

UNIVERSITY SENATE MEETING
September 12, 2016
ROME BALLROOM, Storrs Campus

1. Provost Choi called to order the regular meeting of the University Senate of September 12, 2016 at 4:00pm.
2. Election of Moderator and Secretary: Senator von Hammerstein nominated Christopher Clark; the nomination was seconded; passed unanimously. Senator Makowsky nominated Thomas Long; Senator Rios seconded; passed unanimously. Moderator Clark and Secretary Long began their duties.
3. Introduction of Senators. Senators in attendance introduced themselves.
4. Approval of Minutes of May 2, 2016. Motion to accept by Senator Boyer, seconded by Senator Fernandez; approved with 4 abstentions.
5. Report of the President

Presented by Provost Mun Choi: The provost welcomed everyone back to the new academic year. He provided an update on a number of developments. On the Storrs campus 3800 incoming freshmen are part of the Class of 2020; 34% are students of color. These students competed for a spot at UConn/Storrs from among 36,000 applicants. Nathan Fuerst will provide further information on the incoming class in his report to the Senate later in this meeting.

Provost Choi offered an update on construction and renovation projects. He shared that the opening of the new Next Gen Hall demonstrates a strong collaboration between University Planning, Design and Construction and Student Affairs. He confirmed that the move of the West Hartford campus to Hartford is on schedule for fall 2017. Connecticut Commons is now gone and construction of two new buildings on the Storrs campus is currently underway. The renovation of the Monteith Building is complete and the Mathematics faculty are reportedly very happy with the result. The Stamford housing option will be available to students starting for fall 2017. Provost Choi thanked Laura Cruickshank and Mike Jednak for their leadership on these projects.

The UConn Foundation has raised over \$78 million in a fundraising effort focused on student scholarship. Provost Choi noted that the cost of education is of concern, and the university is working to reduce that burden through scholarships, internships and on time graduation.

Provost Choi shared a joint collaboration with Martha Bedard, Sally Reis and the Undergraduate Student Government. The open-source textbook initiative was a proposal by USG and is funded by the Davis Corporation. For example, a printed version of the chemistry textbook used in the proposal was available to students at a cost of \$300. The open-source textbook version is available for free download. This initiative may provide a collective savings to students of \$600 thousand per year.

The next installment of the Academic Plan grants will be announced through Larry Silbart's office in the coming week. Three million dollars will be available for Tier 1 and Tier 2 proposals.

Faculty hiring this year has included 70 new tenure/tenure track professors of all ranks. There have been approximately 50 resignations or retirements. The next round of faculty hiring will include 80 positions at Storrs and 20 at the Health Center.

Moderator Clark invited questions from the floor. Senator Schultz asked for reflections or comments on the newly arriving graduate students. Dean Holsinger shared that the class of 2700 students includes approximately 20% international students and 20% domestic underrepresented groups. Senator Fernandez noted that it is comforting to see the efforts to increase diversity. Provost Choi agreed and reiterated efforts to increase hiring of underrepresented faculty. Joelle Murchison, Chief Diversity Office, will be involved in the training of all search committee members. In reflecting on what has worked well, he noted that the department of Ecology and Evolutionary Biology has modified their advertisements to be more inclusive. Senator Jockusch commented that the faculty hiring numbers were encouraging until the retirement/resignation numbers were shared. She asked what the result was to the faculty/student ratio. Provost Choi explained that part of Next Gen included a plan to hire 260 faculty by 2024. This is 25-30 per year. As a result of the cuts to this funding, the hiring plan will be updated and the incoming class for 2017 will remain at 3800.

Vice Provost Reis was recognized by the Senate to present information on NEASC. Further information will be shared in an email to be distributed tomorrow.

Attachment #1

6. Report of the Senate Executive Committee

Attachment #2

Presented by SEC Chair Mark Boyer.

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

7. Consent Agenda Items: passed unanimously

Attachments #3-4

- Report of the Senate Nominating Committee
- Report of the Senate Curricula and Courses Committee

8. Report of the Scholastic Standards Committee (first presentation; to be voted on at the next meeting). Presented by Hedley Freake

Attachments #5-6

A. PRESENTATION of a motion to amend the By-Laws, Rules and Regulations of the University Senate II.C.1, Requirements in General

Senator Mannheim asked, if curriculum minors are not currently in the by-laws then what is the basis for awarding credit? Senator Pane offered some institutional background on the topic. Curriculum minors were recognized at UConn in about 2003-2004. At the time there was some fear that not all required courses would be

offered or available and that it would be difficult to manage all courses. The responsibility for curriculum minors and substitution of courses was then shifted to the Provost's Office for oversight. Senator Freake agreed with Senator Caira's observation that this motion would achieve greater flexibility because there could be more options. Senator Atkinson-Palumbo asked if there would be a limit as to the number of substitutions allowed. The Scholastic Standards Committee had not considered that possibility, but the emphasis of this motion is that it will turn over ownership of minors to the schools and colleges.

B. PRESENTATION of a motion to amend the By-Laws, Rules and Regulations of the University Senate II.E, Scholastic Standing

Senator Mannheim asked if this change in the by-laws would cover academic probation. Senator Freake confirmed that academic probation will be handled separately.

9. Enrollment Update

Presented by Admissions Director Nathan Fuerst.

Following the presentation, Moderator Clark invited questions from the floor. Senator Kaminsky asked if statistics are available for double majors or dual degrees. Director Fuerst clarified that majors are declared at the time of orientation. Senator Freake asked for breakdowns of the diverse incoming student core. Director Fuerst will forward that information to the SEC or present it to the full Senate at a future date. Senator Caira asked for clarification on the numbers; are the transfer students added to the freshmen numbers for a total of 4700 new students at Storrs? Director Fuerst responded that these data represent only new students. Senator Mannheim asked for a breakdown of the transfer numbers. About 1/3 are from in-state colleges and others are out of state or international. Senator Bansal inquired about efforts to diversify the international student population. Director Fuerst shared that the Admissions Office is aggressively working to diversify. Admissions representative positions for China have been relocated to other areas for the past several years. Senator Schultz asked about the anticipated effect on enrollment for the Hartford campus following its move from West Hartford. The Admissions Office is in the process of visiting with campus directors and deans about enrollment for next fall and projecting what impact the geographical shift east may have. They anticipate a consistent demand. Senator Hertel asked for information on socioeconomic diversity and first-generation students. Assistant Vice President Mona Lucas shared that the Pell Grant rate on the Storrs campus is about 18%; 25% total for all campuses. There are proportionately more Pell Grants at the regional campuses, and the number of grant students has shown a steady increase. Senator Pancak asked what the numbers might be for Stamford with the new housing option. Director Fuerst shared that his office is excited about the potential and anticipates welcoming more out of state students. He closed with a reminder about the open house event planned for Sunday, September 18th.

Attachment #7

10. New Business

Moderator Clark called for any new business. There was none.

11. Adjournment

Senator Schultz moved for adjournment; Senator Makowsky seconded. The meeting adjourned at 5:16 pm.

Respectfully submitted,

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

The following members were absent from the September 12, 2016 meeting:

Agwunobi, Andrew
Benson, David
Boylan, Alexis
Bull, Nancy
Byrd, Daniel
Coundouriotis, Eleni
Dennis, Kelly
Faustman, Cameron
Gianutsos, Gerry

Graf, Joerg
Herbst, Susan
Kendig, Tysen
Loturco, Joe
McCauley, Paula
McCutcheon, Jeffrey
Mellone, Barbara
Rocoberton, Bartolo
Sanchez, Lisa

Schwab, Kristin
Teschke, Carolyn
Van Heest, Jaci
Wagner, David
Wei, Mei
Weiner, Daniel
Weidemann, Gregory

NEASC Accreditation

Every ten years, the University undergoes an accreditation process through the New England Association of Schools and Colleges (NEASC).

NEASC accreditation, among other things, permits the University to provide federal student aid to our students.

Our self-study, and other related materials, are available online:

<http://accreditation.uconn.edu/2016-neasc-accreditation/>

NEASC Accreditation

The visiting team will be on campus September 25 – 28.

Three forums have been scheduled for the University community on Monday, September 26, from 3:30 – 4:30 p.m.

- Faculty Open Forum: Rowe Building, Room 122
- Staff Open Forum: Gentry Building, Rooms 144 and 142
- Student Open Forum: Wilbur Cross Building, North Reading Room

NEASC Accreditation

16/17 - A - 3

- Mark Boyer, Distinguished Professor, Geography;
- Preston Britner, Professor, Human Development and Family Studies;
- Patti Fazio, Assistant Vice President for Brand Strategy;
- Kimberly Fearney, Director of Compliance and Ethics Liaison;
- Hedley Freake, Professor, Nutritional Sciences;
- Michael Gilbert, Vice President for Student Affairs;
- Kent Holsinger, Distinguished Professor, Ecology and Evolutionary Biology;
Vice Provost for Graduate Education, Dean of the Graduate School;
- Scott Kennedy, Senior Director, Undergraduate Education and Access
Services, University Libraries;

NEASC Accreditation

16/17 - A - 4

- Jennifer Lease Butts, Assistant Vice Provost for Enrichment Programs; Director, Honors Program;
- Andy Moiseff, Professor, Physiology and Neurobiology; Associate Dean, College of Liberal Arts and Sciences;
- Michael Mundrane, Vice Provost and Chief Information Officer;
- Brandon Murray, Academic Affairs and Policy Specialist;
- Suresh Nair, Professor, Operations and Information Management; Associate Dean, School of Business;
- Mark Overmyer-Velazquez, Professor, History; Director, El Instituto;
- Sally Reis, Distinguished Professor, Educational Psychology; Vice Provost for Academic Affairs;

NEASC Accreditation

16/17 - A - 5

- Shirley Roe, Professor, History; Associate Dean, College of Liberal Arts and Sciences;
- Yuhang Rong, Accreditation Liaison Officer; Assistant Vice President, Global Affairs.
- Lawrence Silbart, Professor and Department Head, Allied Health Sciences; Vice Provost for Strategic Initiatives; and
- Jeremy Teitelbaum, Professor, Mathematics; Dean, College of Liberal Arts and Sciences.

NEASC Accreditation

16/17 - A - 6

- Dr. Kumble Subbaswamy, Chancellor, University of Massachusetts (**Chair**)
- Dr. Donald H. DeHayes, Provost & Vice President for Academic Affairs, University of Rhode Island
- Ms. Laura E. Hubbard, Vice President for Finance and Administration, University at Buffalo
- Dr. Carol H. Kim, Vice President for Research/Dean of Graduate School, University of Maine
- Dr. Mary Y. Lee, Professor of Medicine, Tufts University

NEASC Accreditation

16/17 - A - 7

- Dr. Wanda S. Mitchell, Special Assistant to the President for Strategic Initiatives and Collaborations, Virginia Commonwealth University
- Dr. Staci J. Provezis, Assistant Provost for Assessment, University of Illinois
- Dr. Kenneth Sacks, Professor of History, Brown University
- Ms. Mara R. Saule, CIO and Dean of Libraries and Learning Resources, University of Vermont
- Dr. Linda S. Wells, Former Special Assistant to the Provost, Boston University

**Senate Executive Committee Report
To the University Senate
September 12, 2016**

I am honored to have been elected as Chair of the Senate Executive Committee for 2016-2017. I would like to thank Gary English for leading us last year. I met with Gary over the summer to review the work of the University Senate during the last academic year and plan for the upcoming year. The Senate Executive Committee has already hit the ground running having met three times with the last month. SEC membership includes Rajeev Bansal, Pam Bramble, Karen Bresciano, Janine Caira, Peter Kaminsky, Veronica Makowsky, Susan Spiggle, Katharina von Hammerstein, Christina Sneed and Daniel Byrd. I would also like to welcome back our moderator Chris Clark and Secretary Tom Long. New to the Senate Office this year is student admin Shannon Healy. Shannon will work with our returning student Shelby Olson at our Senate meetings. Shelby has increased her hours this year and will be assisting Senate administrative assistant Cheryl Galli in the Senate office.

News from the summer includes the introduction of the improved online workflow system for curriculum proposals. This single form will streamline the course add/revise/delete process as proposals will automatically be directed online to department, college/school, GEOC and/or Senate, as appropriate. This prevents the need of having to complete a separate form when GEOC and/or Senate approval is required. Thank you to Eric Schultz for leading this years-long project and to Cheryl Galli for assisting with the implementation and administration. Eric and Cheryl will continue to meet with individual schools/college to present live demonstrations, answer questions and gather feedback.

The Senate Executive Committee met with UConn's new Chief Diversity Office Joelle Murchison. Associate VP Murchison will join the University Senate at our November 7th meeting where she will present the Annual Update on the Diversity Plan and share her vision for this newly created office. This evening Student Affairs in partnership with the Office for Diversity and Inclusion will host an Open Forum entitled "What's on Your Mind". "What's on Your Mind" is intended to create a space to bring students together following a summer filled with challenging national events around race, bias and gun violence, to express their thoughts and the impact these events continue to have on our ability to come together as a community. The event begins at 6:00pm in Room C80 of the Information Technology Building. Our Regional Campuses will also be included in this event.

The SEC met with the Chairs of the Senate committees on September 2nd to discuss the agenda for this meeting and coordinate committee activities for the year. Our Senate committees will discuss many issues in the coming year; some requiring follow through from last year and some emerging issues as well. A few examples are:

- Education Abroad transfer credits
- Final assessment language in the by-laws

- Expedited dismissal appeal process
- Bunched finals
- Academic integrity
- Academic adjustments
- Reading day and University calendar
- School/college/major enrollment projections
- Graduate faculty status
- Continuation of work by regional campus student welfare task force

As we do every year, I will remind all senators, administrators and committee chairs, that communication will flow best with outcomes and process documented when ideas are channeled through SEC and then brought to the appropriate committee and/or administrative office.

The SEC met privately with Provost Choi in closed session on September 9th. We then with members of the President's leadership cabinet as we will continue to do on a monthly basis. We received updates on work that has occurred over the summer and learned about upcoming projects, events and initiatives.

The Senate Executive Committee looks forward to a productive year and extends our thanks to all of you for the important work you do. The next meeting of the University Senate will be held on Monday, October 3rd. We recognize that this is Rosh Hashanah and respect the absence of those observing the holiday. We wish you all a productive and fulfilling semester.

Respectfully submitted,

Mark Boyer, Chair
Senate Executive Committee

**Nominating Committee Report
to the University Senate
September 12, 2016**

1. We move the following faculty and staff deletion from the named standing committees:

Samuel Martinez from the Enrollment Committee

2. For the information of the Senate, the following individuals have been appointed as ex-officio members to the standing committees of the University Senate:

Curricula & Course, Peter Diplock (Ex Officio)
Diversity Committee, Joelle Murchison (Ex Officio)
Enrollment Committee, Wayne Locust (Ex Officio)
Faculty Standards Committee, Sally Reis (Ex Officio)
Growth & Development, Lawrence Silbart (Ex Officio)
Scholastic Standards, Jennifer Lease Butts (Ex Officio)
Student Welfare, Michael Gilbert (Ex Officio)
Budget Committee, Katrina Spencer (Ex Officio)

3. For the information of the Senate, the Undergraduate Student Government has named Daniel Byrd to membership on the University Senate effective immediately with a term ending June 30, 2017.
4. For the information of the Senate, the Graduate Student Government has nominated Christina Sneed to membership on the University Senate effective immediately with a term ending June 30, 2017.
5. For the information of the Senate, the Undergraduate Student Government has appointed Daniel Byrd as its representative on the Senate Executive Committee for the current academic year.
6. For the information of the Senate, the Graduate Student Senate has appointed Christina Sneed as its representative on the Senate Executive Committee for the current academic year.

Respectfully submitted,

Teresa Dominguez, Chair
Janine Caira
Hedley Freake

Pamela Bramble
Cameron Faustman
Susan Spiggle

**University Senate Curricula and Courses Committee
Report to the Senate
September 5, 2016**

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

A. PHIL 2208/W Epistemology

Proposed Catalog Copy

PHIL 2208. Epistemology

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, 1107.

Theories of knowledge and justification. Topics may include skepticism, induction, confirmation, perception, memory, testimony, a priori knowledge.

PHIL 2208W. Epistemology

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, 1107; ENGL 1010 or 1011 or 2011.

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

A. PHIL 2210/W Metaphysics and Epistemology (Title and Description)

Current Catalog Copy

PHIL 2210. Metaphysics and Epistemology

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107.

Topics may include time, personal identity, free-will, the mind-body problem, skepticism, induction, perception, a priori knowledge.

PHIL 2210W. Metaphysics and Epistemology

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011.

Revised Catalog Copy

PHIL 2210. Metaphysics

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107.

Fundamental questions about the nature of things. Topics may include universals and particulars, parts and wholes, space and time, possibility and necessity, persistence and change, causation, persons, free will.

PHIL 2210W. Metaphysics

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011.

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. HIST 1250 Sports in History

IV. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend revision of the following course in Content Area 4 – Diversity and Multiculturalism – International:

A. CHIN 3270 Chinese Film

V. 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. AMST 3265W Seminar in American Studies (repeatability restrictions)

Current Catalog Copy

AMST 3265W. Seminar in American Studies

(Also offered as ENGL 3265W.) (Formerly offered as INTD 265W.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800: open to juniors or higher.

In-depth study of an event, historical period, or cultural production from an interdisciplinary perspective.

Revised Catalog Copy

AMST 3265W. Seminar in American Studies

Also offered as ENGL 3265W. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. With a change of content, may be repeated for credit.

In-depth study of a specific event, historical period, or cultural production from an interdisciplinary perspective.

B. SOCI 3907/W City Life (level change from 3000- to 2000-level)

Current Catalog Copy

SOCI 3907. City Life

Three credits. Prerequisite: Open to juniors or higher.

Ways of life in large cities and suburbs and the culture of modernism.

SOCI 3907W. City Life

Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Revised Catalog Copy

SOCI 2907. City Life

(283) (Formerly offered as SOCI 3907.) Three credits. Prerequisite: Open to sophomores or higher.

Ways of life in large cities and suburbs and the culture of modernism.

SOCI 2907W. City Life

(283W) (Formerly offered as SOCI 3907W.) Prerequisite: ENGL 1010 or 1011 or 2011; Open to sophomores or higher.

VI. For the information of the University Senate, the Senate Curricula and Courses Committee approved the following Special Topics course for one offering in Fall 2016:

- A. UNIV 1995 Special Topics: Next Generation STEM Skills

VII. Other Business – Memorandum of Understanding with Honors

- A. (See Appendix 1 attached)

VIII. Corrections to the May 2, 2016 Senate Report for the information of the University Senate

- A. DRAM 1XXX (now 1501) was erroneously reported as Content Area 4 *non-International*, but it was approved as a Content Area 4 *International* course.
- B. The revised course number for WGSS 1124 is WGSS 2124. It was erroneously reported as WGSS 2224 due to an error on the request form.
- C. The correct number for the course entitled “Autism and Developmental Disorders” is PSYC 3302W. It was erroneously reported as PSYC 3202W due to conflicting information on the request form.

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)

4/27/16 meeting

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
9/12/16

Proposal to include regulations for Minors in the By-Laws, Rules and Regulations of the University Senate

A. Background:

Minors are an increasingly popular option for students but are not mentioned in the By-Laws. This proposal will set broad limits for quality and consistency of Minors across the University, while leaving the specific requirements to the schools and colleges that offer them.

B. Proposal to Senate: Motion

To insert the following paragraph as a new paragraph h in section II C 1 Requirements in General of the By-Laws, Rules and Regulations of the University Senate:

h. *Minors*

A minor provides an option for students who want to add further breadth to their academic program. A minor is available only to a matriculated student currently pursuing a baccalaureate degree. Minors will consist of 12 - 18 credits of 2000+ level course work. Unless a higher standard is noted in the description of a specific minor program, completion of a minor requires that a student earn a 'C' or better in each of the required courses for that minor. The same course may be used to meet both major and minor requirements unless specifically stated otherwise in the University catalog. Substitutions to minor requirements require the approval of the head or designee of the department or program offering the minor. The minor is recorded on the student's official transcript.

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee

Report to the University Senate

9/12/16

Scholastic Standing

A. Background

The Scholastic Standing portion of the By-Laws that relate to Grades is out of date and does not reflect desired or current practice.

B. Current Relevant By-Laws

By-Laws, Rules, and Regulations of the University Senate

II. RULES AND REGULATIONS

E. Scholastic Standing

1. *Classification of Students*

Students in good standing are listed as sophomores, juniors, or seniors, if they have earned 24, 54, or 86 credits respectively, except in the Schools of Engineering and Pharmacy, where they must have earned 30, 62, or 100 credits respectively.

2. *Responsibility for the Academic Assessment of Students*

The authority to determine a student's grade in a course lies with the instructor of record. In order to minimize student misunderstandings, course requirements should be stated at the outset of the course.

3. *Undergraduate Grades*

Undergraduate grading shall be done according to a letter system in which A and A- shall represent excellent work; B+, B, and B-, very good to good; C+, C, and C-, average to fair; D+, D, and D-, poor to merely passing; F, failure; I for incomplete; X for absent from semester examination (see II.E.6, Grades of Incomplete and Absent below); AUD for course auditors (see II.B.6, Auditing Courses without Credit). With the approval of the Senate Curricula and Courses Committee, courses may be graded S to

represent satisfactory work or U, unsatisfactory work. These courses may or may not award credit, but in neither case will grade points be awarded. With the approval of the Senate Curricula and Courses Committee, courses may be graded Y to identify non-semester related courses. When such a course is completed, a standard letter grade will replace the Y grade. If the course is not completed, the assignment of a semester grade shall be at the discretion of the instructor and the dean of the student's school or college. The letter N is used when an instructor does not submit a grade for a particular student. Temporary grades I, X, N, Y shall not suppress the calculation of either the semester or the cumulative grade point average.

N and Y temporary grades are replaced on the academic record by the actual grade when submitted by the instructor. Work to convert I, N, X temporary grades to permanent grades must be completed by the end of the third week of the next semester. An N grade which remains unresolved will become N F and be computed as an F. If no grade is submitted for a grade of X, the grade will automatically revert to F and will be shown as X F.

If no grade is submitted to replace the grade of I, the automatic F will be shown as I F.

The following grade points per credit shall be assigned to grades: A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, 0.7; F, 0.

No student who has failed in a course shall have further opportunity to receive credit in that course except by repeating the work.

In all non-credit courses students shall be reported as passed "P" or failed "F".

4. *Pass-Fail Option*

A student who has earned at least 26 credits and is not on scholastic probation may elect a maximum of 12 credits to be distributed over not more than three courses, to be recorded only as passed "P" or failed "F" on his or her permanent record. A student may not elect more than one course on a Pass-Fail basis in any given semester. No course placed on Pass-Fail may be used for distribution requirements, for the major (including the related) course requirements, or to satisfy a specific requirement of the student's school or college. Students who are selecting a course for Pass-Fail option must do so within the first two weeks of the semester. Students who are removing a course from the Pass-Fail option must do so within the first nine weeks of the semester.

Students shall be entitled to exercise the Pass-Fail option only once during any summer regardless of the number of sessions attended: a change from the regular grading system to a Pass-Fail option or from a Pass-Fail option to a regular grading system must be made before the end of the fourth week of the session.

During the semester the student takes all examinations and is graded in the usual way by the instructor. However, the student's permanent record will show only "P" if he or she passes, or "F" if he or she fails. In neither event will a course taken under the option be included in the computation of the semester or cumulative grade point average, but a grade below C makes one ineligible for Dean's List. The individual schools and colleges have the privilege of adopting the Pass-Fail option with or without

supplementary restrictions. Students are referred to the detailed statements of the various schools in the University Catalog for such restrictions.

5. Satisfactory/Unsatisfactory Grades

The satisfactory/unsatisfactory grade designation is determined by the faculty; it is not a student determined option. No course used for either fulfillment of the general education requirements or any skill designation may be assigned a satisfactory/unsatisfactory grade.

6. Grades of Incomplete and Absent

The grade of Incomplete shall be reported only when a portion of the assigned work has not been completed because of the necessary absence of the student or other reason equally satisfactory to the instructor, and then only when the instructor judges the work already done by the student to be of passing quality.

A student who is absent from a final examination shall be given a grade of Absent if in the opinion of the instructor the student might by means of a satisfactory performance on the examination complete the work of the course with a passing grade; if in the opinion of the instructor such a student would fail the course regardless of the result of the examination, the student shall be given a grade of F. When a grade of Absent is given, the student may have a later opportunity to take an examination if the absence is excused by the Dean of Students or designee. Excuse will be granted only if the absence is due to grave cause such as the student's serious illness, or the serious illness or death of some member of the immediate family.

Students may obtain credit for courses in which their grades are Incomplete or Absent only by completing the work of the course in a satisfactory manner before the end of the third week of the next semester. If this is not done the grade in the course becomes a failure. The report of the satisfactory completion of such a course shall be by letter grade. In exceptional instances an extension of time for making up Incomplete or Absent grades may be granted by the Dean of Students or designee after consultation with the instructor.

An Incomplete or Absent grade signifies that credit has not been earned at the end of the semester and may subject the student to scholastic probation or dismissal.

7. Reporting Grades

Semester grades shall be reported to the Registrar as soon as possible after the completion of the final examination and in no case later than 72 hours. Exceptions to this rule may be made by the Vice President for University Affairs. Except in the case of non-semester related courses (Y courses), a regular grade may be assigned in the place of the temporary grade only by standard grade-change procedures.

8. Semester and Mid-Semester Reports

Students who, on the basis of performance in the course, appear to be in danger of receiving D, F, U, or N grades shall be notified of their mid-semester academic progress in each 1000 and 2000-level course by the Registrar.

These reports are not part of the permanent record. They are designed to be of diagnostic aid to the student. The instructor is urged to provide the students with an evaluation early enough in the semester so that those needing to do so can take effective remedial action. The instructors of 1000 and 2000-level courses shall notify the Registrar by the end of the sixth week of the semester of students who appear to be in danger of earning D, F, U, or N grades. The Registrar will alert the students, their advisors, and others, as appropriate. If a student is doing unsatisfactory work, the full responsibility for improvement is left to him or her. He or she is strongly advised, however, to confer with his or her advisor, with the instructors concerned, and with others qualified to assist him or her in improving his or her standing in the University.

In reporting end of semester grades to students, the Registrar shall state all courses for which the student is registered, the credit value of each course, and the student's mark in each course.

9. Changes of Course Grades

Grades are part of the student's permanent record. Therefore they should never be changed for reasons unrelated to course requirements or quality of work. An instructor may neither accept additional work nor give additional examinations once the grade in the course has been submitted. Nevertheless, there can be situations in which course grades may and ought to be changed. These comprise computational errors, clerical errors, and the discovery of overlooked components in a student's body of work.

In cases when the instructor of record concludes that a course grade ought to be changed, he or she determines a corrected grade and initiates the grade change process. The grade change must be approved by the head of the department offering the course (in departmentalized schools or colleges) and the dean of the school or college in which the course is taught in order to monitor grade changes and ensure that they are based only on the considerations mentioned above. If a grade change is approved, the dean will notify the instructor, student, and registrar in writing.

10. Appeals of Assigned Course Grades

[In the subsequent discussion in this section, the term "the dean of the school or college offering the course or his or her designated Associate Dean" should be substituted for "department head" when the grade in question is in a course offered in a non-departmentalized school or college.]

A student who believes that an error in grading has occurred and wishes to request a review must request a review by the instructor of record within six months of the course grade having been posted. If the instructor of record cannot be contacted, the student should contact the Department Head. If the instructor agrees that a change is justified, the instructor will initiate the grade change (according to the procedure in the previous section of these by-laws). Individual schools and colleges may have more stringent requirements than the six-month requirement of this by-law.

If a student requests a review of a course grade and the instructor believes that the original grade is correct, the student has 30 days to appeal the decision to the head of the department in which the course is taught. The department head will seek input from the instructor and the student. If this process results in agreement by the instructor that a grade change is justified, the instructor will initiate the grade change according to the procedure in paragraph 2 of section II.E.9, Changes of Course Grades, of these by-laws.

If the instructor and the department head agree that a grade change is not justified, the department head shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student has 10 days to request, through the dean of the school or college in which the course is taught, a review by a Faculty Grade Change Review Panel.

If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request, through the dean of the school or college in which the course is taught, a review by a Faculty Grade Change Review Panel. This request shall be made within 10 days of completion of the department head's review.

The Faculty Grade Change Review Panel, hereafter referred to as the Faculty Review Panel, shall be composed of three full-time faculty members appointed by the dean of the school or college in which the course is taught. The Faculty Review Panel shall convene a hearing within 10 working days of notification of a case. Both the appealing student and the course instructor should be present at the hearing. The student will be afforded an opportunity to state the grounds on which he or she is appealing the grade. The instructor will be afforded the opportunity to document the basis on which the grade was awarded. Both parties may present supporting evidence and/or request testimony of others. The Faculty Review Panel may request input from the department head.

If the Faculty Review Panel recommends a grade change, it is authorized to execute the change by sending to the registrar a change of grade request signed by all the members of the Review Panel. The Review Panel will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within 10 working days of the decision. The decision of the Faculty Review Panel shall be considered final.

C. Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate by replacing II. E. Scholastic Standing sections 1-10 with the following language and to renumber sections 11-15 accordingly as sections 9-13..

II. E. Scholastic Standing

1. *Classification of Students*

A student in good standing is listed as a sophomore, junior, or senior, if the student has earned 24, 54, or 86 credits, respectively.

2. *Responsibility for the Academic Assessment of Students*

The authority to determine a student's grade in a course lies with the instructor of record. In order to minimize student misunderstandings, course requirements must be stated in the syllabus for the course (*see II.I.5 Syllabi*).

3. *Grades*

a. *Grades used to calculate the GPA*

Instructors will grade undergraduate courses based on the following letter (and point) system:

Grade	Points per credit	Evaluation of Course Work
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Fair
C-	1.7	
D+	1.3	
D	1.0	Poor
D-	0.7	
F	0.0	Failure

b. *Grades not used to calculate the GPA*

Satisfactory/Unsatisfactory. The S/U grade designation is determined by the faculty; it is not a student-determined option. This grade designation is available only for courses that have been approved as such by the Senate Curricula and Courses Committee. Instructors assign a grade of 'S' to represent satisfactory work or 'U' to represent unsatisfactory work to students. These courses may or may not award credit, but in neither case will grade points be awarded. No course used for fulfillment of the general education requirements may be assigned an S/U grade.

Pass-Fail Option. A student who has earned at least 26 credits and is not on scholastic probation may elect a maximum of 12 credits to be distributed over not more than three courses, to be recorded as 'P' for Pass or 'F' for Fail on his or her permanent record. Courses taken Pass-Fail may only be used as electives; they may not be used to satisfy general education, school/college, major or minor requirements. Students who are selecting a course for the Pass-Fail option must do so within the first two weeks of the semester. Students who are removing a course from the Pass-Fail option must do so within the first nine weeks of the semester. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

During the semester the student completes the course and is graded in the usual way by the instructor; and the instructor submits a letter grade (per 3a, above). This letter grade is translated into a 'P' ('D-' or above) or remains an 'F.' In neither event will a course taken under the Pass-Fail option be included in the computation of the semester or cumulative grade point average, but a grade below 'C' makes the student ineligible for Dean's List. The individual schools and colleges have the privilege of adopting the Pass-Fail option with or without supplementary restrictions. Students are referred to the detailed statements of the various schools in the University Catalog for such restrictions.

Non-Credit Course Grades. In all non-credit courses, student grades shall be reported as 'P' for passed or 'F' for failed.

Audit Option. A student auditing a course will receive 'AUD' on the grade report (see II.B.6, *Auditing Courses without Credit*).

4. *Temporary Grades*

Temporary grades signify that credit has not been earned in that course, and may subject the student to scholastic probation or dismissal. Temporary grades shall not prevent the calculation of either the semester or the cumulative grade point average.

a. *Temporary Grades Related to Incomplete Work*

An instructor may assign a temporary grade for a course when student work is not completed within the semester.

Temporary Grade	Conditions for Assigning a Temporary Grade
N No basis for grade	A student has completed few or no assessments and no make-up schedule has been agreed upon with the instructor; the instructor has no basis for a grade.
I Incomplete Work	A student has not completed all of the assessments but work completed is of passing quality and a make-up schedule has been agreed upon with the instructor.
X Final assessment absence	A student did not submit a final assessment and might by means of a satisfactory performance on the assessment complete the course with a passing grade. If in the opinion of the instructor such a student would fail the course regardless of the result of the assessment, the student shall be given a grade of F. Procedures for rescheduling final assessments are described in II.E.10, <i>Examinations and Assessments</i> .

The student must complete all outstanding work on a schedule determined by the instructor, and by the end of the third week of the following semester. Exception to this deadline is made by the Dean of Students or designee with the consent of the Instructor.

Once the student submits the outstanding work or completes the final assessment, the instructor must submit a change of grade within 10 working days.

If the student does not submit outstanding work by the agreed-upon deadline and has not been granted an exception, the instructor will calculate the student's grade based on work completed for the course.

Passing grades will replace temporary grades on the transcript. For students who do not complete the missing work and therefore fail the course, the temporary grade will be retained on the transcript and followed by "F."

b. Temporary Grades Related to Course Scheduling

An instructor should assign a temporary grade of "Y" to students enrolled in a course that extends beyond the standard semester schedule. The "Y" is intended as a placeholder until the course is complete, at which time the instructor will replace the "Y" grade with a permanent grade. If a student has work outstanding, the "Y" grade should be changed to a temporary grade that reflects the type of work outstanding (see section 4a).

5. Reporting Grades

Semester grades shall be reported to the Registrar as soon as possible after the completion of the final assessment, and in no case later than 72 hours after the end of the final assessment period. Exceptions to this deadline may be made by the Provost or designee. Except in the case of non-semester related courses (Y courses), a regular grade may be assigned in the place of the temporary grade only by standard grade-change procedures.

6. *Mid-Semester and Semester Reports*

Mid-Semester Report. Instructors of 1000- and 2000-level courses shall notify the Registrar by the end of the sixth week of the semester of students who appear to be in danger of earning less than a 'C', or 'U' or 'N' grades. The Registrar will inform the students. The mid-semester report grade information is not part of the student's permanent file.

Semester Report. The Registrar provides to the student a semester report, which includes all courses for which the student is registered, the credit value of each course, and the student's grade in each course.

7. *Changes of Course Grades*

Grades are part of the student's permanent record; they should never be changed for reasons unrelated to course requirements or quality of work. Once the grade in the course has been submitted, an instructor may neither accept additional work nor give additional examinations.

Instructors should change grades for the following reasons: a computational error, clerical error, and the discovery of overlooked components in a student's body of work. In cases when the instructor concludes that a course grade ought to be changed, the instructor determines a corrected grade and initiates the grade change process. The head of the department or program offering the course and the dean of the school or college in which the course is taught will be notified of a grade change to ensure consistency with the By-Laws.

8. *Appeals of Assigned Course Grades*

If a student believes that an error in grading has occurred, the student may request (within six months of the final grade being posted) that the instructor review the grade. If the student cannot contact the instructor, then the student should contact the department head. When the course is in a non-departmentalized school or college, the student should contact that dean or the dean's designee.

If the instructor agrees that a grade change is justified, the instructor will initiate the grade change using procedures described by the Registrar.

If the instructor believes that the original grade is correct, the student has 30 days to appeal the decision to the head of the department in which the course is taught. The department head will seek input from the instructor and the student to determine his/her opinion related to the merits of the grade appeal

If after this review, the instructor and the department head agree that a grade change is justified, the instructor will initiate the grade change according to the procedures described by the Registrar.

If the instructor and the department head agree that a grade change is not justified, the department head shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student has 10 working days to request, through the

dean of the school or college in which the course is taught, a review by a Faculty Grade Change Review Panel (see below).

If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request, through the dean of the school or college in which the course is taught, a review by a Faculty Grade Change Review Panel. The department head's request shall be made within 10 working days of completion of the grade appeal review.

Faculty Grade Change Review Panel. The Faculty Grade Change Review Panel, hereafter referred to as the Faculty Review Panel, shall be composed of three full-time faculty members appointed by the dean of the school or college in which the course is taught. The Faculty Review Panel shall convene a hearing within 10 working days of notification of a case. Both the appealing student and the course instructor should be present at the hearing. The student will be afforded an opportunity to state the grounds on which he or she is appealing the grade. The instructor will be afforded the opportunity to document the basis on which the grade was awarded. Both parties may present supporting evidence and/or request testimony of others. The Faculty Review Panel may request input from the department head.

If the Faculty Review Panel recommends a grade change, it is authorized to execute the change by sending to the Registrar a change of grade request signed by all the members of the Faculty Review Panel. The Faculty Review Panel will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within 10 working days of the decision. The decision of the Faculty Review Panel shall be considered final.



New Student Enrollment Update

Nathan Fuerst, AVP & Director of Admissions
Division of Enrollment Planning & Management

Storrs Freshmen

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Difference
Applications	27,479	31,280	34,978	35,980	+ 2.5%
Enrollees	3,755	3,588	3,774	3,820	+ 1.2%
Mean SAT	1233	1234	1233	1233	Steady
% Students of Color	26.9%	33.4%	32.3%	36.5%	+ 4.2%
% In State	67.8%	61%	57.5%	64.2%	+ 6.7%
% Out of State	28.4%	32.2%	33.6%	26.1%	- 7.5%
% International	3.8%	6.8%	8.9%	9.7%	+ 0.8%
Honors Students	462	512	519	523	Steady

Regional Freshmen

	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Enrollees	1104	1406	1,363	1,290
Mean SAT	1019	1032	1042	1023
% Students of Color	42.5%	43.0%	41.0%	48.4%

Regional Freshmen

	Fall 2015 Actual	Fall 2016 Target	Fall 2016 Actual
Avery Point	259	260	225
Hartford	445	440	450
Stamford	383	360	370
Torrington	53	NA	NA
Waterbury	223	290	245
TOTAL	1363	1350	1290

New Transfers

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Difference
Storrs	786	805	871	880	+ 9
Regionals	255	226	285	240	- 45
Total	1041	1031	1,156	1,120	- 36

New Student Enrollment Summary

	Fall 2016 Target	Fall 2016 Actual
Storrs Freshmen	3,800	3,820
Storrs Transfers	800	880
Regional Freshmen	1,350	1,290
Regional Transfers	250	240
Total	6,200	6,230

Questions?

Nathan.Fuerst@UConn.edu

486-1478

Fall Open House Dates:

Sunday, September 18th

AND

Sunday, October 23rd