarah Redlich, HESA practicum student, we developed a survey for both instructors of undergraduates and for students to provide us information about their experience with, feeling about, and use of UConn's current policy. Sarah also did a review of peer and aspirant institutions. The review of this data will continue into next year, though preliminary data suggests that only about 30% of instructors who responded to the survey informed Community Standards when dealing with cases in their classes. Ashley Vrabely from Community Standards, joined us at our April meeting to share the perspective of her office. Other issues for next year's continued discussion are the definition of plagiarism (intent, citation error vs. intentional misrepresentation of another's work as one's own) as well as procedures for dealing with plagiarism on non-classroom work, such as applications.

Greek Life- The SEC asked us to look at student welfare issues as it relates to the Greek community, specifically issues around underage drinking and other troubling behavior at university sponsored or related events. Todd Sullivan, Director of the Office of Fraternity and Sorority Life will be attending our May meeting, taking place after the submission of this annual report.

Anticipated and Continuing Topics for Next Year include the following:

Regional Campus Student Welfare Taskforce

Academic Integrity Policy

Dining Services Update

CMHS/SHS Update

**Respectively Submitted** on April 24, 2016 by Karen L. Bresciano

## **Senate University Budget Committee**

### **2015-16 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.

**Committee Members 2015-16.** \*Suresh Nair, Chair, Business; \*Carol Atkinson-Palombo, Geography; \*Rajeev Bansal, Engineering; \*Bontly, Tom, Philosophy; \*Nancy Bull, CAHNR; \*Ellen Carillo, English; \*Eleni Coundouriotis, English; \*Kelly Dennis, Fine Arts; \*Joe Loturco, Physiology & Neurobiology; \*Paula McCauley, Nursing; \*Lisa Sanchez, English; \*Zeki Simsek, Business; \*Stephanie Sponzo, USG; Angela Brightly, Waterbury Campus; Edward Leardi, USG; Philip Mannheim, Physics; James Marsden, Business; Jeanne Martin, Avery Point Campus; Corey O'Brien, Student Union; Katrina Spencer, Budget Office (Ex-Officio Member); Daniel Stolzenberg, Education;

(\*Senate Member 2015/2016)

#### **Overview of the committee's business in 2015-16:**

The Senate University Budget Committee met 5 times during the year. Two additional meetings were canceled due to weather and a personal emergency of the guest.

**10/1/2015 Meeting:** 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. She updated the FY15 budget and gave an overview of the FY16 budget. She also spoke about the new fringe benefit rates. FY15 ended with a small surplus, the budget was balanced despite state rescissions. She talked about uncertainties around NextGenCT operational funding, and collective bargaining. She mentioned that fringe benefits expenses are almost 22% of the budget, and the rates are rising due to hybrid retirement plan conversions. Salaries and fringes are expected to be 64% of the operating budget in FY16.

**11/12/2015 Meeting:** The second meeting of the committee was with Provost Mun Choi who provided information on the budget situation. He talked about a net ~260 new hires in the past 6 years (436 minus 175 retirees), and an additional about 150 in-residence full time teaching faculty. The Provost gave an update on the Academic Plan competition, including FMRI investment for Big Brain, Hartford campus and Library funding was discussed.

**1/25/2016 Meeting:** The third meeting of the committee was with Martha Bedard, Vice Provost for University Libraries. She discussed the budget situation and shared budget numbers. He updated the committee on the initial review done last year to decrease the footprint of collections, and free up space. She explained bundle contracts with publishers. There was quite a bit of discussion on how journal/material usage was measured.

**2/19/2016 Meeting:** The fourth meeting of the committee was with Wayne Locust, Vice President, Enrollment Planning and Management. He mentioned that due to no additional operating funds and only some block grants being available, the admission numbers are going to stay the same for Fall 2016 as Fall 2015. He gave us information on application trends, applicant mix, etc. He made a case for increasing scholarships.

**3/29/2016 Meeting:** The fifth meeting of the committee was with Scott Jordan, Executive Vice President and Chief Financial Officer. He highlighted that the budget situation at the State is serious. The additional cuts since mid-March was \$18 million for UConn and an additional \$6 million for UCHC. He talked about shortfall for even capital projects, in addition to cuts in operating fund support. He discussed the change in management of the Co-op and the process used to pick a new vendor. There was discussion on the subsidy provided to athletics.

Respectfully submitted,

Suresh Nair, 2015-16 Chair, on behalf of the Senate University Budget Committee

**Report of the Senate Nominating Committee**  
**University Senate Nominating Committee**  
 2016-2017 Standing Committee Membership  
 April 4, 2016

**University Budget**

\*Atkinson-Palombo, Carol-CHAIR  
 \*Bansal, Rajeev  
 \*Batt, Steven  
 Brightly, Angela  
 \*Bull, Nancy  
 \*Coundouriotis, Eleni  
 \*Dennis, Kelly  
 \*Loturco, Joe  
 \*Mannheim, Philip  
 Marsden, James  
 Martin, Jeanne  
 \*McCauley, Paula  
 \*McCutcheon, Jeffrey  
 \*Nair, Suresh  
 O'Brien, Corey  
 \*Simsek, Zeki  
 Stolzenberg, Daniel  
 Thorpe, Judith

**Curricula & Courses**

\*Darre, Michael-CHAIR  
 Buck, Marianne  
 Hanink, Dean  
 Labadorf, Kathleen  
 \*McManus, George  
 O'Donoghue, Maria Ana  
 \*Ouimette, David  
 Park, Steven  
 \*Schultz, Eric (ex-officio)  
 \*Wilson, Suzanne

**Diversity**

\*Fernandez, Maria Luz-CHAIR  
 \*Boylan, Alexis  
 \*Bushmich, Sandra  
 \*Cobb, Casey  
 Fairfield, Alice  
 \*Heath-Johnston, Pamela  
 Hughey, Matthew  
 \*Irizarry, Guillermo  
 \*Pane, Lisa  
 Price, Willena  
 Salorio, Eugene  
 Schipani, Pamela  
 Stephens, Robert  
 Thurmand, Charmane  
 Tzingounis, Anastasios  
 Ulloa, Susana  
 \*Werkmeister-Rozas, Lisa  
 \*Zack, John

**Enrollment**

\*Faustman, Cameron-CHAIR  
 Bradford, Michael  
 \*Clark, Christopher  
 \*Deibler, Cora Lynn  
 Fuerst, Nathan  
 Gorbants, Eva  
 Martinez, Samuel  
 Ndiaye, Mansour  
 Nelson, Brandy  
 Richardson, Wendi  
 \*Rios, Diana  
 Rockwood, Brian  
 \*Wogenstein, Sebastian  
 Ulloa, Susana

**Growth & Development**

\*Bird, Robert-CHAIR  
 \*Benson, David  
 Borden, Tracie  
 Bouquot, Greg  
 Ferron, Nick  
 \*Graf, Joerg  
 \*Gordina, Maria  
 Jain, Faquir  
 \*Judge, Michelle  
 \*Lewis, Louise  
 Lin, Carolyn  
 Lin, Min  
 Moiseff, Andrew  
 Perras, Kylene  
 \*Schwab, Kristin  
 \*Scruggs, Lyle

**Faculty Standards**

\*Beall, JC-CHAIR  
 \*Bellini, Sandra  
 \*Bramble, Pam  
 Britner, Preston  
 \*Clausen, Jack  
 \*Fernandez, Maria-Luz  
 \*Fischl, Michael  
 \*Gordon, Lewis  
 \*Jockusch, Elizabeth  
 Murrar, Brandon  
 Punj, Girish  
 \*Siegle, Del  
 \*Wei, Mei  
 Wanjera, Osundwa  
 Woulfin, Sarah

**Scholastic Standards**

\*Freake, Hedley-CHAIR  
\*Aneskievich, Brian  
\*Bresciano, Karen  
\*Brown, Stuart  
Clokey, David  
Coulter, Robin  
Cowan, Susanna  
Crivello, Joe  
DiGrazia, Lauren  
\*Fitch, Holly  
\*Gramling, Larry  
Higgins, Katrina  
Livingston, Jill  
Skoog, Annelie  
\*Spiggle, Susan  
Stuart, Gina  
Tripp, Ellen  
\*Wagner, David

**Student Welfare**

\*Bresicano, Karen-CHAIR  
Fuller, Kate  
\*Gianutsos, Gerry  
Gogarten, Peter  
\*Guillard, Karl  
\*Jepson, Patricia  
Kennedy, Kelly  
Mason, Erin  
Mrotek, David  
Ortega, Morty  
Reel, Shelly  
Tilton, Robert  
\*Van Heest, Jaci  
\*Wilson, Christine

## HONORS AND ENRICHMENT PROGRAMS (AY 2015-2016)

### (ORAL REPORT TO BE DELIVERED TO THE UNIVERSITY SENATE IN MAY BY ASSISTANT VICE PROVOST JENNIFER LEASE BUTTS)

The Enrichment Programs unit provides opportunities to deepen and broaden the undergraduate experience through curricular and co-curricular means at the University of Connecticut. Through experiential learning, mentorship, and opportunities for research and creative scholarship, excellent students from every school, college, and campus at UConn are able to enhance their college education. With the exception of the Honors Program, which has an admissions process, Enrichment Programs are open to all UConn undergraduates. The following information summarizes achievements during the past academic year:

**The Office of Undergraduate Research (OUR)** has distributed over \$350,000 in funding to date in 2015-16 in support of undergraduate research and creative projects. This figure includes \$164,400 for 44 SURF (Summer Undergraduate Research Fund) awards, \$38,300 for OUR supply and travel awards, and \$40,000 to support the SHARE (Social Sciences, Humanities, and Arts Research Experience) research apprenticeship program. 56 students were selected to participate in the UConn IDEA Grants program, with many award disbursements still pending for students in the sixth cohort of grantees (selected fall 2015). This year, OUR piloted a Work-Study Research Assistant Program to provide expanded opportunities for students with high financial need to earn their work-study awards while building research skills and exploring academic interests. 14 students and 8 faculty mentors participated in the successful pilot of this program, which OUR plans to expand in future years. 75 students presented research at the third annual Fall Frontiers research exhibition; this represents a 150% increase in participation as compared to the inaugural fall event in 2013. The 19<sup>th</sup> annual Frontiers poster exhibition featured 234 posters and 272 student presenters, which mark the highest level of student participation in that event to date. In addition to hosting these two exhibitions, the OUR offers student advising, workshops, information sessions, and STEM research seminars as part of its efforts to promote undergraduate research to the university community.

**The Office of National Scholarships & Fellowships (ONS&F)** advises and mentors high-achieving undergraduate and graduate students at the University of Connecticut who are competing for prestigious national and international scholarships and fellowships. ONS&F advisors worked intensively with 24 nominees for prestigious national scholarships requiring nomination (Marshall, Mitchell, Udall, Rhodes, Beinecke, Goldwater, Truman, Carnegie Jr. Fellows, NCHC Portz), as well as additional applicants to these programs and to programs not requiring formal nomination (e.g., Gates Cambridge, NSF GRFP). ONS&F has continued to see a rise in student applications for graduate fellowships and other prestigious national awards for undergraduates that do not require nomination, including growth in Fulbright applications and NSF GRFP applicants. 28 UConn faculty members assisted our office by serving on screening committees and/or mock interview panels. The process of supporting national scholarship applicants and nominees benefits students regardless of the outcome, and finalists and winners bring great prestige to UConn. Among major competitions in 2015-16, UConn had 1 Marshall Scholar, 2 winners and 2 Honorable Mentions in the Goldwater, 10 NSF GRFP winners and 21 Honorable Mentions (including alumni), 1 Udall Scholar and 1 Honorable Mention, 6 Fulbright

recipients and 2 alternates, and 1 Gilman recipient. Spring results are pending for the 2016 Beinecke, Gilman, and NCHC Portz competitions.

**The Individualized and Interdisciplinary Studies Program** supports students in a rigorous process of creating individualized plans of study with an interdisciplinary focus. With about 140 students and 53 expected graduates in 2015-16, the IISP supports students in majors focused on a wide variety of themes, the most common being health and international studies. In 2015-16, the Program saw a roughly 30 percent increase in applications (from 67 in 2014-15 to 90 in 2015-16). Of projected graduates in 2015-16, 28 percent are double majors; 19 percent are Honors students; and 30 percent are expected to graduate with Latin honors. These figures are consistent with five year averages. Because of the significant number of internationally themed individualized majors, IISP is collaborating with Global Affairs as it considers the introduction of a global studies major.

**The University Scholar Program** allows students to design and pursue an in-depth research project and to craft an individualized plan of study that supports their intellectual interests during their final three semesters. The University Scholar Program is one of the most prestigious programs for undergraduates at UConn and a maximum of 30 students may be selected. In Dec. 2015, 25 juniors were selected from a pool of 42 applicants. The Program continued its outreach efforts to increase applications from the social sciences, humanities, and arts- areas of study that are underrepresented in the applicant pool.

**The Pre-Law Center** is committed to assisting students and alumni interested in pursuing legal careers. The Pre-Law Advisor assists and guides students with determining whether or not to apply to law school, choosing law schools, and preparing personal statements and resumes. The Pre-Law Center continues to grow opportunities for pre-law students. Advising services were provided to a number of UConn graduates who now would like to attend law school, some as much as ten years after graduation. Special attention was also give to UConn graduates who are veterans and now hope to attend law school.

The law schools attending the annual UConn Law School Fair were visited by a larger number of student attendees. The "Lunch with Lawyers" series continues to introduce students to a number of attorneys in different practice areas, as well as presenting a panel discussion of several members of the same law firm who described what the practice of law in various firms is like. Trips were organized to UConn Law School for the day and to an argument before the Connecticut Supreme Court, where the students spoke to attorneys following their argument and then to one of the Justices. The Law Society continued an active schedule with attorney and judge speakers and published for the first time the undergraduate Law Journal, making UConn one of few universities with an undergraduate law review.

In addition to UConn Law, UConn Pre-Law students have been accepted to many top law schools, including Yale, Harvard, Georgetown, George Washington, and Duke.

**The Pre-Medicine/Pre-Dental Medicine Centers** assist students and alumni in learning about and preparing for medical and dental school. The center is staffed by an advisor with proven expertise in medical/dental school admissions. This focused guidance is critical to helping students select appropriate schools, complete competitive applications and make decisions after returns are in. This support also includes special classes and advisement for these students, many



of whom matriculate to UConn professional schools even though they have the option of going to other schools. The Pre-Medical/Pre-Dental Center has seen an increase in applicants. For the 2015/2016 application cycle, the Pre-Medical/Pre-Dental Center completed 275 composite letters for applicants and provided all attendant advising services for students considering the health professions. Fourteen students enrolled in the second year of the Pre-Medical/Pre-Dental Post Baccalaureate Certificate Program accepted by the Board of Trustees in the fall of 2013, and one student continued in the program from the previous year.

The center plans and coordinates the MCAT/DAT Test Review Course. This affordable test prep option includes 11 topic-specific sessions taught by subject-area experts. Students have access to full practice tests in a simulated test-taking environment, practice and case study questions, supplemental review materials, and participation in study groups to gain greater insight and perspectives. The Spring 2016 session had 114 registrants.

Dr. Keat Sanford, Director of the Pre-Med Center was presented with the 2015 Tanaka Award for Innovative Advising. Included in Dr. Sanford's many accomplishments have been the collaboration with a team of UConn faculty and staff to create an MCAT/DAT prep course for students, and the formalization of the Post-Baccalaureate Certificate in Medicine and Dental Medicine.

**The Honors Program** welcomed 519 incoming students in the fall of 2015 and now has approximately 2100 students. The STEM Scholars community within Honors, part of NextGEN CT, welcomed 75 additional STEM Scholars in the fall of 2015 bringing the total number in this community to 152. Matriculating a larger class was accomplished while maintaining the quality of the first-year student population, which boasts an average SAT (critical reading and math) of 1406 and a high school class rank of 96%. Honors has continued to work with schools and colleges to ensure that Honors sections and Honors courses are available for Honors students as well as high-achieving non-Honors students who wish to enroll.

Currently there are four Honors Living Learning Communities, with 60% of all Storrs campus Honors students living in one of these communities. Essentially all of the first year students are housed in the Honors First Year Learning Community in Buckley and Shippee Halls. In 2015-2016 Honors communities are also located in Brock Hall, Wilson Hall, and Connecticut Commons. The plans for a new Honors Residence Hall to house first-year students and the Honors Program offices have been postponed due to state budget cuts. Connecticut Commons will also be demolished to make way for the new student recreation center. The Honors Program worked with the Department of Residential Life this year to plan for this loss of housing space. As a result the Honors Learning Communities for 2016 – 2017 will include all of Buckley and Shippee; all of Snow Hall; a floor in the new Next Gen building; and floors in Brock Hall.

The Honors Program continues to strengthen its ties with regional campuses, by increasing recruitment and course offerings at Avery Point, Greater Hartford, Stamford, Torrington, and Waterbury. Honors Program enrollment at the regional campuses have more than tripled over a five year period.

The Honors Program and its students have also benefitted from the dedication of UConn faculty members who advise students and supervise the Honors thesis or creative project. This is noted in the fact that 334 students graduated with Honors in 2014 – 2015. This is the second largest

class of students to graduate with the Honors Scholar designation in the history of the Honors Program.

The Honors Program worked with the Office of Undergraduate Admissions this year to ensure that the holistic review of all UConn applicants produced offers to a diverse and representative group from the incoming class at Storrs.

On April 27, 2016, The Board of Trustees approved the fee structure to offer the Accelerated Law Program. This program will begin in Fall 2016 and is a collaboration between Enrichment Programs units - the Honors Program and the Pre-Law advising Center – and the UConn Law School. Students selected for this program will be able to enroll simultaneously in their 4<sup>th</sup> undergraduate year at UConn and their 1<sup>st</sup> year of law school. Students will pay undergraduate tuition rates and any scholarships or aid they receive will continue to be applied to their fee bills. When they fully matriculate to the UConn Law School, they will do so as 2<sup>nd</sup> year law students, effectively saving students one year of time and tuition for the law degree.



## The Retention & Graduation Task Force

### Annual Report to the University Senate

Monday, May 2, 2016

Prepared by the  
Division of Enrollment Planning & Management

## 2015-16 Retention & Graduation Task Force Annual Report to the University Senate

### Introduction

The Retention & Graduation Task Force continues to convene faculty, staff and students on a monthly basis during the academic year to develop and recommend initiatives to senior leadership that enhance timely completion of a bachelor's degree at UConn. Task Force members (see Appendix, Attachment 1) keep each other abreast of pertinent issues on campus and nationally. Members share information regarding their departments, best practices and research findings that inform actionable opportunities here at UConn.

The following report provides updated trend data and information regarding admissions, retention and graduation at Storrs and the regional campuses. UConn continues to recruit diverse, high quality students who persist in a timely fashion toward graduation. Our first year student cohorts continue to earn a bachelor's degree at a rate that is among the best public research universities, nationally, thereby reducing their cost of attendance. This is reflected in our reasonable average student debt and low student-loan default rates, compared to our peers nationally.

### Storrs

#### First Year Students

Guided by University and Division policy regarding admissions criteria and enrollment targets, the Office of Undergraduate Admissions strategically identifies prospects for recruitment and admission who will meet institutional qualifications and build applicant pools of sufficient academic quality, size and diversity. The record of achievement of students we have enrolled over time enables us to deliver a strong message to prospective students and parents. Trend data in Table 1 speak to that success.

<b>Fall</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
# First Year Students	3,260	3,241	3,179	3,604	3,221	3,339	3,327	3,114	3,755	3,588	3,774
Average SAT	1189	1195	1192	1200	1212	1221	1216	1226	1233	1234	1233
Top 10% HS Class	37%	38%	40%	39%	44%	44%	43%	45%	48%	50%	50%
% Minority First Year	20%	19%	19%	20%	21%	26%	28%	27%	27%	33%	32%

Sources: Undergraduate Admissions and OIRE

Feedback from our first year students indicates they choose to enroll at UConn because of our academic reputation, educational value, career preparation, cost, variety of courses, and academic facilities.

#### Retention and Graduation Rates

Getting off to a good start is key to success in the first year and beyond. The strongest predictor of degree completion is first year, first semester grade point average. First year students attend Orientation to garner information and have an experience that is designed to help them hit the ground running in the fall. Attendees tell us that they appreciate the chance to meet other new students, orientation leaders and academic advisors as they prepare for their semester here. Our challenging academic programs, robust academic enrichment and support services including our First Year

Experience and Learning Community programs and outstanding extracurricular offerings provide an environment conducive to student involvement and satisfaction that contribute to their academic success. Our retention rates continue to be among the best in the nation for public national universities (see Table below and national comparisons in Attachment 2 the Appendix).

Fall	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
1-Year Retention	93%	93%	93%	92%	93%	92%	93%	94%	93%	92%
2-Year Retention	88%	87%	88%	87%	88%	87%	87%	90%	89%	
3-Year Retention	86%	85%	86%	85%	85%	85%	85%	88%		

Source: OIRE

Our graduation rates also continue to be among the best for public research universities, nationally. Our four-year rate is particularly strong, ranking us near the top of 58 peer institutions in the latest national data. Also, our six-year graduation rate rebounded to 83%, from 81% last year.

Fall	2003	2004	2005	2006	2007	2008	2009	2010	2011
4-Year	61%	66%	68%	67%	68%	67%	70%	70%	70%
5-Year	76%	79%	81%	81%	81%	80%	81%	81%	
6-Year	78%	81%	83%	82%	83%	81%	83%		

Source: OIRE.

### Minority Student Retention and Graduation

The University of Connecticut has become increasingly diverse over time. Our first year class profile reflects that. Although minority students come from families across the socioeconomic status spectrum, underrepresented minorities, in particular, may be first-generation college students and/or come from low-income families. UConn's programs that address diversity involve students from all races, minorities and underrepresented minorities.

*The Center for Academic Programs (CAP)*, in conjunction with Undergraduate Admissions, reaches out to first-generation and low-income students, many of whom are underrepresented minorities as early as middle school. CAP prepares students for successful entry into, retention in and graduation from post-secondary institutions via its three constituent programs: Educational Talent Search, ConnCAP and Student Support Services. It also grooms talented undergrads to seek doctoral degrees, mainly in STEM fields via the McNair Scholars Program. CAP serves over 1,800 students (low-income, first-gen and underrepresented individuals) through programs on UConn campuses and in public school systems in New Haven, Windham and Hartford.

All students benefit from our African-American, Asian-American and Puerto-Rican/Latino/a Cultural Centers and International, Women's and Rainbow Centers, which offer programs for diverse students and provide a conduit for all students to benefit from the presence of diverse individuals and cultures.

Table 4 shows that our minority retention and graduation rates at the Storrs campus are strong and, although first year retention rates have varied a bit over time, our two- and three-year retention rates,

as well as six-year completion rates, are up over time. Retention and graduation rates for specific minority groups are found in the Appendix, Attachments 3 and 4.

Fall	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
1-Year Retention	91%	91%	92%	94%	92%	92%	91%	91%	93%	90%
2-Year Retention	85%	83%	88%	88%	85%	85%	84%	86%	88%	
3-Year Retention	81%	82%	86%	85%	81%	82%	81%	84%		
6-Year Graduation	74%	77%	82%	78%	77%					

Source: OIRE

### Regional Campuses

Between Fall 2005 and Fall 2015, first year enrollment at our regional campuses grew by 38%, and the portion of first year minority students dropped slightly to 42%. The average SAT of our entering Fall 2015 cohort reached a new high, at 1042.

Fall	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
# First Year Students	986	1,140	1,147	1,254	1,141	1,241	1,295	1,301	1,104	1,406	1,363
Average SAT	1033	1011	1019	1012	1038	1025	1022	1028	1020	1034	1042
% Minority First Year	34%	30%	28%	31%	33%	37%	38%	39%	42%	43%	42%

Sources: Undergraduate Admissions and OIRE

Table 6 shows growth in retention rates has occurred steadily at the regional campuses. There was a significant increase in six-year graduation rate over last year, as it climbed four-percentage points. This past year in an effort to better understand the first year student experience at the regional campuses, first-time, first-year students were surveyed regarding their adjustment to college, academic outcomes, co-curricular experiences, satisfaction and overall growth. The regional campuses are utilizing the results of the survey designed by the Higher Education Research Institute at UCLA to enhance student success. One positive findings from the survey is that nine of ten respondents to the survey planned to return to their regional campus for their second year of college.

Fall	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
1-Year Retention	79%	79%	78%	80%	82%	81%	83%	83%	86%	85%
2-Year Retention	62%	65%	66%	64%	69%	69%	72%	73%	75%	
3-Year Retention	58%	58%	61%	62%	64%	65%	67%	68%		
6-Year Graduation	51%	51%	52%	52%	56%					

Source: OIRE

Table 7 shows that our minority retention and graduation rates at our regional campuses are strong and, although first year retention rates have varied a bit over time, our two- and three-year retention rates, as well as six-year completion rates, are up substantially from where they were a decade ago. Retention and graduation rates by regional campus can be found in Appendix Table A2 on page 7.

<b>Table 7. Regional Campuses R &amp; G Rates of Fall 2005 - Fall 2014 Incoming Minority First Year Students</b>										
<b>Fall</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
1-Year Retention	83%	80%	79%	81%	86%	80%	86%	84%	84%	85%
2-Year Retention	64%	69%	67%	66%	73%	66%	75%	74%	72%	
3-Year Retention	58%	61%	61%	63%	67%	62%	68%	70%		
6-Year Graduation	49%	52%	51%	51%	58%					

Source: OIRE

Attachment 1




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**Retention & Graduation Task Force  
2015-2016**

Claudia Arias-Cirinna, Assistant Dean of Students

Brian Boecherer, Director, UConn Early College Experience

Lauren DiGrazia, University Registrar

Patti Fazio, Assistant Vice-President, University Communications

Nathan Fuerst, Assistant Vice-President & Director of Undergraduate Admissions

Eva Gorbants, Assistant Dean for Academic Affairs & Director of Advising, School of Fine Arts

David Gross, Associate Department Head, Undergraduate Program, Mathematics

Fany Hannon, Director, Puerto Rican/Latin American Cultural Center

Kathleen Holgerson, Director, Women's Center

Lauren Jorgensen, Research Analyst, Office of Institutional Research and Effectiveness

Leo Lachut, Assistant Director of FYP&LC, Director of Academic Support

Gary J. Lewicki, Assistant Vice-President for Enrollment Planning and Management

Wayne A. Locust, Chair, Vice-President for Enrollment Planning and Management

Mona Lucas, Director, Student Financial Aid Services

Jean Main, Interim Associate Director for Transfer Admissions

Katie Martin, Program Director, Student Services, Greater Hartford Campus

Maria Martinez, Assistant Vice Provost, Institute for Student Success

Erin Mason, Associate Registrar

David Ouimette, Director, First Year Programs and Learning Communities

Willena Price, Director, African American Cultural Center

Diane Quinn, Associate Professor, Department of Psychology

*\*Sally Reis, Vice Provost for Academic Affairs – Ex-Officio Member*

Pamela Robinson-Smey, Executive Assistant to the VP, Enrollment Planning & Management

Maria A. Sedotti, Program Director, Orientation Services

Patricia Szarek, Associate Director, Enrollment Management for Honors

Ellen Tripp, Associate Athletic Director for the Counseling Program for Intercollegiate Athletes



## Attachment 2

UConn vs. Other Public Research Peer Universities: Average Time to Graduate Among Students Earning Baccalaureate Degrees Within Six Years		
Rank	Institution	Average Time to Graduate
1	University of Virginia	4.1
2	University of North Carolina at Chapel Hill	4.1
3	University of California-Santa Barbara	4.2
3	University of Michigan-Ann Arbor	4.2
<b>3</b>	<b>University of Connecticut</b>	<b>4.2</b>
3	University of Massachusetts-Amherst	4.2
3	University of Illinois at Urbana-Champaign	4.2
3	University of Pittsburgh	4.2
3	University of Maryland at College Park	4.2
3	University of California-Irvine	4.2
3	University of California-Berkeley	4.2
3	University of California-Los Angeles	4.2
13	Florida State University	4.3
13	Pennsylvania State University	4.3
13	University of Florida	4.3
13	Indiana U. at Bloomington	4.3
13	University of Minnesota-Twin Cities	4.3
13	Virginia Tech	4.3
13	Ohio State University	4.3
13	University of Washington	4.3
13	University at Buffalo-SUNY	4.3
13	Rutgers State U. of New Brunswick, NJ	4.3
13	University of Georgia	4.3
13	University of Arizona	4.3
25	University of Iowa	4.4
25	Stony Brook University-SUNY	4.4
25	Michigan State University	4.4
25	University of Missouri	4.4
25	University of Wisconsin-Madison	4.4
25	Arizona State University	4.4
25	University of California-San Diego	4.4
25	University of Texas-Austin	4.4
25	University of Colorado-Boulder	4.4
25	University of California-Davis	4.4
25	Texas A&M University-College Station	4.4
25	University of Kansas	4.4
37	Purdue University	4.5
37	Colorado State University	4.5
37	Temple University	4.5
37	Iowa State University	4.5
37	West Virginia University	4.5
37	North Carolina State University	4.5
37	University of Alabama at Birmingham	4.5
37	University of Tennessee	4.5
37	Louisiana State University	4.5
37	Virginia Commonwealth University	4.5
37	University of Illinois-Chicago	4.5
37	University of Kentucky	4.5
49	University of Nebraska-Lincoln	4.6
49	Oregon State University	4.6
49	Georgia Institute of Technology	4.6
49	University of Cincinnati	4.6
53	Utah State University	4.8
53	University of Utah	4.8
53	University of Hawaii at Manoa	4.8
53	New Mexico State	4.8
57	University of New Mexico	4.9
58	Wayne State University	5.0

Average Time to Graduate derived from 2014 Graduation Rate data for 2008 cohort.

Source: IPEDS Data Center, 2014 Graduation Rate Survey, 2008 first year cohort. OIRE/January 2016.

## Attachment 3

University of Connecticut  
Retention Rates and Graduation Rates for First Year Student Classes  
By Campus as of Fall 2015

**Storrs Campus**

Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2014	92			
Fall 2013	93	89		
Fall 2012	94	90	88	
Fall 2011	93	87	85	
Fall 2010	92	87	85	
Fall 2009	93	88	85	83
Fall 2008	92	87	85	81
Fall 2007	93	88	86	83
Fall 2006	93	87	85	82
Fall 2005	93	88	86	83

Please Note: Retention percentages include early graduates. Graduation rates are calculated according to Federal Student Right to Know legislation and the NCAA Graduation Rates Policy. Graduation rates include students graduating in the summer session of the sixth year of study. Beginning Fall 2005, retention rates are calculated based on full-time, baccalaureate entering classes.

**Total Five Regional Campuses**

Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2014	85			
Fall 2013	86	75		
Fall 2012	83	73	68	
Fall 2011	83	72	67	
Fall 2010	81	69	65	
Fall 2009	82	69	64	56
Fall 2008	80	64	62	52
Fall 2007	78	66	61	52
Fall 2006	79	65	58	51
Fall 2005	79	62	58	51

**Stamford Campus**

Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2014	85			
Fall 2013	87	74		
Fall 2012	82	75	71	
Fall 2011	86	77	70	
Fall 2010	78	69	67	
Fall 2009	81	67	66	57
Fall 2008	81	60	57	48
Fall 2007	83	75	69	62
Fall 2006	79	74	67	53
Fall 2005	80	67	66	57

**Avery Point Campus**

Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2014	86			
Fall 2013	87	73		
Fall 2012	79	66	61	
Fall 2011	81	67	63	
Fall 2010	80	70	65	
Fall 2009	77	61	55	49
Fall 2008	79	63	62	54
Fall 2007	76	59	55	48
Fall 2006	82	64	56	47
Fall 2005	75	56	52	48

**Torrington Campus**

Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2014	75			
Fall 2013	75	58		
Fall 2012	77	70	60	
Fall 2011	75	68	63	
Fall 2010	71	61	61	
Fall 2009	85	73	67	56
Fall 2008	73	57	54	43
Fall 2007	63	53	45	37
Fall 2006	70	50	43	40
Fall 2005	67	54	44	43

**Hartford Campus**

Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2014	84			
Fall 2013	87	77		
Fall 2012	85	76	72	
Fall 2011	86	73	69	
Fall 2010	83	69	65	
Fall 2009	85	74	68	58
Fall 2008	79	66	64	54
Fall 2007	80	71	65	54
Fall 2006	81	70	65	59
Fall 2005	83	65	59	52

**Waterbury Campus**

Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2014	88			
Fall 2013	85	76		
Fall 2012	85	74	68	
Fall 2011	81	69	66	
Fall 2010	83	70	65	
Fall 2009	82	68	64	57
Fall 2008	81	69	63	52
Fall 2007	78	62	57	48
Fall 2006	76	56	49	44
Fall 2005	77	60	57	50

2015

## Attachment 4

**University of Connecticut**  
**Retention Rates and Graduation Rates for First Year Student Classes**  
**By Ethnicity, as of Fall 2015**

**Storrs Campus - Minority<sup>1</sup> First Year Students**

Entering Class:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2014	90			
Fall 2013	93	88		
Fall 2012	91	86	84	
Fall 2011	91	84	81	
Fall 2010	92	85	82	
Fall 2009	92	85	81	77
Fall 2008	94	88	85	78
Fall 2007	92	88	86	82
Fall 2006	91	83	82	77
Fall 2005	91	85	81	74

**Total Five Regional Campuses - Minority<sup>1</sup> First Year Students**

Entering Class:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2014	85			
Fall 2013	84	72		
Fall 2012	84	74	70	
Fall 2011	86	75	68	
Fall 2010	80	66	62	
Fall 2009	86	73	67	58
Fall 2008	81	66	63	51
Fall 2007	79	67	61	52
Fall 2006	80	69	61	52
Fall 2005	83	64	58	49

**Storrs Campus – Latest Retention and Graduation Rates by Ethnic Category**

Rate	Entering Class	Asian American	African American	Hispanic American	Native American <sup>1</sup>	Native Hawaiian/Other Pacific Islander <sup>1,2</sup>	Two or More Races <sup>2</sup>	All Minority <sup>3</sup>	Non Res Alien	White <sup>4</sup>	Total
Retention after 1 yr.	Fall 2014	94	91	86	*	*	89	90	91	93	92
Retention after 2 yr.	Fall 2013	90	84	87	*	*	87	88	86	90	89
Retention after 3 yrs.	Fall 2012	82	68	65	*	*	57	84	81	90	88
Graduated in 4 yrs.	Fall 2011	67	48	64	*	*	64	61	58	74	70
Graduated in 5 yrs.	Fall 2010	78	72	70	*	*	76	74	80	83	81
Graduated in 6 yrs.	Fall 2009	83	70	76	*	*		77	80	84	83

<sup>1</sup> First year classes of Native Americans and Native Hawaiian/Other Pacific Islanders have less than 10 students.

<sup>2</sup> Beginning in Fall 2010 for Federal Reporting, multiple races can be reported, Native Hawaiian/Other Pacific Islander was added, and the definition for reporting race/ethnicity changed. For more information refer to [http://nces.ed.gov/ipeds/news\\_room/ana\\_Changes\\_to\\_10\\_25\\_2007\\_169.asp](http://nces.ed.gov/ipeds/news_room/ana_Changes_to_10_25_2007_169.asp)

<sup>3</sup> Minority includes Asian American, African American, Hispanic American, Native American, and beginning with Fall 2010 cohort also includes Native Hawaiian/Other Pacific Islander and Two or More Races

<sup>4</sup> White category includes self-reported white, other, and "refused to indicate".

# UConn Library

## Purposeful Path Forward

Martha Bedard  
Vice Provost for Libraries

University Senate Meeting  
May 2, 2016

# The UConn Library

## Our Vision

The Knowledge and Inspiration Hub

## Our Mission

The UConn Libraries is a transformative partner in inspiring groundbreaking research and advancing learning, teaching, and entrepreneurial thinking. Our outstanding resources, expert staff, and collaborative environments empower our communities to explore new fields of inquiry and seek revolutionary solutions.

# The Libraries Purposeful Path Forward

Our strategic framework for creating actionable goals

## Three Programmatic Priorities

- Inspiration Hub
- Scholarly Engine
- Collective & Selective Collections



Inspiration Hub



Scholarly Engine



Collective & Selective Collections

## Two Empowering Priorities

- Operational Excellence
- Innovative Spaces



Operational Excellence



Innovative Spaces

Learn more at <http://lib.uconn.edu/about/strategicvision/>



# Inspiration Hub

Learning and exploration through a multidisciplinary hub of activity

## Highlights

- Completed the first phase of a MakerSpace with the introduction of a 3D printing lab
- Installed the Google Earth immersion experience known as the Liquid Galaxy
- Welcomed the UConn Entrepreneurship & Innovation Consortium office
- Sponsored salons and student exhibit with the Women's, Gender, and Sexuality Studies

**“Just. Amazing. I spent like 20 minutes there circling the Golden Gate Bridge. Pretty sure people were staring at me. I didn't care. The experience was worth every moment of missed class.”**

**– Liquid Galaxy user**



# Scholarly Engine

Collaborating in the production, dissemination, preservation and access to UConn's scholarly work

## Highlights

- Engaged in Open Educational Resources
  - Received \$100,000 grant from Davis Educational Foundation
  - Served on UConn and state-wide committees
  - Facilitated Dr. Neth's chemistry textbook which will save students \$400,000 over five years
- Partnered with DMD on the Design Studio grant through the Mellon Foundation
- Supported the University's first online journal in Digital Commons - *Quiet Corner Interdisciplinary Journal*

In 2015 our librarians worked with 16,000 students and faculty through classes and reference requests





# Collective & Selective Collections

Developing a robust and unique collection that supports the UConn community

## Highlights

- Acquired collections of distinction in Archives & Special Collections
  - Robin Romano – Human Rights
  - Ed Young – Children’s Literature
  - Stuart Rothenberg – Political Analyst
- Shared works with digital repositories such as HathiTrust Digital Library, Digital Public Library of America, and Academic Preservation Trust
- Joined the Eastern Academic Scholars’ Trust (EAST) shared print retention partnership

The Thomas J. Dodd Papers have been viewed more than 2,800 times since the launch of the [CT Digital Archive](#) in 2013



# Operational Excellence

Building a structure that is both constant and flexible

## Highlights

- Realized a 'One UConn Library' with restructuring to include direct reporting with the UConn Health Library and deeper collaboration in areas such as website and collection purchases
- Achieved efficiencies with the implementation of an integrated library management system
- Partnered with CETL to provide direct links to library resources through HuskyCT
- Adopted a 'scrum' project management framework for greater agility

**Upgraded entrance/exits required the re-tagging of 836,000 items over 9 months**



## Innovative Spaces

Providing diverse environments that enable learning, research, and collaboration

### Highlights

- Developed a [Master Plan](#) for Homer Babbidge Library to begin this summer
  - Humanities Institute to the 4<sup>th</sup> floor
  - Planning for board room on 4<sup>th</sup> Floor
  - Move and expand academic tutoring centers (Q, W & L) to the 3<sup>rd</sup> floor
  - Compact shelving additions on Level A
- Coordinated unique partnership with the Hartford Public Library for Hartford Campus move

**Homer Babbidge Library welcomed 1,387,438 people in 2015, up 50,000 from 2014**

# Provost's Library Advisory Committee

Maureen Croteau, Journalism – Chair  
Michael Ambroselli, Graduate Student Senate  
Pamela Bedore, English  
Monica Bock, Art & Art History  
Colleen Delaney, Nursing  
Amy Dunbar, Accounting  
Erica Elechicon, Undergraduate Student Government  
Shinae Jang, Civil & Environmental Engineering  
Kyu-Hwan Lee, Mathematics  
Carolyn Lin, Communication Sciences  
Anita Morzillo, Natural Resources and the Environment  
Edward Neth, Chemistry  
R. Thane Papke, Molecular & Cell Biology  
Sylvia Schafer, History  
Joan Smyth, Pathobiology & Veterinary Science  
Mary Truxaw, Curriculum & Instruction  
Olga Vinogradova, Pharmaceutical Sciences