

**UNIVERSITY SENATE MEETING**  
**April 3, 2017**  
**ROME BALLROOM, Storrs Campus**

1. Moderator Clark called to order the regular meeting of the University Senate of April 3, 2017 at 4:00 pm.
2. Approval of Minutes of March 6, 2017.  
 Motion to approve by Senator Schulz; seconded by Senator Rios; approved with one abstention
3. Report of the President  
 Presented by President Herbst

President Herbst reported that there is no news on the budget. Government Affairs representatives from UConn are at the capitol making our case. When the best we can expect is to minimize block grant reductions, we can request other legislative initiatives that will not increase the state's budget, like a "red tape bill" that would reduce procurement complexities and costs for UConn.

The finalists for the Vice President for Research are meeting with the deans this week. The top candidate will then make a presentation at both Storrs and Farmington. The search for our next Provost will begin soon. An announcement will come later this week with details on the search committee, the search firm and the process. It is anticipated that the top three candidates will make public presentations in late fall.

In construction updates:

- The Innovation Partnership Building on Discovery Drive will be open in late August.
- The faculty and staff of UConn as well as the city of Hartford are very excited for the opening of the new Hartford campus. Barnes and Noble, opening in August, will bring a full service bookstore back to downtown Hartford.
- The School of Social Work will be in the JCJ Building (next door to Hartford campus). This will allow the entire school to stay together.
- The residence hall in Stamford has been very well received. The facility can house about 290 students and there are over 230 interested students, to date.

There is great concern about the potential cut to National Institutes of Health (NIH) and EPA funding. A significant cut will have a negative effect on basic science. These are the funds that subsidize basic research. All higher education organizations who lobby Congress are working hard to preserve this funding.

Moderator Clark invited questions from floor.

Senator Gramling referred to a piece of legislation that was aimed at standardizing courses across the state system, including community colleges, in order to enhance course transfer and degree articulation. Dr. Reis responded that UConn provided strong letters of opposition as well as testified at the hearing. There seems to be very little traction for this bill that includes both public and private institutions. She further noted that UConn accepts 100% of credits for students admitted through the Guaranteed Admissions Programs and 80% of all other transfer credits. Transfer credits are only denied when there is no course equivalency at UConn or when the syllabi are too different from what is offered at UConn.

Senator McCutcheon referred to the Vice President for Research search when inquiring about the process. President Herbst clarified that the candidates have met with her and the Provost. They will now meet with the Deans before the top candidate makes a presentation to the UConn community. She noted that an internal search differs from other searches because UConn already has much data and background on the candidates. Presenting only the top candidate to colleagues is the most respectful way to handle the process.

Senator McCutcheon asked about House Bill 2114, An Act Eliminating Free Tuition for Dependents of Employees of Public Institutions of Higher Education. Dr. Reis confirmed that this bill did not make it out of committee.

Senator Parent referenced the move to Hartford from West Hartford and expressed concerns about parking fees for graduate students. CFO Scott Jordan explained that favorable rates have been negotiated for parking at the Hartford Convention Center. There will be several hundred spots available with more parking available at the JCI building. Additionally, overflow spots will be available at nearby surface lots. Senator Parent explained the financial burden that may be put upon a graduate student who is assigned to teach one course on the Hartford campus. He asked if they would be required to pay a daily fee on top of the graduate school parking pass they have already purchased. Mr. Jordan and President Herbst agreed that this was good input and a subsidized pass or other arrangement is something they will look into.

4. Report of the Senate Executive Committee  
Presented by SEC Chair Mark Boyer

Attachment #48

Moderator Clark invited questions from the floor.  
There were no questions

5. Consent Agenda: passed unanimously

Attachment #49

6. Presentation of Motion from Senate Executive Committee

Presented by SEC Chair Mark Boyer  
 Presentation of motion to amend the By-Laws, Rules and Regulations of the University  
 Senate, C.2.h, Senate Committees

Attachment #50

Moderator Clark welcomed discussion on the motion.

Senator Schultz spoke of the difference in charges to various Senate standing committees noting that some committees are more advisory in nature. He proposed an amendment to the language:

**Proposal to Senate: Motion**

To recommend amending the University By-Laws, Section C.2.h as follows: (deleted items in ~~strike through~~; new language underlined).

h. *Diversity*

This committee shall review University policies, practices, and conditions relevant to supporting and promoting diversity among students, faculty, and staff. This committee may recommend any ~~desirable~~ expressions of Senate opinion on these matters. The committee shall include two undergraduate students, and one graduate student, ~~and a representative from each of the other Senate Standing Committees.~~

The motion to amend was seconded by Senator Rios.

Senator Seth proposed a further amendment by striking the word “any”:

This committee may recommend ~~any desirable~~ expressions of Senate opinion on these matters. The committee shall include two undergraduate students, and one graduate student, ~~and a representative from each of the other Senate Standing Committees.~~

The vote to amend the motion was approved unanimously.

Senator Dennis asked if the Diversity Committee is charged with anything more than offering opinions to the University through the Senate. She inquired about the consistency of language in the other standing committees’ charges, for which proposing legislation to the board is not stipulated. Senator Boyer said that the EC would examine the historical record of the development of these committee charges. Senator Mannheim observed that any standing committee can make recommendations.

Senator Clausen called a point of order and referred to the University Senate By-Laws questioning whether the Senate can vote on this motion at this meeting.

*Section I.E Changes in By-Laws, Rules, and Regulations*

*The by-laws, rules and regulations of the University Senate may be changed at any regular meeting of the Senate by majority vote of those present and voting, providing that due warning of the proposed changes has been given in the call. If due warning has not been given, a two-thirds vote of those present and voting shall be required.*

Moderator Clark suggested that because of the amendments, due notice was not given. Further discussion followed.

Senator Darre recalled that motions to change Senate by-laws are presented and voted at separate meetings to allow Senators the opportunity to review and discuss the proposed changes with the colleagues they represent. Senator Mannheim affirmed the information provided by Senator Darre. He noted that this policy has served the University Senate very well over the past three years and suggested that unless there is a clear reason to alter the policy, the vote should be deferred until the next meeting.

Senator Siegle clarified that the by-law states that two-thirds of the Senators present must vote in favor of voting on the motion during the current meeting in order to proceed with the vote. In other words, the Senate needs to vote on whether to vote on the motion. A vote was then called for.

Moderator Clark asked for a show of hands when voting. Senator Bansal called for the question (Senator Rios seconding) that the University Senate to vote *Yes* in order to vote on the motion presented at this meeting or vote *No* to postpone vote until the May 1 meeting of the University Senate.

The Senate voted to delay the vote on the motion as amended until the next meeting.

Senator Hertel asked if there are by-laws or policies that govern how the Nominating Committee develops the committee rosters. Cheryl Galli, administrative support to the University Senate, confirmed that both the University By-Laws and University Senate By-Laws include language that speaks to the composition of committee membership.

7. Report of the Senate Nominating Committee  
Presented by Senator Maria-Luz Fernandez  
Senator Fernandez presented the proposed 2017/2018 standing committees membership slate. A vote on the slate will take place at the May 1 Senate meeting.  
There was no discussion.

Attachment #51

8. Report of the Office of Institutional Research and Effectiveness  
Presented by Lloyd Blanchard, Associate Vice Provost

Attachment #52

Moderator Clark invited questions from the floor.

In response to questions by Senator Mannheim, Dr. Blanchard noted that questions on the SET form are clearly labeled on the form itself with a description of the rating system. He further noted that Question 14 was meant to be somewhat of a "catch all"

and is not actually an average of Questions 1-13. He acknowledged the validity of Senator Mannheim's questions and suggested that the Senate Faculty Standards Committee (FSC) may choose to review this area of the SET.

Senator Dennis referred to published studies on gender inequity and inquired if the SETs consider gender in student responses. Dr. Blanchard acknowledged he is aware of the literature and concerns in this area but noted that OIRE only administers the survey. It is up to the faculty, deans and department heads to evaluate the meaning of the results. OIRE is not charged with interpreting the results or correcting any bias. In response to a follow up question from Senator Dennis about letters of warning, Dr. Reis clarified that prior to distribution, all letters are vetted by deans and department heads. She emphasized that gender was looked at and was determined not to be a factor in these SETs. Male professors at UConn had no significant difference on this particular SET. Approximately 840 positive letters were generated and only 65 letters of warning to those faculty receiving a two or lower rankings. At UConn, females had a slightly greater percentage of positive letters. Dr. Blanchard confirmed that OIRE does plan to generate such studies and will share the findings with the FSC.

Senator Bellini spoke of the University's large growth in the area of online courses since 2010 and noted that questions 2 & 10 are not appropriate for online courses. Dr. Blanchard appreciated the comment and confirmed that this area will be reviewed.

Senator Caira reiterated what Senator Boyer said in his earlier report to the Senate. There are issues with the SETs and the University Senate needs to own this instrument and make appropriate changes.

Senator Simien asked that the SETs take more factors into consideration. She suggested that the subject matter be considered. Is there an effect on SET responses in courses that involved controversial subject matter such as gender, justice, and inequality? Dr. Blanchard agreed that this is a good point.

Senator Graef emphasized that there must be a better response rate which is currently at 51% for faculty and less for others. Dr. Blanchard agreed and shared that this is high on the priority list.

Senator Parent referenced the question about value of the textbook when noting that some courses do not use textbooks yet students are still providing an answer. Dr. Blanchard suggested that improved messaging on the form may help in this area.

Senator Willenborg inquired about the move from paper to electronic forms and asked if cost savings was the only motivating factor. Dr. Blanchard and Dr. Reis acknowledged that sustainability was a leading factor. Dr. Boyer recalled that a significant investment would need to be made in a new scanner. It was agreed that it made more financial sense to move to the electronic form.

## 9. New Business

Moderator Clark asked if there was any new business to be brought before the Senate at this meeting. There was none.

## 10. Annual Report on Research

Presented by Jeff Seemann, Vice President for Research

Attachment #53

Dr. Seemann closed his report by announcing the elimination of graduate student tuition on grants, effective spring 2017. This announcement was met with applause by the University Senate.

Moderator Clark invited questions from the floor.  
There were no questions.

## 11. Motion to adjourn by Senator Bresciano; seconded by Senator Rios; approved by standing vote.

Meeting was adjourned at 5:47pm

Respectfully submitted,

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

The following members were absent from the April 3, 2017 meeting:

Agwunobi, Andrew	Fitch, R. Holly	Nair, Suresh
Aneskievich, Brian*	Freake, Hedley*	Pancak, Katherine*
Batt, Steven*	Hasenfratz, Robert	Rocoberton, Bartolo
Beall, JC*	Heath-Johnston, Pamela*	Schwab, Kristin
Bedard, Martha	Irizarry, Guillermo	Tala, Seraphin
Benson, David	Jockusch, Elizabeth*	Teschke, Carolyn
Bird, Robert*	Kendig, Tysen	Von Hammerstein,
Boylan, Alexis	Kazem, Kazerounian	Katharina
Bramble, Pamela	Locust, Wayne	Wagner, David
Brown, Stuart*	Loturco, Joe	Wang, George
Cobb, Casey*	McCauley, Paula*	Wei, Mei
D'alleva, Anne*	McManus, George	Weiner, Daniel*
Dominguez, Teresa*	Murray, Benjamin*	Werkmeister-Rozas, Lisa

\*Members who gave advance notice of absence

Senate Executive Committee  
Report to the University Senate  
April 3, 2017

Good Afternoon,

The SEC has met twice since the last Senate meeting. The Chairs of Senate committees helped to finalize the agenda for today's meeting as well as provided updates on the activities of their groups. The Nominating Committee reminds us that the Senate Executive Committee election concludes tomorrow morning. A ballot for the next Chair of the Senate Executive Committee will then be distributed.

The GEOC reports that a UConn delegation of seven has been accepted to the 2017 Institute on General Education and Assessment. Admission to the Institute is competitive and limited, and we are pleased that a team for UConn will attend. The Institute on General Education and Assessment provides campus teams with opportunities to refine and advance general education programs and their assessment. The Institute is framed around a set of Principles and Guidelines for redesigning and evaluating general education programs, curricula, and pedagogy through which students can develop the 21st-century knowledge and skills necessary for work, life, and responsible citizenship.

You may recall that the SEC issued a charge to the Faculty Standards Committee to review the current Student Evaluation of Teaching process and form. The FSC reported to the SEC that, although there are areas of challenge within the instrument, it is useful, as is. The SEC will consider this response and will likely request a full review and potential revision of the SET in collaboration with OIRE and Faculty Standards in the next academic year. We will hear more about the SETs later in the meeting when Lloyd Blanchard presents his report.

A reminder that the Senate Faculty Standards Committee will present the PTR Forum on Friday, April 7 from 3:00-5:00pm. Registration is available via the link on the Senate website.

The University Senate will meet again on Monday, May 1.

Respectfully Submitted,

Mark Boyer, Chair  
Senate Executive Committee



**University Senate Curricula and Courses Committee**  
**Report to the Senate**  
**April 3, 2017**

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

- A. CLCS 1193 Foreign Study (#3049)  
*Proposed Catalog Copy*  
CLCS 1193. Foreign Study  
Credits and hours by arrangement. Consent of Department Head required, normally before the student's departure. May be repeated for credit.  
Special topics taken in a foreign study program.
- B. PHYS 2701 Foundations of Modern Astrophysics (#2544)  
*Proposed Catalog Copy*  
PHYS 2701. Foundations of Modern Astrophysics  
Three credits. Prerequisites: PHYS 1401 or 1501 or 1601; MATH 1131 (or 1151) and 1132 (or 1152). Prerequisites that may be taken concurrently: PHYS 1602 or 1502 or 1402; MATH 2110.  
The conceptual framework describing astronomical objects. Topics include orbits, light, and stars. Concepts of statistical mechanics, quantum mechanics, and relativity as needed for astrophysical topics.
- C. PHYS 2702 Techniques of Modern Astrophysics (#2574)  
*Proposed Catalog Copy*  
PHYS 2702. Techniques of Modern Astrophysics  
Three credits. Prerequisite: PHYS 2701.  
Observational astronomy and applications to astrophysical phenomena. Topics include telescopes and astronomical instrumentation, production of chemical elements and molecules, distance scales, black holes and compact objects, gravitational lensing, galaxy kinematics and structure, dark matter, dark energy, cosmic rays, gravitational waves, and Big Bang cosmology.

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

- A. ANSC 2271 Principles of Poultry Science (#3304) [Revise description]  
*Current Catalog Copy*  
ANSC 2271. Principles of Poultry Science  
Three credits. Two class periods and one 2-hour laboratory period. Darre  
The application of the basic scientific principles to the management of poultry, egg and meat production systems. Field trips are required.
- Revised Catalog Copy*  
ANSC 2271. Principles of Poultry Science  
Three credits. Two class periods and one 2-hour laboratory/discussion period. Darre  
The application of the basic scientific principles to the management of poultry, egg, and meat production systems.

## B. CSE 2102 Introduction to Software Engineering (#3092) [Pre-req change]

*Current Catalog Copy*

## CSE 2102. Introduction to Software Engineering

Three credits. Three class periods and one problem session. Prerequisite: CSE 2100 and 2500; CSE 2500 may be taken concurrently.

Software engineering concepts including the software life cycle and other software-development process models. Specification techniques, design methodologies, performance analysis, and verification techniques. Team-oriented software design and development, and project management techniques. Use of appropriate design and debugging tools for a modern programming language. Homework and laboratory projects that emphasize design and the use/features of a modern programming language.

*Revised Catalog Copy*

## CSE 2102. Introduction to Software Engineering

Three credits. Three class periods and one problem session. Prerequisite: CSE 2100 or 2050, and 2500; CSE 2500 may be taken concurrently.

Software engineering concepts including the software life cycle and other software-development process models. Specification techniques, design methodologies, performance analysis, and verification techniques. Team-oriented software design and development, and project management techniques. Use of appropriate design and debugging tools for a modern programming language. Homework and laboratory projects that emphasize design and the use/features of a modern programming language.

## C. CSE 2304 Computer Architecture (#3091) [Pre-req change; enrollment restriction]

*Current Catalog Copy*

## CSE 2304. Computer Architecture

Three credits. Prerequisite: CSE 2100 and 2500. Not open for credit to students who have passed CSE 207 or CSE 241 or CSE 2300W.

Structure and operation of digital systems and computers. Fundamentals of digital logic. Machine organization, control and data paths, instruction sets, and addressing modes. Hardwired and microprogrammed control. Memory systems organization. Discussion of alternative architectures such as RISC, CISC, and various parallel architectures.

*Revised Catalog Copy*

## CSE 2304. Computer Architecture

Three credits. Prerequisite: CSE 2100 or 2050, and CSE 2500. This course and CSE 3666 may not be both taken for credit.

Structure and operation of digital systems and computers. Fundamentals of digital logic. Machine organization, control and data paths, instruction sets, and addressing modes. Hardwired and microprogrammed control. Memory systems organization. Discussion of alternative architectures such as RISC, CISC, and various parallel architectures.

## D. CSE 2500 Introduction to Discrete Systems (#569) [Pre-req change]

*Current Catalog Copy*

**CSE 2500. Introduction to Discrete Systems**

Three credits. Prerequisite: CSE 1102. Mathematical methods for characterizing and analyzing discrete systems.

Modern algebraic concepts, logic theory, set theory, grammars and formal languages, and graph theory. Application to the analysis of computer systems and computational structures.

*Revised Catalog Copy***CSE 2500. Introduction to Discrete Systems**

Three credits. Prerequisite: CSE 1102 or CSE 1729. Mathematical methods for characterizing and analyzing discrete systems.

Modern algebraic concepts, logic theory, set theory, grammars and formal languages, and graph theory. Application to the analysis of computer systems and computational structures.

**E. ECE 2000 Electrical and Computer Engineering Principles (#2968) [Pre-req change]***Current Catalog Copy***ECE 2000. Electrical and Computer Engineering Principles**

(Formerly offered as ECE 3002.) Three credits. Prerequisite: PHYS 1230 or 1502Q or 1530, which may be taken concurrently. Recommended preparation: MATH 2410Q. This course and ECE 2001/W may not both be taken for credit. Intended for non-ECE majors.

Basic concepts of circuit analysis as applied to electronic circuits and electromechanical devices, including measuring instruments.

*Revised Catalog Copy***ECE 2000. Electrical and Computer Engineering Principles**

(Formerly offered as ECE 3002.) Three credits. Prerequisite: PHYS 1230 or 1402Q or 1502Q or 1530, which may be taken concurrently. Recommended preparation: MATH 2410Q. This course and ECE 2001/W may not both be taken for credit. Intended for non-ECE majors.

Basic concepts of circuit analysis as applied to electronic circuits and electromechanical devices, including measuring instruments.

**F. ECE 2001 Electrical Circuits (#2967) [Pre-req change]***Current Catalog Copy***ECE 2001. Electrical Circuits**

Four credits. Three 1-hour lectures and one 2-hour laboratory. Prerequisite: MATH 2410Q and either PHYS 1502Q or 1230 or 1530, both of which may be taken concurrently. This course and ECE 2000 may not both be taken for credit.

Analysis of electrical networks incorporating passive and active elements. Basic laws and techniques of analysis. Transient and forced response of linear circuits. AC steady state power and three-phase circuits. Periodic excitation and frequency response. Computer analysis tools. Design projects are implemented and tested in the laboratory. Laboratory reports are required for each project.

*Revised Catalog Copy***ECE 2001. Electrical Circuits**

Four credits. Three 1-hour lectures and one 2-hour laboratory. Prerequisite: MATH 2410Q and either PHYS 1502Q or 1230 or 1402Q or 1530, both of which may be taken concurrently. This course and ECE 2000 may not both be taken for credit.

Analysis of electrical networks incorporating passive and active elements. Basic laws and techniques of analysis. Transient and forced response of linear circuits. AC steady state power and three-phase circuits. Periodic excitation and frequency response. Computer analysis tools. Design projects are implemented and tested in the laboratory. Laboratory reports are required for each project.

G. EPSY 3100 Introduction to Exceptionality (#3179) [Level, title, and description change]

*Current Catalog Copy*

EPSY 3100. Introduction to Exceptionality

Three credits. Prerequisite: PSYC 1100; open to sophomores or higher. Madaus

Considers the nature of exceptionalities as well as current policy and programs in the schools and community.

*Revised Catalog Copy*

EPSY 2100. Introduction to Special Education

Three credits. Prerequisite: PSYC 1100.

Special education services in American education, including various exceptionalities and the roles of professionals.

H. WGSS 2250 Feminisms (#2637) [Title and description]

*Current Catalog Copy*

WGSS 2250. Feminisms

(Formerly offered as WS 3250 and as WS 2250.) Three credits. Prerequisite: Open to sophomores or higher. Recommended preparation: Any 1000-level WGSS course.

Current feminist theories and related social and political issues.

*Revised Catalog Copy*

WGSS 2250. Critical Approaches to Women's, Gender, and Sexuality Studies

(Formerly offered as WS 3250 and WS 2250.) Three credits. Prerequisite or corequisite: WGSS 1105; open to sophomores or higher.

Theories, practice, and methodologies of the Women's, Gender, and Sexualities Studies interdisciplinary.

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

A. ENGL 2413/W The Graphic Novel (#318)

*Proposed Catalog Copy*

ENGL 2413. The Graphic Novel

Three credits. Prerequisite: ENGL 1010, 1011 or 2011. Not open to students who have passed ENGL 3621 with the topic "The Graphic Novel."

The graphic novel as a literary form.

ENGL 2413W. The Graphic Novel

Three credits. Prerequisite: ENGL 1010, 1011, or 2011. Not open to students who have passed ENGL 3621 with the topic "The Graphic Novel."

B. ENGL/AFRA 3213/W Eighteenth- and Nineteenth-Century African American Literature (#198)

*Proposed Catalog Copy*

ENGL 3213. Eighteenth- and Nineteenth-Century African American Literature

(Also offered as AFRA 3213.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Broad historical survey of African American literature from its origins through the turn of the twentieth century. CA 4.

ENGL 3213W. Eighteenth- and Nineteenth-Century African American Literature.

(Also offered as AFRA 3213W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

AFRA 3213. Eighteenth- and Nineteenth-Century African American Literature

(Also offered as ENGL 3213.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Broad historical survey of African American literature from its origins through the turn of the twentieth century. CA 4.

AFRA 3213W. Eighteenth- and Nineteenth-Century African American Literature.

(Also offered as ENGL 3213W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

C. INDS 4296W Senior Thesis (#2973)

*Proposed Catalog Copy*

INDS 4296W. Senior Thesis

Three credits. Hours by arrangement. Prerequisite ENGL 1010 or 1011 or 2011: Open only with instructor consent.

Research and writing of thesis.

D. PLSC 2110W Sustainable Plant Pest Management Communication (#361)

*Proposed Catalog Copy*

PLSC (SPSS) 2110W. Sustainable Plant Pest Management Communication

One credit. Prerequisite: ENGL 1010 or 1011 or 2011. Open only to Sustainable Plant and Soil Systems majors; others by consent. Ellis.

Communication of the impacts, economic importance, identification, and sustainable management of new and emerging plant pests, such as insects, mites, weeds/invasive plants, and diseases of food and non-food (ornamental) crops, in agricultural and landscape settings.

Connections with UConn Extension and real-world pest occurrences will be incorporated.

**IV. 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. COMM 4220W Small Group Communication (#2756) [Pre-req changes]

*Current Catalog Copy*

COMM 4220W. Small Group Communication

Three credits. Prerequisite: COMM 3100 or 3200; ENGL 1010 or 1011 or 2011; open to juniors or higher. Recommended preparation: COMM 3100.

Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations.

*Revised Catalog Copy*

COMM 4220W. Small Group Communication

Three credits. Prerequisite: COMM 1000; ENGL 1010 or 1011 or 2011; open to juniors or higher. Recommended preparation: COMM 3100 or COMM 3200.

Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations.

B. ECON 4494W Seminar in Economics (#582) [Pre-req changes]

*Current Catalog Copy*

ECON 4494W. Seminar in Economics

Three credits. Prerequisite: ECON 2201 and 2202 (one of which may be concurrent); ENGL 1010 or 1011 or 2011. Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q. Special topics in micro- and macroeconomic theory, applications, and testing.

Recommended for capable students who are motivated to develop and extend their knowledge of economics in creative ways. Required for Honors Scholars in Economics and Economics Scholars.

*Revised Catalog Copy*

ECON 4494W. Seminar in Economics

Three credits. Prerequisite: ECON 2201 or 2211Q; ECON 2202 or 2212Q; ENGL 1010 or 1011 or 2011.

Special topics in micro- and macroeconomic theory, applications, and testing. Recommended for capable students who are motivated to develop and extend their knowledge of economics in creative ways. Required for Honors Scholars in Economics and Economics Scholars.

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

A. INDS 4296 Senior Thesis (also #2973)

B. EEB 4276W Plant Anatomy (#2634)

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

A. ENGL/AFRA 3213/W Eighteenth- and Nineteenth-Century African American Literature (#198)

**VII. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend DELETION of the following courses in Content Area 4 – Diversity and Multiculturalism, International:**

A. HRTS 3571 Sociological Perspectives on Asian-American Women (#2597)

**VIII. For the information of the University Senate, the General Education Oversight Committee approved the following course for offering in intensive session:**

- A. DRAM 1101 Introduction to Theatre [CA1] (Word doc)

**IX. Other business**

- A. GEOC Alignment Report

**Content Area 1: Arts and Humanities****ARAB 1122 Modern Arabic Culture**

The instructor has provided the original CAR, the new GenEd criteria form, the specific CA1 form, and the most recent course syllabus for the spring of 2016. This course is being reviewed for realignment in CA1 and CA4-INT. ARAB 1122 is offered as a large lecture course with a cap of about 100 students every spring by the same instructor at the Storrs campus only. In this sense, it is a very homogeneous course that has always been taught by the same person who created the course a few years back. Since its inception the course has only added a few general introductory remarks about the Arab world, its peoples, and its geography because the instructor has learned over the years that a good number of students needed this basic introduction. The course clearly belongs to CA1 and continues to satisfy the criteria for inclusion. The recent syllabus further proves that its contents, learning activities, and assignments are well aligned with CA1 criteria. The committee's only suggestion is that the instructor might want to include a number-to-letter grade conversion chart as well as some language about the course's fulfillment of gen ed criteria.

ARAB 1122 is aligned with the general education and CA1 criteria.

**CAMS 1103 Classical Mythology**

The instructor has provided the original CAR, the new GenEd criteria form, the specific CA1 form, and the most recent course syllabus for the winter of 2017. This course is being reviewed for realignment in CA1. CAMS 1103 started as a large lecture course with a cap of about 200-300 students and was turned into an asynchronous online course with a similar large cap a few years ago (around 2009). The course has always been taught by the same instructor with a significant number of TAs whose tasks are mainly running discussion sessions/boards, helping with the grading of the assignments, and whatever other responsibilities assigned to them by the PI. In this sense, it is a highly homogeneous course that has always been taught by the same principal instructor. Since its inception the course has gone through one major redesign when it was turned into an asynchronous course. In the opinion of the instructor, this redesign is yielding 'far superior' learning outcomes when compared to the original form of the course. The course clearly belongs to CA1 and continues to satisfy the criteria for inclusion. The recent syllabus further proves that its contents, learning activities, and assignments are well aligned with CA1 criteria. The committee's only suggestion is that the instructor might want to update the name of his department in the syllabus (it's not Modern and Classical Languages, but Literatures, Cultures, and Languages) and might want to add some language about the course's fulfillment of gen ed criteria.

CAMS 1103 is aligned with the general education and CA1 criteria.

**FREN 1171 French Cinema**

The instructor has provided the original CAR, the new GenEd criteria form, the specific CA1 form, and three syllabi for the most recent offerings of the course. This course is being reviewed for realignment in CA1 and CA4-INT. FREN 1171 is offered as a large lecture course with a cap of about 200 students mostly by three instructors at the Storrs campus only. The syllabi show that, while there is core component of a survey of French film from its origins to the present day, different instructors might place a special focus on different genres such as the Film Noir. These slight variations in the syllabi, however, do not hamper in any way the fulfillment of CA1 criteria or general education principles, for that matter. In the committee's opinion, the course clearly belongs to CA1 and continues to satisfy the criteria for inclusion. The different syllabi provided further prove that the course content, learning activities, and assignments are well aligned with CA1 criteria. The committee's only suggestion is that the instructors might want to include a number-to-letter grade conversion chart as well as some language about the course's fulfillment of gen ed criteria.

FREN 1171 is aligned with the general education and CA1 criteria.

**Content Area 2: Social Sciences****COMM 1000 The Process of Communication**

Regarding COMM 1000, we had some discussion on the extent to which the course helps students acquire consciousness of the diversity of human culture and experience, which is one of the general guidelines for general education. One member of the committee from the Communications Department relayed to us the following: "It would be impossible to teach interpersonal communication, group dynamics, and media economics and effects without addressing intercultural concerns and historically underrepresented communities." We also benefited from the student representative on the committee who let us know that a colleague of his who had taken the course confirmed that "these topics were naturally integrated well into the course." We agreed as a committee that we would approve the course and send a friendly email to those teaching it "encouraging them to think explicitly about the place of diversity and inequality in the course."

COMM 1000 is aligned with the general education and CA2 criteria.

**ENVE 1000 Environmental Sustainability**

For ENVE 1000, the only concern that arose during the committee discussion was that one member noted that neither the author of the primary textbook (a landscape architect) nor the course instructor (an environmental engineer) is a trained social scientist. The committee unanimously agreed that the descriptions provided for the course, and the syllabus, meet the four CA2 requirements. One member also stated that previous experience with one of the instructor's graduate students gave good evidence that the instructor focuses on and understands social science issues and methods. So, in the end, the committee agreed unanimously to approve the course's continuing designation as meeting the CA2 curricular requirements.

ENVE 1000 is aligned with the general education and CA2 criteria.



**Content Area 3: Science and Technology****COGS 2201 Foundations of Cognitive Science**

The committee assessed the alignment of COGS 2201 (Foundations of Cognitive Science) taught at the Storrs campus every spring semester by two instructors from two departments. The instructors follow a virtually constant syllabus, including similar homework, assignments, etc. This is a 3 credit non-lab course that “focuses on testing integrated hypotheses drawn from results in anthropology, computer science, linguistics, neuroscience, philosophy & psychology”. The current course content was assessed against the original justification for CA3 qualification and the course continues to meet the CA3 objectives. The committee voted unanimously to approve the realignment.

COGS 2201 is aligned with the general education and CA3 criteria.

**AH 1030/NUSC 1030 Interdisciplinary Approach to Obesity Prevention**

The committee assessed the alignment of AH 1030/NUSC 1030 and found they continue to meet the CA3 objectives. The course is part of the UConn Honors offerings and, thus, fills a special niche in that regard. The course is three credits, and focuses on obesity’s causes from genetics and the environment, plus the effects of the political landscape. Students explore and evaluate the materials through scientific literature, write a report, and create a larger portfolio documenting their work. The committee voted unanimously to approve the realignment.

AH 1030/NUSC 1030 are aligned with the general education and CA3 criteria.

**Content Area 4: Diversity and Multiculturalism****ARAB 1122 Modern Arabic Culture**

In the original submission for CA4 approval, the submitter suggested that the course fulfills Criteria 1 – Emphasizes that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity. A review of the most current syllabus suggests that the course retains this outcome. It states, “The course also encourages students to think critically about another culture and make sense of an unfamiliar world by moving past Western conceptual categories. The approach is both interdisciplinary and comparative.” The unit at the end, which examines representations of predominantly Arab countries in Western media seem to especially achieve these aims in the current political climate.

ARAB 1122 is aligned with the general education and CA4 criteria.

**French 1171 French Cinema: Gangsters, Thrillers & Classics**

French Cinema fulfills several criteria of CA-4 and especially focuses on identifying similarities and differences in the film narratives and styles as they relate to the socio-cultural context in which those films are created. These goals fulfill CA-4 criteria 1, 2 and 3 which emphasize the varieties of human experience, the fact that cinema as a social system is a cultural creation and the similarities between those filmic traditions. The course is taught by three instructors, all of whom submitted syllabi that

follow the same structure of a combination of readings, film viewing and discussions, but feature different films. Most of the films chosen were created in France but overall the syllabi were consistent among each other.

French 1171 is aligned with the general education and CA4 criteria.

## **Quantitative Competency**

### **STAT 1100Q Elementary Concepts of Statistics**

The committee had access to the Main Form, the Q Form, the original Q Form, and multiple syllabi for sections taught at the Storrs, Avery Point, Stamford and Waterbury campuses as well as an online Winter Intersession course run out of Stamford. The committee felt that, from the topics of the course and the exams, all the criteria for a Q course were satisfied and the committee voted unanimously to approve the realignment.

STAT 1100Q is aligned with the general education and Q criteria.

### **COMM 3000Q Research Methods in Communication**

The committee had access to the Main Form, the Q Form, the original Q Form, and multiple syllabi for sections taught at the Storrs and Stamford campuses. The committee felt that, from the topics of the course and assignments shown, all the criteria for a Q course were satisfied and the committee voted unanimously to approve the realignment.

COMM 3000Q is aligned with the general education and Q criteria.

## **Writing Competency**

### **AH 4240W Writing for Allied Health Research**

- Taught by full-time faculty and/or graduate students.
- Structure and content have not changed since course was originally approved as a W course.
- Feedback is provided via peer-reviews and faculty reviews for each assignment.
- Course requires that students write a minimum of 15 pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical errors.
- Addresses writing in process, requires revision, and provides substantial supervision of student writing.
- Has an enrollment cap of 19 students.
- Syllabus makes explicit the relationship between writing and learning in the course.
- Syllabus articulates the structure and function of revision in the course.
- Syllabus details how the page requirement will be met.
- Syllabus states that students must pass the writing component of the course in order to pass the course.

AH 4240W is aligned with the general education and W criteria.

**CAMS 3242W Greek and Roman Drama**

- Includes F clause; however, there is no mention of the actual paper requirements (15 pages, drafts, feedback and comments.)

CAMS 3242W is NOT aligned with the general education and W criteria.

**COGS 4596W Senior Thesis in Cognitive Science**

- The proposer states that, as this is a thesis course, a syllabus is not employed but attests that the coursework meets all W requirements. They describe how in their proposal, and say that they will inform the student “(in writing if necessary) that the entire grade for the course will be determined by the student's progress on his or her thesis and that therefore he or she cannot pass the course without passing the W component.” Some of the proposal wording is vague. For instance, it says that “Instructors may choose to provide written or oral comments on drafts (though if written comments are not given, more frequent conferences are a must).”
- We would like the student to receive more formal documentation of course requirements. It feels as if this is very thin and could be subject to abuse if requirements aren't clarified. We would suggest that they provide a formal syllabus, if only a page, that outlines course expectations, course work, and W requirements. We have no say over the first two, but we think we can ask them to craft a formal statement about W requirements and procedures to meet them that would be used consistently by all thesis instructors.

COGS 4596WW is NOT aligned with the general education and W criteria.

**COMM 2310W Media Literacy and Criticism**

- All syllabi discuss W requirements and have identified class time to discuss writing pedagogy (in fact, all the syllabi look almost identical)

COMM 2310W is aligned with the general education and W criteria.

**ENVE 4910W: Environmental Engineering Projects I**

- The course has undergone revision since its inception, but these revisions represent carefully considered improvements.
- The course assigns students multiple writing assignments in professional genres. Some of the assignments entail collaborative team writing projects, but each student is responsible (and graded) for clearly defined sections of team projects.
- Each student completes at least 15 pages of writing that has been reviewed in draft form and revised.
- Explicit writing instruction occurs in the context of the course's projects and documentation.

ENVE 4910W is aligned with the general education and W criteria.

### **FREN 3270W: French Literature and Civilization in English**

- Generally taught by tenure track or tenured faculty.
- Structure and content have not changed since course was originally approved as a W course.
- Students receive written comments on the papers, individual meetings and discussion of comments with instructor, in-class presentations by instructor of the most common errors/issues in a particular assignment.
- Course requires that students write a minimum of 15 pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical errors.
- Address writing in process, requires revision, and provides substantial supervision of student writing.
- Has an enrollment cap of 19 students.
- Syllabi make explicit the relationship between writing and learning in the course.
- Syllabi articulate the structure and function of revision in the course.
- Syllabi detail how the page requirement will be met.
- Syllabi state that students must pass the writing component of the course in order to pass the course.

FREN 3270W is aligned with the general education and W criteria.

### **KINS 3530W Physiologic Assessment of Competitive Athletes**

- All criteria are mentioned in the syllabus including the F clause, 15 pages of drafts and when and how feedback is provided.
- The syllabus gives an extensive rubric detailing each step of the writing process.

KINS 3530W is aligned with the general education and W criteria.

### **LAND 3230W Environmental Planning and Landscape Design**

- Required: four 4-page revised papers
- Clearly states that students will engage in a process of writing that includes feedback and revision, but doesn't clearly state when early drafts are due on course schedule
- Suggest including the "must pass the W" course wording.

LAND 3230W is NOT aligned with the general education and W criteria.

### **STAT 3494W Undergraduate Seminar II**

- Only one syllabus (Kuo) matches the CAR (i.e., 15 pages of writing), all the others are from the 'old' system that required 2 classes with 7.5 pages of writing each.
- The documents on how to write a STATS paper are excellent; however there is no identification of pedagogy in writing beyond this document and comments for revision.

STAT 3494W is NOT aligned with the general education and W criteria.

Respectfully Submitted by the 16-17 Senate Curricula and Courses Committee: Michael Darre (Chair), George McManus, David Ouimette, Eric Schultz, Suzanne Wilson, Marianne Buck, Dean Hanink, Kathleen Labadorf, Maria Ana O'Donoghue, Steven Park, Peter Diplock (Ex-officio), Wanjiku Gatheru (undergraduate student rep), Christine Savino (undergraduate student rep)

3/1/17 and 3/22/17 meetings

UNIVERSITY OF CONNECTICUT  
SENATE EXECUTIVE COMMITTEE  
REPORT TO THE UNIVERSITY SENATE  
APRIL 3, 2017

Recommendation to update Senate By-Laws, C.2.H, Senate Committee

**A. Background**

In 2008, the University Senate voted to establish the University Senate Diversity Committee. To ensure broad University representation and a well populated committee, the by-laws were written so that the Diversity Committee was required to include one representative from each of the other Senate Standing Committees. The Senate Executive Committee and Senate Nominating Committee agree that this mandated representation is no longer necessary. The Senate Diversity Committee is consistently well-populated and, at times, over represented by a school/college, department, and/or program. The size of the committee has become problematic in that it is challenging to coordinate meeting times that allow participation by the entire committee. Reducing the committee by the seven mandatory seats held by representatives of other Senate Committees will help to create a more manageable size without sacrificing depth, intent or productivity.

**B. Current Relevant By-Laws**

C.2.h Senate Committee

h. *Diversity*

This committee shall review University policies, practices, and conditions relevant to supporting and promoting diversity among students, faculty, and staff. This committee may recommend any desirable expressions of Senate opinion on these matters. The committee shall include two undergraduate students, one graduate student, and a representative from each of the other Senate Standing Committees.

**C. Proposal to Senate: Motion**

To recommend amending the University By-Laws, Section C.2.h as follows: (deleted items in ~~strikethrough~~; new language underlined).

h. *Diversity*

This committee shall review University policies, practices, and conditions relevant to supporting and promoting diversity among students, faculty, and staff. This committee may recommend any desirable expressions of Senate opinion on these matters. The committee shall include two undergraduate students, and one graduate student, ~~and a representative from each of the other Senate Standing Committees.~~

**Report of the Senate Nominating Committee**  
**University Senate Nominating Committee**  
 2017-2018 Standing Committee Membership  
 April 3, 2017

**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  
 \*McCutcheon, Jeffrey  
 O'Brien, Corey  
 Phillips, Holly  
 Stolzenberg, Daniel  
 Thorpe, Judith  
 \*Willenborg, Michael

**Curricula & Courses**

\*Darre, Michael-CHAIR  
 \*Bradford, Michael  
 Buck, Marianne  
 Burkey, Daniel  
 \*Chandy, John  
 Hanink, Dean  
 Labadorf, Kathleen  
 O'Donoghue, Maria Ana  
 \*Ouimette, David  
 \*Pratto, Felicia  
 \*Schultz, Eric  
 \*Wilson, Suzanne

**Diversity**

\*Fernandez, Maria Luz-CHAIR  
 \*Anagnostopoulos, Dorothea  
 \*Barrett, Edith  
 \*Boylan, Alexis  
 \*Bushmich, Sandra  
 \*Cobb, Casey  
 Fairfield, Alice  
 \*Heath-Johnston, Pamela  
 \*Howell, Amy  
 \*Kane, Brendan  
 Korbel, Donna  
 LaPorte, Josh  
 \*Luh, Peter  
 \*Pane, Lisa  
 Price, Willena  
 Rivera, Christine  
 Tzingounis, Anastasios  
 Ulloa, Susana  
 \*Zirakzadeh, Ernie

**Enrollment**

\*Wogenstein, Sebastian-CHAIR  
 Clark, Christopher  
 \*Deibler, Cora Lynn  
 Fuerst, Nathan  
 Gorbants, Eva  
 Main, Jean  
 Ndiaye, Mansour  
 Richardson, Wendi  
 \*Rios, Diana  
 Rockwood, Brian  
 \*Shor, Leslie  
 Ulloa, Susana  
 \*Werkmeister-Rozas, Lisa

**Growth & Development**

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

**Faculty Standards**

\*Segerson, Kathy-CHAIR  
 \*Accorsi, Michael  
 \*Beall, JC  
 \*Bellini, Sandra  
 Blanchard, Lloyd  
 Britner, Preston  
 \*Clausen, Jack  
 \*English, Gary  
 \*Fernandez, Maria-Luz  
 \*Fischl, Michael  
 \*Gogarten, Peter  
 \*Gould, Phillip  
 \*Gordon, Lewis  
 \*Guillermo, Irizarry  
 Jockusch, Elizabeth  
 \*McManus, George  
 Murray, Brandon  
 Punj, Girish  
 \*Siegle, Del  
 Woulfin, Sarah

**Scholastic Standards**

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

**Student Welfare**

\*Wilson, Christine-CHAIR  
Bacher, Rebecca  
Bartlett, Kelly  
\*Bresciano, Karen  
Fuller, Kate  
\*Guillard, Karl  
Harrington, Ian  
\*Hertel, Shareen  
\*Jepson, Patricia  
Kennedy, Kelly  
Mason, Erin  
McCarthy, Tina  
\*McCauley, Paula  
\*Ortega, Morty  
\*Pancak, Katherine  
Reel, Shelly  
\*Simien, Evelyn  
\*Van Heest, Jaci  
\*Wei, Mei



# Office of Institutional Research and Effectiveness (OIRE)

## Report to the University Senate

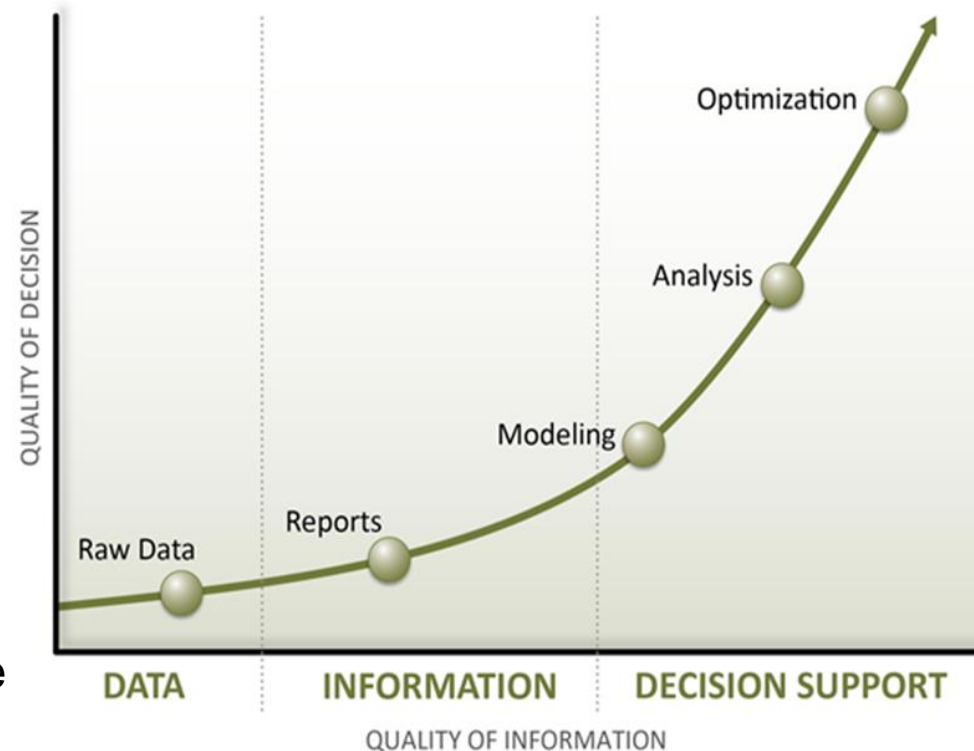
Lloyd A. Blanchard, PhD  
Associate Vice Provost, OIRE

April 3, 2016

**UConn**

# OIRE Mission and Leadership

- OIRE's primary purpose is to support the University's mission by providing timely official data and analysis for planning, institutional effectiveness and decision making, and serve as the central repository of official university data for reporting to state and federal agencies.
- Background of AVP
  - PhD in Public Administration
  - Faculty positions at Washington and Syracuse
  - Vice Provost at Louisiana State
  - SVP/COO of Medgar Evers College (CUNY)
  - Senior executive in federal government
  - Consultant in performance management and public finance



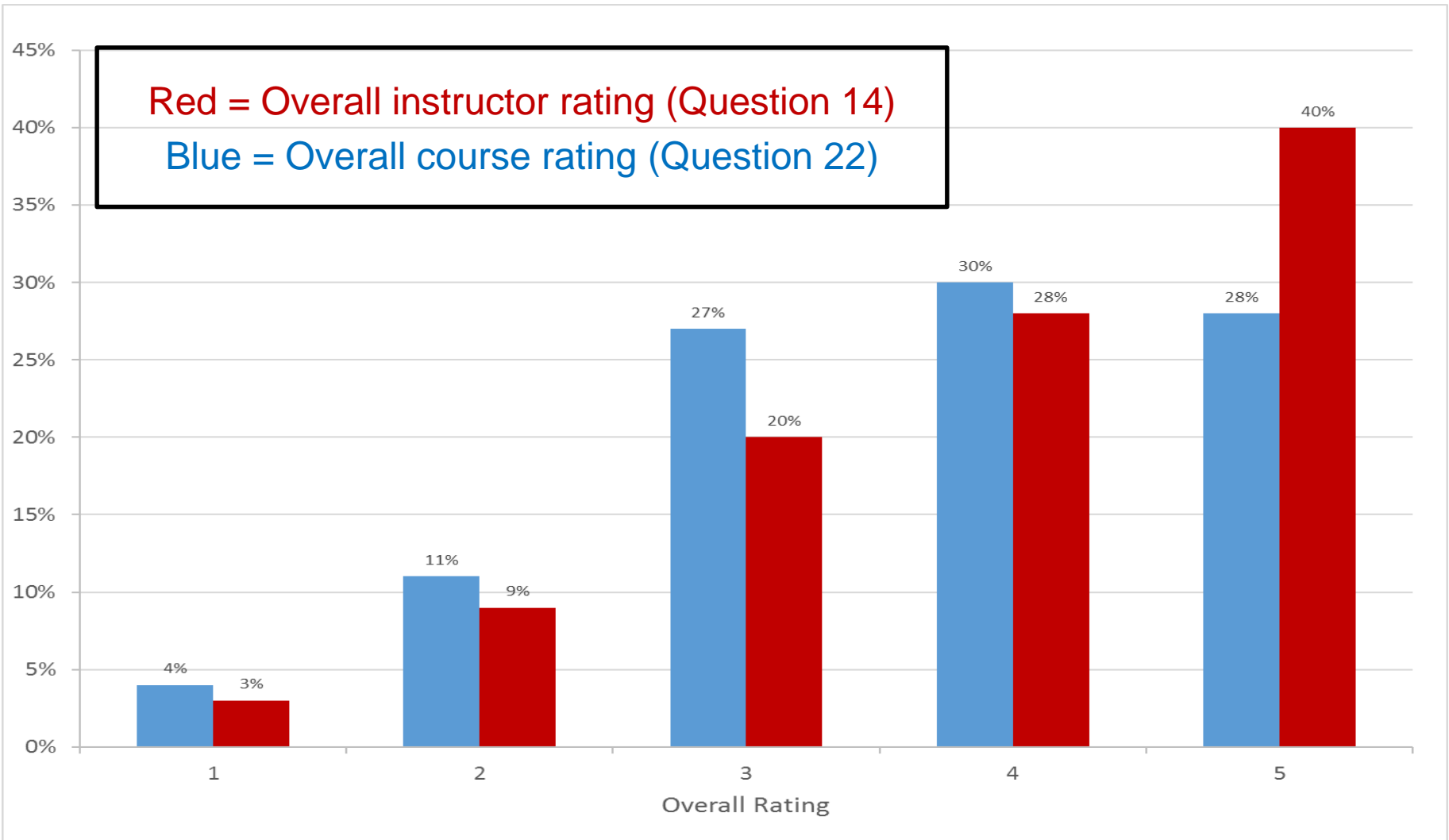
# OIRE Staff and Direction

- Staff of 9
  - Assistant Director Lauren Jorgensen (20+ years at UConn)
  - 4 doing IR reporting and analysis
  - 3 doing data warehouse & business intelligence
  - 1 assessment systems administrator (new role)
- Place greater focus on conducting analyses to support decision making
- Work with UITS to develop data governance framework
- Looking to develop productivity measures more specific to discipline
- Work with CETL to support academic departments with implementation of formative teaching assessment

# SET Context and Key Questions

- University Senate passed motion in March 2010 endorsing use of SETs
- FSC presented guidelines to University Senate in April 2011, which were approved, and recommended:
  - “In addition to considering the information provided by SETs, Deans, Department Heads, and faculty (including PTR committees) are encouraged to explore other methods of evaluating instructors. To improve instruction, Department Heads should review evidence of teaching performance with the instructor and provide feedback.”
- Key questions:
  - How does SET influence PTR and faculty development?
  - How are SET data used and for what purposes?
  - What other measures should be used for teaching evaluation?
    - Should there be a blended process with portfolio?
    - Should there be peer review processes?
  - What is out there?

# Fall 2016: Distribution of Overall Ratings



# Fall 2016: Other SET Results

Items	Results
<b>Response rates by instructor type</b>	
Primary instructor	51%
Secondary instructor	41%
Teaching assistant	36%
Overall response rate	43%
<b>Among the 13 specific instructor questions:</b>	
Highest scores are from Q11: The instructor treated all students with respect	4.8
Lowest scores are from Q8: The instructor gave useful feedback to my performance	4.4
<b>Among the 7 specific course questions:</b>	
Highest scores are from Q18: The course objective was met	4.5
Lowest scores are from Q19: The textbook made valuable contribution	4.1

# Develop Framework for Assessment

- Assessments should include both formative and summative forms with a focus on teaching and learning
- Teaching portfolios might contain a narrative statement of teaching philosophy, teaching materials, and learning outcomes

	Teaching	Learning
Formative	Mid-semester student survey * Peer observation Instructional diagnosis * Self-assessment	Applied exercises in class * Assignments, quizzes, essays * Mid-semester review Self-assessment
Summative	End-of-semester student survey * Review and consultation Teaching portfolios	Exams, papers, presentations * Rubric-based assessments (e.g., Bloom's taxonomy) Learning portfolios
* Current practice		

# Summative Assessment

- OIRE efforts to improve summative assessment
  1. Redesign SET summary reports
    - Include word of caution on interpretation for small classes
    - Emphasize distribution of responses as much as median
  2. Increase response rates
    - Strategic content and timing for messaging to students
  3. Conduct analyses of SET responses and report to FSC
    - Identify trends, anomalies, and biases



# Formative Assessment

- While formative assessments are the purview of the academic departments, OIRE and CETL can support this activity in the following ways:
  1. Consult with the Faculty Standards Committee on good practices for the use of formative assessments in PTR
  2. Collaborate with CETL to develop guidance for assessments as per FSC direction
  3. Work with departments to tailor assessment instruments to their specific needs

# Backup slides

*The following slides are used only for reference (if needed)*

# SET Instrument: Student questions

## I. Student Information:

Academic Level	Expected Grade in this Course	Cumulative Average (GPA)	How many times did you miss this class?	On average, how many hours a week did you spend outside of class preparing for this course?
<input type="checkbox"/> Freshman	<input type="checkbox"/> A	<input type="checkbox"/> N/A	<input type="checkbox"/> 0-2	<input type="checkbox"/> 0
<input type="checkbox"/> Sophomore	<input type="checkbox"/> B	<input type="checkbox"/> 3.5 and above	<input type="checkbox"/> 3-4	<input type="checkbox"/> 1-3
<input type="checkbox"/> Junior	<input type="checkbox"/> C	<input type="checkbox"/> 3.0-3.4	<input type="checkbox"/> 5-6	<input type="checkbox"/> 4-6
<input type="checkbox"/> Senior	<input type="checkbox"/> D	<input type="checkbox"/> 2.5-2.9	<input type="checkbox"/> >6	<input type="checkbox"/> 7-9
<input type="checkbox"/> Graduate	<input type="checkbox"/> F	<input type="checkbox"/> 2.0-2.4	<input type="checkbox"/> N/A	<input type="checkbox"/> 10-14
<input type="checkbox"/> Other	<input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> Other	<input type="checkbox"/> <2.0		<input type="checkbox"/> 15+

### Which best describes this course for you?

- Requirement for my major
- General education requirement
- Other requirement
- Elective
- Elective for major

### My desire to take this course was:

- Much more than most courses
- More than most courses
- About the same as most courses
- Less than most courses
- Much less than most courses

### For me, the level of difficulty of the course content was:

- Much more than most courses
- More than most courses
- About the same as most courses
- Less than most courses
- Much less than most courses

### Overall, how much do you feel you've learned in this course?

- Much more than most courses
- More than most courses
- About the same as most courses
- Less than most courses
- Much less than most courses

# SET Instrument: Instructor questions

<b>II. Questions about the INSTRUCTOR:</b>		<b>Disagree Strongly</b>	<b>Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Agree</b>	<b>Agree Strongly</b>	<b>N/A</b>
Please respond to the questions about the instructor using this scale:							
1	The instructor presented the course material clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The instructor was well prepared for the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The instructor responded to questions adequately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The instructor stimulated interest in the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The instructor showed interest in helping students learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The instructor gave clear assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The instructor was accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The instructor gave useful feedback on my performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The instructor returned graded work in a reasonable amount of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The instructor used class time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The instructor treated all students with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	The instructor graded fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	The instructor's teaching methods promoted student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	<b>What is your overall rating of the instructor's teaching?</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

# SET Instrument: Course questions

## III. Questions about the COURSE:

Please respond to the questions about the course using this scale:

	Disagree Strongly	Disagree	Neither Agree Nor Disagree	Agree	Agree Strongly	N/A
15 The methods of evaluating student learning seemed appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 The course content was well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 The course objectives were clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 The course objectives were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 The textbook made a valuable contribution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 The other course materials made a valuable contribution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 The pace of the course seemed appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 What is your overall rating of the course?	Poor	Fair	Good	Very Good	Excellent	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

# SET Instrument: Open-ended questions

- What was the most positive aspect of the way in which this instructor taught this course?
- What can this instructor do to improve teaching effectiveness in the classroom?
- Please write any comments you have about the course or course materials.
- For courses with laboratory and/or discussion sections:  
Were the laboratory or discussion sections helpful to your learning?

# Annual Report on Research

University Senate  
April 3, 2017

Dr. Jeff Seemann, Vice President for Research  
UConn/UConn Health

# OFFICE OF THE VICE PRESIDENT FOR RESEARCH



## THE OVPR: 2013-PRESENT (HIGHLIGHTS)

2013

- Office of Sponsored Programs (OSP) becomes the OVPR, with oversight of Storrs, regional campuses, and School of Law
- Creation of OVPR Service Areas (Research Compliance, Sponsored Programs, Animal Care, and Research IT Services)
- Established Research Deans Council
- Transformed Research Advisory Committee to be 100% faculty and represent all schools/colleges





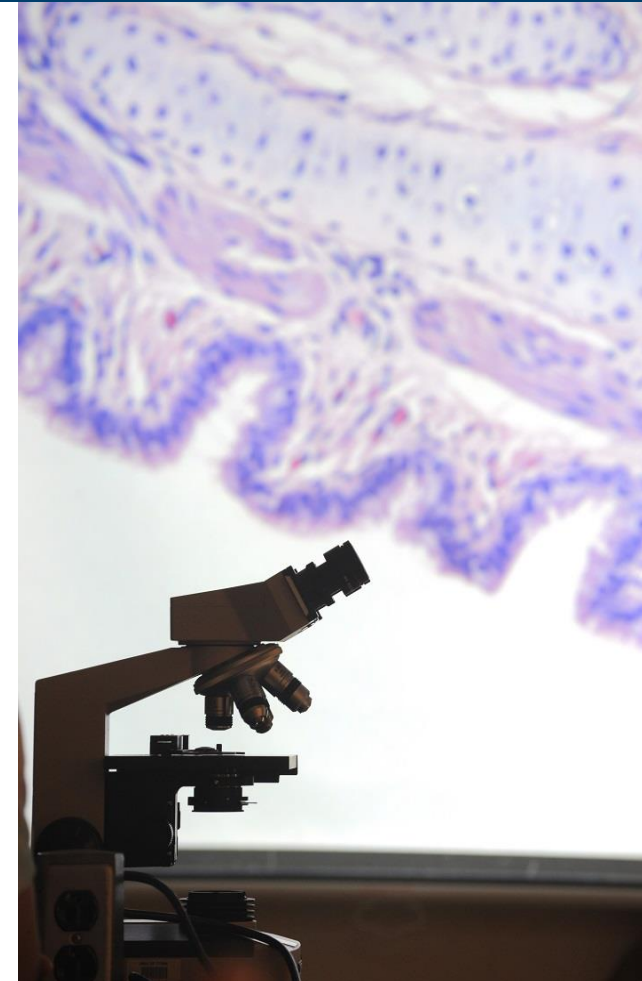
# OFFICE OF THE VICE PRESIDENT FOR RESEARCH



## THE OVPR: 2013-PRESENT (HIGHLIGHTS)

2014

- Responsibilities added to OVPR :
  - Oversight of UConn Health
  - Oversight of most of the Office of Economic Development (via creation of Technology Commercialization Services)
  - Oversight of Environmental Health and Safety
- Grant writing workshops created for all faculty & covering various funding agencies



# OFFICE OF THE VICE PRESIDENT FOR RESEARCH



## THE OVPR: 2013-PRESENT (HIGHLIGHTS)

2015

- Integration of OVPR operations and staff at Storrs and UCH
- Biotechnology-Bioservices Center (BBC) becomes COR<sup>2</sup>E (Center for Open Research Resources & Equipment)
- New MARS research core established
- \$2.2M/year UCH Bioscience CT Research Excellence Program (10-12 new faculty positions)
- Launch of Lincus website ([lincus.uconn.edu](http://lincus.uconn.edu))
- Expansion of internal funding programs at Storrs; establishment of similar programs at UCH
  - Research Excellence Program
  - SPARK Technology Commercialization Fund
  - Scholarship Facilitation Fund
  - Faculty Travel Fund



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## THE OVPR: 2013-PRESENT (HIGHLIGHTS)

2015  
cont'd

- Joint UConn-JAX Center for Single Cell Genomics
- Launch of Accelerate UConn, only NSF I-Corps site in CT, with CCEI
- Faculty Services model implemented for proposal development support
- InfoEd upgrades
- New ultra-high-speed (100G) broadband network installed between Storrs & UCH
- FY16 Fringe rate subsidies
- Reduction in graduate student tuition on grants by half
- First ever IDC returns to PIs at UCH
- First ever IDC returns of non-research IDCs at Storrs

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## THE OVPR: 2013-PRESENT (HIGHLIGHTS)

2016

- Growth in venture development/ tech commercialization activities
  - Expanded incubator facility opened at UCH
  - Executive Director of Venture Development
  - Website showcasing UConn/incubator research & innovation (Innovation Portal - [ip.uconn.edu](http://ip.uconn.edu))
- Growth of Faculty Services program
- New, upgraded electronic/software systems for grant support, research compliance, effort reporting, FCOI, etc.
- Launch of UConn Innovation Fund with CI & Webster Bank



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## THE OVPR: 2013-PRESENT (HIGHLIGHTS)

2017

- Launch of joint Alexion-UConn Rare Disease Innovation Fund
- Web-based proposal system for internal funding programs in development
- New Proteomics & Biophysics research cores established
- Increased Communications efforts, including industry and government relations
- Postdoc salary support (coming)



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## THE OVPR: 2013-PRESENT (HIGHLIGHTS)

UConn Research Activity	FY16	Change from FY13	
Annual Grant Expenditures (\$M)	\$103	+\$4	+4%
Proposals (\$M)	\$623	+\$112	+16%
Grants Awarded (\$M)	\$147	+\$68	+57%
Average Grant Award Size/Faculty (STEM)	\$127,912	+\$53,457	+72%

UConn Health Research Activity	FY16	Change from FY15	
Annual Grant Expenditures (\$M)	\$72	+\$4	+6%
Proposals (\$M)	\$441	-\$2	-0%
Grants Awarded (\$M)	\$71	+\$16	+30%
Average Grant Award Size/Faculty (STEM)	\$204,573	+\$53,306	+35%



One more thing...

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## THE OVPR: 2013-PRESENT (HIGHLIGHTS)

2017

Elimination of graduate student tuition on grants, effective Spring 2017

