

**UNIVERSITY SENATE MEETING**  
 May 1, 2017  
**ROME BALLROOM**, Storrs Campus

1. Moderator Clark called to order the regular meeting of the University Senate of May 1, 2017 at 4:00pm
2. Approval of Minutes of April 3, 2017  
 Motion to approve by Senator Schultz; seconded by Senator Rios; unanimously approved
3. Report of the President  
 Presented by Interim Provost Jeremy Teitelbaum

Provost Teitelbaum shared that UConn has earned a ten-year re-accreditation from NEASC. He extended thanks to all who participated, particularly to Vice Provost Sally Reis for leading this effort.

The School of Social Work's move to the Hartford Campus is in progress. The campus will be ready to welcome students for the fall semester.

The new housing option for students on the Stamford Campus is exceeding expectations. Currently, there are over 450 applications for housing.

Moderator Clark invited questions from the floor.

Senator Mannheim inquired about the sales price of the West Hartford campus to the Town of West Hartford. The original price of \$50 million was reduced at several points to the final sales of \$1 million. It has also been reported that \$4 million in renovations are needed. Provost Teitelbaum explained a contract provision whereby if the town sales the property within seven years, UConn will recover 90% of that sales price. The cost of upkeep and maintenance on the property was quite high. The price decrease was also related to environmental issues that need to be resolved. The town is now responsible for the property.

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

Attachment #54

Senator Boyer then read a statement of gratitude to outgoing Vice Provost of Academic Affairs Sally Reis. The statement was met with a standing ovation.

Moderator Clark invited questions from the floor.

Senator Bramble shared a statement of gratitude to outgoing SEC Chair Mark Boyer.

Attachment #55

5. Nominating Committee  
 VOTE on 2017/2018 standing committee rosters  
 Presented by Terri Dominguez  
 Senator Dominguez reported two changes from the report originally presented at the April 3, 2017 University Senate meeting.

- Addition of Michael Ego to the Senate Curricula and Courses Committee
- Addition of Pam Diggle to the Senate Enrollment Committee

Attachment #56

There was no discussion on the item.

**The motion passed unanimously.**

6. Senate Executive Committee  
VOTE on motion to amend the By-Laws, Rules and Regulations of the University Senate, C.2.h, Senate Committees.

Attachment #57

There was no discussion on the item.

**The motion passed unanimously.**

7. Consent Agenda: **passed unanimously**

Attachments #58-68

Later in the meeting, Professor Mannheim noted that much of the work of the University Senate is done at the committee level. He recommended that, in future, the Senate Executive Committee consider giving the chair of each Senate committee one minute to present highlights from their annual report.

8. Report of the UConn Foundation  
Presented by Jake Lemon

Mr. Lemon noted that Jerry Ganz of the UConn Foundation was called away at the last moment and unable to attend the Senate meeting.

Attachment #69

Moderator Clark invited questions from the floor.

Senator McCutcheon asked for an explanation of poor performance in the past 10 years and what will be done to improve? Mr. Lemon replied that over the last 4 years, CEO Josh Newton has worked to improve staffing, develop a culture of major giving, and increase the number of connections.

Senator Mannheim asked if the monies raised for athletic training facilities is included in this report. Mr. Lemon noted that the fundraising is included; however, the funds are not part of the endowment figures as they were used for the facilities. Senator Mannheim followed up with a question about methods in which UConn reaches alumni. Mr. Lemon shared that there are many ways including U.S. mail, electronic mail, social media, face-to-face, small receptions and large donor events. Senator Mannheim suggested that the Foundation work to obtain personal email addresses of current students as most students will retain and utilize that address long after they graduate from UConn.

Senator Caira referred to a recent publication distributed by the UConn Foundation and shared that she found it troubling. Mr. Lemon acknowledged her concern and noted that the feedback has not been positive. It was not a successful endeavor and won't be repeated.

Senator Ortega recommended that the Foundation communicate with international students while they are here. Mr. Lemon observed that beginning an international development program is on the agenda.

Senator Parent inquired about endowment relationships for regional campuses. Mr. Lemon clarified that, although there are some specific fundraising strategies for the regional campuses, all monies raised goes into one go into the Foundation's accounts.

Senator Schultz asked about the connection between fundraising and athletics. Do some of these funds raised go to support academics? Mr. Lemon explained that the majority of fundraising in athletics is accomplished through athletics events with seat priority, suite rentals, and similar opportunities. Major gifts of highest end donors will follow donor intent (specific building, college, program).

9. Annual Report of Financial and Retention  
Presented by Wayne Locust

Attachments #70-71

Moderator Clark invited questions. Senator Rios asked for more information about the health of summer programs. Vice Provost Reis that with Federal funding cuts, Vice President Scott Jordan has supplemented. Maria Martinez observed that reduced funding required a reduction in numbers in SSS, but that will return to former levels this year. Senator Mannheim asked if any out-of-state students are reclassified as in-state during their undergraduate term at UConn. Mr. Locust noted that there are very strict rules for requesting reclassification to in-state status. Very few students fit these guidelines. Senator Mannheim followed by asking if financial aid includes aid to student athletes. Vice President Locust said it does not. Senator Freake asked if UConn tracks transfer students? Vice President Locust said that it is on par with native students. Senator Freake asked if it UConn tracks first-generation students. Vice President Locust said that they are not tracked by special coding but UConn looks at Pell eligible students, who graduate at a 77% rate. Senator Jepsen asked if there is a disadvantage for financial aid for those who transfer in spring. Vice President Locust said that there is no longer a disadvantage. Senator Jepsen observed that work study is a problem and Senator Hertel asked if work study funding is in jeopardy. Mona Lucas answered that there is less than \$2 million; allocations are roughly the same for the coming year, priority given to most needy students. Senator Bansal asked how diversity of students compares with demographics of the state of Connecticut. Vice President Locust answered that he will provide later the data for the high school population and the college bound population.

10. New Business

A. Resolution in Support of the University of Puerto Rico and the Students, Staff, Faculty, and Research Affected by Proposed Cuts presented by Senator Irizarry

Attachment #72

Senator Irizarry offered background information and presented the motion. There were several faculty and student guests present to show support for the motion.

**The motion to support the resolution passed unanimously.**

- B. Resolution to Better Align UConn's Subsidy to its Athletic Department with State-Wide Fiscal Constraints presented by Senate University Budget Committee Carol Atkinson-Palombo  
Attachments #73-74

Senator Caira made a motion to separate the three resolutions included in the document.

**The motion carried.**

The three resolutions were considered separately.

Resolution #1:

*That the University Senate of the University of Connecticut asks the AD in conjunction with the UConn Office of Budget and Planning to develop a comprehensive multi-year strategy designed to reduce the AD subsidy to 2010 levels by 2022*

Senator Beall asked why 2010 was chosen and if the ramifications of such action are known. He stated that more information is needed to consider this resolution.

Senator Boyer shared that there seems to be an undervaluing of athletics and not enough awareness of what athletics brings to the University. He noted that 2010 may be an unrealistic goal given the current contracts in place. He also noted that the report included an enormous amount of data and that is he not comfortable considering such a resolution without knowing the impact.

Senator Mannheim, a member of the Senate UBC, explained that 2010 was chosen because that is when there was a dramatic jump in the subsidy. He agrees with Senator Boyer about the value of Athletics but notes that the current increase in subsidy level is unsustainable.

Senator McCutcheon, a member of the Senate UBC, appreciate that UConn Athletics helped gain recognition for UConn. He further noted that UConn is known for more than that now. At times when other schools, colleges, departments and programs face rescissions, Athletics budget continually increases.

Senator Schultz motioned to amend the resolution as follows:

*That the University Senate of the University of Connecticut asks the AD in conjunction with the UConn Office of Budget and Planning to develop a realistic comprehensive multi-year strategy designed to sharply reduce the AD subsidy ~~to 2010 levels~~ by 2022*

Senator Darre seconded the motion to amend.

Discussion on the amended motion followed.

Senator Bresciano suggested that the Senate needs to hear from the Athletics Department as to what the ramifications are of such a cut. Beth Goetz, Chief Operating Office for UConn Athletics, was recognized by the University Senate and shared that time would be needed in order to comment on specifics.

Senator McCutcheon clarified that the Senate UBC requests that a strategy be developed and shared; not necessarily, that cuts be made. What would the cuts look like? What programs would be affected?

Senator Beall suggested that there are other strategies, including increasing revenue that may achieve the desired decrease in subsidy.

A vote on the amended resolution was called.

**The vote to amend the resolution, part 1, was defeated.**

Further discussion on the resolution, part 1, took place.

Senator Bird noted that the language in the motion seems to imply that we, the Senate, believe that Athletics spends too much and cuts are needed. Discussion on the Senate floor indicates that there are other ways to reduce the subsidy. Clarification is needed.

Senator Darre called for a vote on the resolution, part 1. Senator von Hammerstein seconded.

**The motion to support the resolution, part 1, was defeated by a vote of 17 (Yea) to 30 (Nay).**

A vote on the resolution, part 2, was called for.

That the University Senate of the University of Connecticut asks that strategic plans for the AD be updated to incorporate the budgetary impact of critical decisions such as multi-year contractual obligations and the tapering off of revenues associated with the Big East conference realignment, as well as that full financial reports for the AD, be shared with the University Senate each October and April going forward.

**The motion passed unanimously.**

A vote on the resolution, part 3, was called for.

That the University Senate of the University of Connecticut asks the AD that the Financial Report it prepares for the NCAA each year be posted on the UConn website within one month of finalization.

**The motion passed unanimously.**

Motion to adjourn by Senator Bresciano; seconded by Senator Spiggle; approved by standing vote.

**The meeting was adjourned at 6:07pm.**

Respectfully submitted,

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

The following members were absent from the May 1, 2017 meeting:

Agwunobi, Andrew  
Bedard, Martha  
Bellini, Sandra  
Benson, David  
Brown, Stuart\*  
Byrd, Daniel  
Cobb, Casey\*  
Coundouriotis, Eleni  
D'allea, Anne  
Deibler, Cora  
Dennis, Kelly  
Eby, Claire\*  
Fitch, R. Holly  
Gibson, George\*

Gordon, Lewis\*  
Gramling, Lawrence\*  
Herbst, Susan\*  
Jockusch, Elizabeth  
Judge, Michelle\*  
Kendig, Tysen  
Kaminsky, Peter\*  
Kazerounian, Kazem  
Loturco, Joe  
McManus, George  
Mellone, Barbara\*  
Murray, Benjamin  
Oldziej, Lauren  
Ouimette, David

Pancak, Katherine  
Rocoberton, Bartolo  
Schwab, Kristin  
Scruggs, Lyle  
Simien, Evelyn  
Tala, Seraphin  
Teschke, Carolyn  
Wagner, David  
Wang, George  
Wei, Mei  
Werkmeister-Rozas, Lisa\*  
Wilson, Suzanne\*  
Zack, John

\*Members who gave advance notice of absence

## **Report of the Senate Executive Committee**

**May 1, 2017**

Good Afternoon,

The Senate Executive Committee has met twice since the last Senate meeting including private meetings with Provost Teitelbaum and President Herbst as well as meetings with chairs of Senate committees and senior administration.

It has been a productive year for the Senate Committees. A record of their activities can be found in the annual reports submitted to the Senate for today's meeting. Copies of these reports as well as the University Senate Summary of Action for 2016-2017 will be available soon on the Senate website.

As this is the last Senate meeting of the year, I wish to thank all of our elected membership for serving this past year. The voice of the Senate shapes policy, provides input into procedures and processes, and governs the undergraduate general education requirements. Your participation is critical to this mission.

We have five Senators who will be Wymanized and, therefore, will not serve on the Senate next year. They are Chris Clark, Terri Dominguez, Elizabeth Jockusch, Lyle Scruggs and Carolyn Teschke. Thank you for your service.

Much of our work in the Senate is done at the committee level and it is the chair who leads the charge. It is through leadership, commitment and enthusiasm that

we accomplished what we did this year. We wish to thank all of the Committee Chairs. Four Senate committees will see new leadership next year. Thank you to our outgoing chairs who have been so dedicated to leading the work of their respective committees this year:

- Jc Beall for Faculty Standards
- Karen Bresciano for Student Welfare
- Terri Dominguez for Nominating
- Hedley Freake for Scholastic Standards

The results of the recent Senate elections for the Senate Executive Committee are complete. The incoming SEC members are Nancy Bull, Gary English, Hedley Freake and Jack VanHeest. We are grateful for the service and dedication of outgoing SEC members George McManus and Susan Spiggle. My term on the SEC will also end on June 30. I would like to take this opportunity to recognize and give thanks to Susan Spiggle who is retiring after over 35 years of service to UConn. Susan has served many terms on the University Senate, Senate Executive Committee and various Senate committees. Her voice has been important to many conversations and debates over the years. Susan, we will miss you and wish you well in your retirement.

The SEC joins Cheryl Galli in acknowledging the student support staff of the Senate Office. Shannon Healy is not able to be with us this afternoon as she is taking a final exam. Shelby Olson has been an extraordinary help to Cheryl and



the University Senate this year. We are grateful that she will return to this role next year.

The SEC thanks Tom Long for his three terms as Secretary of the Senate and Chris Clarke for his role as moderator. Your work in helping to conduct and record University Senate business extends well beyond the meeting itself. We appreciate the dedication you have shown to this body.

Our next Senate meeting is scheduled for September 11. Wishing you all a restful summer.

Respectfully submitted,

Mark Boyer, Chair

Senate Executive Committee

Before I step down, though, I have one other special call-out. As you know Sally Reis is stepping down in the near future as the VPAA. It has been a true pleasure to work with Sally in that role over the past 6(?) years. Her ability to problem-solve and to think like a faculty member has been greatly appreciated by all those who have had the privilege to work with her in this role. But it's not just me who has valued Sally's work in the Provost's Office. We've have heard from many about Sally's impact and have created the following short list of items to put into the Senate record. As such we thank Sally for:

- Her passionate commitment to ensuring support for faculty teaching excellence;
- Her relentless encouragement of innovation and adoption of research-based best practice in undergraduate education and instruction;
- Her vision and uncompromising high standards for online education (and all education for that matter);
- Her unparalleled commitment to student success;
- Her commitment to creative problem-solving;
- Her open door and welcoming approach and personality;
- Her inspiration and thoughtful leadership;
- Her institutional memory and her respect for the culture and history of our university;
- Her caring for the individual and not just the university. This has often, in my experience and that of others, meant going far beyond the call to help out a friend, new colleague, or for that matter a stranger. And even at some very odd hours!

So, we just want to convey our warm thanks and admiration. Maybe your next role will be SEC Chair?

On behalf of the Senate Executive Committee and the Senate as a whole, it is my honor to have this opportunity to acknowledge the services of SEC chair Mark Boyer, and say thank you for a job well done. At the time of Mark's appointment as SEC Chair, he was (as many of us can relate) serving in many different roles at the University as well as his position of Executive Director of the International Studies Association. Mark's strong sense of duty and loyalty to the University led him to accept the SEC appointment and lead the Senate this past year. As past chairs and SEC members well know, the job of the Chair goes far beyond the SEC, Senate & administrator meetings. Managing the duties of SEC Chair with the many other demands on a faculty or staff member's time is not easy. .

Mark's strong leadership skills combined with his connections throughout the University helped us to navigate through the many issues that were brought to the SEC this year. Mark is an advocate and an example of effective shared governance. Those who know Mark, know that he has one speed...GO! That quality led to, let's just call it – expedient, efficient and productive SEC meetings.

We are very grateful to you, Mark, for your service and will miss your presence on the SEC. From all us – THANK YOU.

**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  
 Ego, Michael  
 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  
 Diggle, Pam  
 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

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.~~

**University Senate Curricula and Courses Committee**  
**Report to the Senate**  
**May 1, 2017**

- I. The Senate Curricula and Courses Committee recommends approval to ADD the following 1000- or 2000-level courses:**
- A. DRAM 2203 The Holocaust in Print, Theater, and Film (#2675)  
*Proposed Catalog Copy*  
DRAM 2203. The Holocaust in Print, Theater, and Film  
(Also offered as HEJS 2203 and HRTS 2203.) Three credits. Representations of the Holocaust, including first-hand accounts and documentaries; artistic choices in genre, structure, imagery, point of view, and the limits of representation.
- B. ENGL 2607 Literature and Science (#658)  
*Proposed Catalog Copy*  
ENGL 2607. Literature and Science  
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Introduction to literary writings about the sciences, including literary and scientific approaches to language and knowledge. May focus on a specific literary genre and/or scientific field.
- C. EPSY 1450W Mind Body Health (#499)  
*Proposed Catalog Copy*  
EPSY 1450W. Mind Body Health  
Prerequisites: ENGL 1010 or 1011 or 2011  
The role of the mind and its effects on subjective well-being (e.g., happiness, stress, depression, anxiety) and the physical body. The past history and current literature supporting the mind body connection, assessment, and intervention. Implications for understanding mind body health relative to quality of life.
- D. LING 2793 Foreign Study (#3370)  
*Proposed Catalog Copy*  
LING 2793. Foreign Study  
Credits and hours by arrangement. Prerequisite: Consent of Program Director required, normally to be granted before the student's departure. May count toward the major with consent of the advisor up to a maximum of six credits. May be repeated for credit.  
Special topics taken in a foreign study program.
- E. MATH 2793 Foreign Study (#3541)  
*Proposed Catalog Copy*  
MATH 2793. Foreign Study  
Credits and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May count toward the major with consent of the Advisor and either the Department Head or Undergraduate Coordinator. May be repeated for credit (to a maximum of 15 for MATH 1793, 2793 and 3793 together).

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

- A. MATH 1793 Foreign Study (#3542) [revise credit restrictions]

*Current Catalog Copy*

MATH 1793. Foreign Study

Credit and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May count toward the major with consent of the Advisor and either the Department Head or Undergraduate Coordinator. May be repeated for credit (to a maximum of 15 for MATH 1793 and 3793 together).

*Revised Catalog Copy*

MATH 1793. Foreign Study

Credit and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May count toward the major with consent of the Advisor and either the Department Head or Undergraduate Coordinator. May be repeated for credit (to a maximum of 15 for MATH 1793, 2793 and 3793 together).

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

- A. AFRA 3050/W African American Art (#2694) [Add and cross-list with ARTH 3050/W]

*Proposed Catalog Copy*

AFRA 3050W. African American Art

(Also offered as ARTH 3050W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

The artistic and social legacy of African American art from the eighteenth century to the present day.

- B. COMM 4200/W Advanced Interpersonal Communication (#3157)

*Proposed Catalog Copy*

COMM 4200W. Advanced Interpersonal Communication

Prerequisites: COMM 1000 and COMM 3200; ENGL 1010 or 1011 or 2011.

An advanced approach to interpersonal communication focusing on theories and their applications to real world phenomena. Topics include, but are not limited to, affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory.

- C. COMM 4222W People of Color and Interpersonal Communication (#2693)

*Proposed Catalog Copy*

COMM 4222W. People of Color and Interpersonal Communication

3 Credits. Prerequisites: COMM 1000 and 3200; ENGL 1010 or 1011 or 2011.

Impact of race, ethnicity, and culture on interpersonal interactions. Surveys key theories and empirical works of past and current race relations in the U.S., negotiation of identity, and ways identity is communicated in various personal relationships.



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

- A. DRAM 2203 The Holocaust in Print, Theater, and Film (#2675) [Area A]
- B. ENGL 2607 Literature and Science (#658) [Area B]

**V. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend INCLUSION of the following courses in Content Area 2 – Social Sciences**

- A. EPSY 1450W Mind Body Health (#499)

**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. AFRA 3050/W African American Art (#2694)

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

- A. DRAM 2203 The Holocaust in Print, Theater, and Film (#2675)

**VIII. Revise S/U graded courses:**

- A. MGMT 4891 Field Study Internship (#3518) [revise credit restrictions]

*Current Catalog Copy*

MGMT 4891. Field Study Internship

One to six credits. Hours by arrangement. Prerequisite: Consent of instructor and Department Head; open only to Business majors of junior or higher status. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Provides students with an opportunity for field work relevant to one or more major areas within the Department. Students will work under the supervision of one or more professionals in the specialty in question. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student.

*Revised Catalog Copy*

MGMT 4891. Field Study Internship

One to six credits. Hours by arrangement. Prerequisite: Consent of instructor and Department Head; open only to Business majors of junior or higher status. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Students are restricted to no more than six credits of coursework from experiential learning courses including MGMT 3892; MGMT 3882 or MGMT 4891.

Provides students with an opportunity for field work relevant to one or more major areas within the Department. Students will work under the supervision of one or more professionals in the

specialty in question. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student.

**IX. Delete S/U graded courses:**

A. MLSC 4366 Phlebotomy Laboratory (#1801)

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)

4/19/17 meeting

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

April 21, 2017

Eric Donkor, Chair

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

The committee met 5 times in the current academic year. This report summarizes its activities.

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

The principles for separation of the existing INTD curriculum into INTD and UNIV sections developed by the committee were approved by the Senate in 2012 (Senate meeting 2/27/12). The INTD designation is used for courses offered by more than one department from within the schools and colleges, whereas UNIV is used for those courses that originate from units that report to the Provost outside of the schools and colleges. The latter require careful oversight since they arise outside of the normal departmental and school/college curricula and courses review structures. The mechanisms developed for oversight for UNIV courses were built on the principle of faculty governance of the curriculum and attempt to replicate those used within the schools and colleges. The curriculum now comprises 17 INTD and 30 UNIV permanent courses, including special topics and independent study offerings. In addition UICC oversees 9 MISI, and 7 AIRF courses offered by the Office Veterans Programs.

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

### **Course Request (Add/Drop/Revise)**

The UICC approved the following new courses:

- UNIV 1993 International Study (see Education Abroad section for reference)
- UNIV 2993 International Study (see Education Abroad section for reference)
- UNIV 3993 International Study (see Education Abroad section for reference)
- UNIV 1995 Higher Education in Brazil: Access, Equity, and Opportunity

The UICC approved the following courses designated as "university transfer courses by GEOC"

- INTD 91013 Non-Western 1000-level

- INTD 91014 Multicultural 1000-level
- INTD 91001 Bible 1000-level

The UICC had been asked by Student Affairs to drop UNIV 4800, Senior Year Experience. Student Affairs will no longer sponsor this course and there has not been interest from other areas (school/college, department or program) to administer the course. The UICC will leave the assigned course number in place but the course will not be offered at this time.

**Items for Continuing Discussion by the UICC:**

- INTD Designation by Undergraduate Admissions Office  
The UICC met with representatives from the Undergraduate Admissions Office to discuss how the INTD designation has been used prior to the creation of the UICC. Further meetings are planned to discuss managing transfer credits and use of the INTD designation.
- Special Topics at Graduate Level  
The subject was brought to the UICC for discussion. The UICC Chair will meet with interested parties to determine if this is an area the committee can and should pursue.

## **Periodic Review of UNIV courses**

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

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

### Course Shells

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

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

### Individual courses

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

In September 2016, the UICC completed review of all UNIV courses, individual and shells. The committee has developed a 3-year course alignment schedule for AY20-AY23. UICC Course Realignment Review Guidelines have been developed and approved by the committee to accompany the schedule.

## **Education Abroad**

The UICC continues to receive requests from students to align courses taken while studying abroad. To date this academic year, the UICC has received requests from 24 students (up 3 from 2015-16) to accredit 38 different courses (up 3 from 2015-16) from 15 countries (down 4 from 2015-16). Of the 38 course requests received, the UICC aligned 29 as UNIVs; 5 courses were referred out to other departments within schools or colleges, and the remaining courses are still under review.

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

A number of issues persist regarding study abroad course alignment:

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

## The UNIV Curriculum

Offering unit	Course number	Course title
First Year Programs and Learning Communities	UNIV 1800	FYE University Learning Skills
	UNIV 1810	FYE Learning Community Seminar
	UNIV 1820	First Year Seminar
	UNIV 1840	Learning Community Service-Learning
	UNIV 3820	Learning Community Advanced Seminar
Honors Program	UNIV 1784	Freshman Honors Seminar
	UNIV 3784	Interdisciplinary Honors Seminar
	UNIV 1730	Holster Research Proposal Development
Career Services	UNIV 1991	Supervised Internship Experience
	UNIV 1981	Documented Internship Experience (S/U)
	UNIV 3991	Interdisciplinary Internship Field Experience
Center for Academic Programs within the Institute for Student Success	UNIV 2100	The McNair Scholar
African American Cultural Center	UNIV 2230	The PA <sup>2</sup> SS Program, Mentoring African American Students
Rainbow Center	UNIV 2500	Gender, Sexuality and Community
Individualized & Interdisciplinary Studies Program	UNIV 2600	Individualized Study Across Academic Disciplines
	UNIV 4600W	Capstone Course
	UNIV 4697W	Senior Thesis
Other courses	UNIV 1985/3985	Special Topics (S/U)
	UNIV 1995/3995	Special Topics (graded)
	UNIV 1993/2993/3993	International Study
	UNIV 1983/2983	International Study (S/U)
	UNIV 1999/3999	Independent Study

**The INTD Curriculum**

<b>Sponsoring unit(s)</b>	<b>Course number</b>	<b>Course title</b>
Literature, Culture, and Languages	INTD 3222	Linkage Through Language
College of Liberal Arts and Science	INTD 3260	The Bible
Individualized and Interdisciplinary Studies	INTD 3584	Seminar in Urban Problems
	INTD 3590	Urban Field Studies
School of Nursing, School of Pharmacy, and Center for Correctional Health Networks	INTD 3200	Introduction to Correctional Health
	INTD 4200	Translating Evidence: Applied Correctional Research
Other Courses	INTD 1993/1999 3993/3999	International Study
	INTD 1985/1995 3985/3995	Special Topics

**The AIRF and MISI Curriculum**

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

**UNIV, INTD, MISI and AIRF Course Offerings (2016-2017, 2015-2016 and 2014-2015)**

	2016-2017		2015-2016		2014-2015	
	Section	Seats	Sections	Seats	Sections	Seats



UNIV 1730	1	12				
UNIV 1784	30	513	31	527	30	515
UNIV 3784	3	39	4	51	4	45
UNIV 1800	104	1806	133	2330	146	2447
UNIV 1810	92	1490	81	1283	69	1071
UNIV 1820	42	559	52	726	37	562
UNIV 1840	16	248	16	216	13	171
UNIV 1991	2	12	2	8	2	6
UNIV 3991	0	0	2	17	2	8
UNIV 1981	2	17	2	8	1	4
UNIV 2100	1	15	1	5	1	11
UNIV 2230	2	157	2	163	3	136
UNIV 2500	2	29	2	26	2	25
UNIV 2600	2	44	2	41	2	24
UNIV 3820	18	240	8	119	5	52
UNIV 4600W	2	33	2	34	2	40
UNIV 4697W	16	16	12	12	13	13
UNIV 4800	11	238	25	622	23	495
UNIV 1985/3985	1	4	2	48		
UNIV 1995/3995	1	7	1	14	3	49
UNIV 1999/3999	0	0	0	0	1	10
<b>TOTAL UNIV</b>	<b>348</b>	<b>5479</b>	<b>380</b>	<b>6250</b>	<b>359</b>	<b>5684</b>
INTD 1985/3985	0	0	0	0	0	0
INTD 1995/3995	0	0	0	0	2	4
INTD 2245	1	39	1	40	1	36
INTD 3222	0	0	5	30	6	42
INTD 3260	1	12	1	22	1	12
INTD 3584	0	0	0	0	0	0
INTD 3590	0	0	0	0	0	0
INTD 3594/W	0	0	0	0	0	0
<b>TOTAL INTD</b>	<b>2</b>	<b>51</b>	<b>7</b>	<b>92</b>	<b>10</b>	<b>94</b>
<b>TOTAL INTD &amp; UNIV</b>	<b>350</b>	<b>5530</b>	<b>387</b>	<b>6342</b>	<b>368</b>	<b>5767</b>
AIRF 1000/1200	6	88	3	46	3	23
AIRF 2000/2200	4	66	2	16	2	20
AIRF 3000/3200	4	8	2	6	2	15
AIRF 3000W/3200W	0	0	0	0	1	8
AIRF 3500	1	15	1	13	1	12
AIRF 4000/4200	4	16	1	24	2	16
<b>TOTAL AIRF</b>	<b>13</b>	<b>193</b>	<b>9</b>	<b>105</b>	<b>11</b>	<b>94</b>
MISI 1101/1102	4	28	4	37	6	82
MISI 1133	0	0	0	0	0	0
MISI 1201/1202	3	33	4	32	2	25
MISI 3301/3302	4	48	4	68	2	35
MISI 4401/4402	4	58	4	68	2	40
<b>TOTAL MISI</b>	<b>15</b>	<b>167</b>	<b>16</b>	<b>205</b>	<b>12</b>	<b>182</b>
<b>TOTAL UICC COURSES</b>	<b>378</b>	<b>5890</b>	<b>412</b>	<b>6652</b>	<b>391</b>	<b>6043</b>

Based on data supplied by OIRE.

### UNIV Courses offered at Regional Campuses

<b>FALL</b>	<b>Avery Point</b>		<b>Hartford</b>		<b>Stamford</b>		<b>Waterbury</b>	
UNIV 1800	5	77	11	270	10	226	10	170
UNIV 1810								
UNIV 1820	5	69						
UNIV 3784					1	13		
UNIV 3820					1	3		
UNIV 3985					1	17		
UNIV 3991					1	9		
<b>SPRING</b>								
UNIV 1784					1	11		
UNIV 1800					1	9		
UNIV 1810								
UNIV 1820	2	35	1	31				
UNIV 3784								
UNIV 3985					1	23		
UNIV 3991					1	8		

**UICC Membership 2016-2017**

<b>Faculty (voting members and alternates)</b>		
Chair	SOE/ECE	Eric Donkor
Member	SOE/CEE	Sarira Motaref
Member	CLAS/ HDFS	Shannon Weaver
Member	NEAG/EDLR	Laura Burton
Member	SFA/ DRAM	David Stern
Member	SOB/ACCT	Larry Gramling
Member	CAHNR/NUSC	Hedley Freake
Member	SON	Kyle Baumbauer
Member	SOP/ PHAR SCI	David Grant
Member	REGIONAL/ENGL	Pamela Bedore
Alternate	CAHNR/ANTH	Sam Martinez
Alternate	CLAS/ GEOG	Chuanrong Zhang
Alternate	NEAG/EDCI	Rachael Gabriel
Alternate	SFA/DRAM	Ed Weingart
Alternate	SOB/MRKT	Nicholas Lurie
Alternate	SOE/ECE	Shengli Zhou
Alternate	SON	Thomas Long
Alternate	SOP/ PHAR SCI	Robin Bogner
Alternate	REGIONAL/Pub Pol	Thomas Craemer
<b>Ex-Officio (non-voting members and alternates)</b>		
Member	Enrichment Programs	Jaclyn Chancey
Member	Inst. for Student Success	David Ouimette
Member	Center for Career Devel.	Jim Lowe
Member	Registrar's Office	Marianne Buck
Member	Student Affairs	Maureen Armstrong
Member	VA and Military Programs	Alyssa Kelleher
Alternate	Enrichment Programs	Monica van Beusekom
Alternate	Inst. for Student Success	Maria D. Martinez
Alternate	Center for Career Devel.	Beth Settje
Alternate	Registrar's Office	Marcus Hatfield
Alternate	Senate C&CC	Mike Darre
Alternate	Student Affairs	Daniel Doerr
Alternate	VA and Military Programs	

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

# **UICC Course Realignment Review Guidelines & Review Schedule for AY 20- AY 23**

## **Background**

In 2015 the UICC adopted a policy for regular review of UNIV courses. A 3-year review cycle was recommended for the review of all UNIV courses. This policy distinguishes between courses that regularly offer multiple sections (Course Shells, e.g. UNIV 1800) and those that are taught only once or twice a semester (Individual Courses). The oversight requirements for the former is greater since it has to include consideration of qualifications and training of multiple instructors and consistency and comparability across what may be a large number of sections.

## **Course Alignment Purpose and Goals**

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

## **Administration of the Course Alignment process**

In order to effectively manage the process:

- The Course Alignment review will be evenly spread out over a 3-year cycle (each year within the cycle referred to as a round);
- New courses that have been offered at least twice, but have not been reviewed in the previous 3 academic years will be added to each unit pool of courses to be reviewed.
- Typically, higher level (i.e. 3000 and 4000) level courses will be reviewed in Fall Semesters and lower level (i.e. 1000 and 2000) courses will be reviewed in Spring Semesters.

## **3-Year Course Alignment Schedule**

A 3-year schedule that includes all units offering UNIV courses will be developed for each round.. The schedule will attempt to strike a balance in the number of courses **to be** reviewed as well as to spread the large number of shell course across the review period. Table 1 depicts the proposed schedule for the next five review cycles, starting from Academic Year:2020/2021 (AY:20/21)

Review Cycle	Duration	
	Start Date	End Date
1	AY:20/21 (Fall 20)	AY: 22/23 (Spring 23)
2	AY:23/24 (Fall 23)	AY: 25/26 (spring 26)
3	AY: 26/27 (Fall 26)	AY:28/29 (Spring 29)
4	AY: 29/30 (Fall 29)	AY: 31/32 (Spring 32)
5	AY: 32/33 (Fall 32)	AY:33/35 (Spring 35)

## Other Alignment Guidelines and Protocols

1. Each Unit Head will be asked to identify a liaison who will communicate with the UICC Administrative Assistant and make alignment-related decisions. The Unit Head may choose to select him or herself as liaison. The Unit liaisons will be responsible for:

- Communicating with course instructors about deadlines and responsibilities and conveying any information sent by the UICC;
- Ensuring that the instructors of the selected courses submit the alignment forms completely and on time;
- Following up with the UICC Administrative Assistant regarding any questions or issues with the course alignment review process.

2. Once selected for alignment, a course may only be removed from consideration for the following reasons:

- The course was approved but never taught. (Units should consider archiving courses that have been dormant like this for more than 5 years unless it appears likely they may be taught in the near future);
- The only instructor who teaches the course is no longer with the unit. (Department representatives may be asked to select a replacement course if this is the case);

3a. Units offering shell courses with multiple sections/semester shall supply to UICC report for each course shell. This report will include:

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

3b. Units offering individual courses shall supply to the UICC a copy of the syllabus for each offering of the course over that academic year. They will also report on any significant changes in the course since its approval by UICC.

## Course Alignment Forms

- Applicable forms will be available for download at the UICC website ([www.UICC.UConn.edu](http://www.UICC.UConn.edu)). Word document format of the forms will be mailed to instructors on request.
- The UICC Administrative Assistant will email responsible parties at the beginning of the semester with a request to submit relevant materials. The due date will be indicated within the request.”**

## UNIV Course Realignment Review Schedule

Round 1: (AY20/21)		Round 2: (AY:21/22)		Round 3: (AY:22/23)	
<b>Fall Courses</b>					
<b>Fall '20</b>		<b>Fall '21</b>		<b>Fall '22</b>	
Course	Offering Unit	Course	Offering Unit	Course	Offering Unit
UNIV 4600	IISP	UNIV 3784	Honors Program	UNIV 2100	Center for Academic Programs
UNIV 4800	Student Affairs	UNIV 3820	FYE & LC	UNIV 2230	AACC
UNIV 3991	Career Services	UNIV 2600	IISP	UNIV 2500	Rainbow Center
<b>Spring Courses</b>					
<b>Spring '21</b>		<b>Spring '22</b>		<b>Spring '23</b>	
Course	Offering Unit	Course	Offering Unit	Course	Offering Unit
UNIV 1784	Honors Program	UNIV 1810	FYE & LC	UN IV 1991	Career Services
UNIV 1800	FYE & LC	UNIV 1840	FYE & LC	UNIV 2230	AACC
UNIV 1820	FYE & LC	UNIV 1981	Career Services	UNIV 1730	Honors Program

### The UNIV Courses For Realignment Review (AY:20/21 to AY:22/23 )

Offering Unit	Course Number	Course Title
First Year Programs and Learning Communities	UNIV 1800	FYE University Learning Skills
	UNIV 1810	FYE Learning Community Seminar
	UNIV 1820	First Year Seminar
	UNIV 1840	Learning Community Service-Learning
	UNIV 3820	Learning Community Advanced Seminar
Honors Program	UNIV 1730	Holster Research Proposal Development
	UNIV 1784	Freshman Honors Seminar
	UNIV 3784	Interdisciplinary Honors Seminar
Career Services	UNIV 1981	Documented Internship
	UNIV 1991	Supervised Internship Experience
	UNIV 3991	Interdisciplinary Internship Field Experience
Student Affairs	UNIV 4800	Senior Year Experience
Center For Academic Programs	UNIV 2100	Preparation for STEM Academic Research
African American Cultural Center	UNIV 2230	The PA <sup>2</sup> SS Program, Mentoring African American Student
Q Center	UNIV 2300	Tutoring Principles for Quantitative Learning
Rainbow Center	UNIV 2500	Gender, Sexuality and Community
Individualized & Interdisciplinary Studies Program	UNIV 4600W	Capstone Course

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

**May 1, 2017**

During the period May 2, 2016 through April 3, 2017,  
the Curricula and Courses Committee brought to the Senate the following actions.

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

New courses added:

CLCS 1193	Foreign Study (4/3/17)
COMM 1993	Foreign Study (2/6/17)
DRAM 1XXX (later 1501)	Introduction to World Puppetry (5/2/16)
GEOG/GSCI 2310	National Parks Unearthed: Geology & Landscapes through Time (2/6/17)
KINS 1100	Exercise and Wellness for Everyone (2/6/17)
IRIS 1001	Elementary Irish I (5/2/16)
IRIS 1002	Elementary Irish II (5/2/16)
IRIS 1003	Intermediate Irish I (5/2/16)
IRIS 1004	Intermediate Irish II (5/2/16)
MAST 1300	Maritime Communities (10/3/16)
NUSC 1693	International Studies in Nutritional Sciences (2/6/17)
SPSS 1120	Introduction to Plant Science (2/6/17)

Courses revised:

AIRF 1000	Air Force Studies I (11/7/16)
AIRF 1200	Air Force Studies I (11/7/16)
ARE 1110	Population, Food, and the Environment (11/7/16)
ARE 3150 (to 2150)	Applied Resource Economics (11/7/16)
BIOL 1110	Introduction to Botany (5/2/16)
CSE 1792	Introduction to Principles of Programming (5/2/16)
HIND 1101	Elementary Hindi I (5/2/16)
HIND 1102	Elementary Hindi II (5/2/16)



KORE 1101	Elementary Korean I (5/2/16)
KORE 1102	Elementary Korean II (5/2/16)
MISI 1101	General Military Science I (11/7/16)
MISI 1102	General Military Science I (11/7/16)
MISI 1201	General Military Science II (11/7/16)
MISI 1202	General Military Science II (11/7/16)
MUSI 1116	Small Ensemble (2/6/17)
MUSI 1221	Secondary Applied Music (2/6/17)
SOCI 1251/W	Social Problems (10/3/16)
SPAN 1020	Fashion, Design, Art, and Identity in Spain (12/5/16)
WGSS 1124	Gender and Globalization (5/2/16)

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

New courses added:

AFRA 2214	African American Literature (2/6/17)
AIRF 2000	Air Force Studies II (11/7/16)
AIRF 2200	Air Force Studies II (11/7/16)
ASLN 2700	Interpreting in Education and Other Settings (5/2/16)
ASLN 2800	Consecutive Interpreting (5/2/16)
CE/GEOG 2500	Introduction to Geographic Information Systems (5/2/16)
COMM 2993	Foreign Study (2/6/17)
CSE 2050	Data Structures and Object-oriented Design (10/3/16)
DMD 2610	Introduction to Digital Humanities (5/2/16)
ECON 2211Q	Quantitative Intermediate Microeconomics (10/3/16)
ECON 2212Q	Quantitative Intermediate Macroeconomics (10/3/16)
ECON 2445	Economic Foundations of Gender Inequality (11/7/16)
ENGL 2413W	The Graphic Novel (4/3/17)
ENGL 2610	Introduction to Digital Humanities (10/3/16)
ENGL 2612	Digital Literary Studies (10/3/16)

ENGL 2627	Topics in Literary Studies (10/3/16)
ENVS 2000	Integrating Humans and the Environment (10/3/16)
EVST 2998	Variable Topics in Environmental Studies (2/6/17)
GSCI 2500	Earth System Science (3/6/17)
HEJS/HRTS 2203	Holocaust in Print, Theater, and Film (12/5/16)
HEJS/CLCS 2301	Jewish Humor (2/6/17)
JOUR 2010	Journalism in the Movies (11/7/16)
KINS 2200	Introduction to Athletic Training (11/7/16)
KINS 2227	Exercise Prescription (11/7/16)
MCB 2893	Foreign Study (2/6/17)
PHIL 2208/W	Epistemology (9/12/16)
PHYS 2701	Foundations of Modern Astrophysics (4/3/17)
PHYS 2702	Techniques of Modern Astrophysics (4/3/17)
PLSC 2110W	Sustainable Plant Pest Management Communication (4/3/17)
PNB 1000	Introduction to Physiology and Neurobiology (10/3/16)
PSYC 2208	Sensory Systems Neuroscience (11/7/16)
SOCI 2310	Introduction to Criminal Justice (10/3/16)
URBN 2400	City and Community in Film (12/5/16)

## Courses revised:

AFRA 3211 (to 2211)	Introduction to Africana Studies (2/6/17)
ARE 3210 (to 2210)	Essentials of Accounting and Business (12/5/16)
AFRA 3214/W (to 2214)	Black American Writers I (2/6/17)
ANSC 2271	Principles of Poultry Science (4/3/17)
CE 2110	Applied Mechanics I (2/6/17)
CE 2710	Transportation Engineering and Planning (2/6/17)
CHEG 2111	Chemical Engineering Thermodynamics I (12/5/16)
CSE 2102	Introduction to Software Engineering (4/3/17)
CSE 2304	Computer Architecture (4/3/17)
CSE 2500	Introduction to Discrete Systems (4/3/17)

ECE 2000	Electrical and Computer Engineering Principles (4/3/17)
ECE 2001	Electrical Circuits (4/3/17)
ECON 2202	Intermediate Macroeconomic Theory (2/6/17)
ENGL 2201/W	American Literature to 1880 (2/6/17)
ENGL 2203/W	American Literature since 1880 (2/6/17)
ENGL 2301/W	World Literature in English (2/6/17)
ENGL 3214/W (to 2214)	Black American Writers I (2/6/17)
EPSY 3100 (to 2100)	Introduction to Exceptionality (4/3/17)
MUSI 1113	Chamber Ensemble 3 (3/6/17)
PHIL 2210/W	Metaphysics and Epistemology (9/12/16)
WGSS 2250	Feminisms (4/3/17)

## Courses deleted:

HORT 2750	Landscape Plant Maintenance (12/5/16)
TURF 2200	Athletic Field Management (12/5/16)

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

## New courses added:

AGNR 3681	Internship (3/6/17)
ANSC 3681	Summer Internship Experience (5/2/16)
EEB 3881	Internship (Summer Zero Credit) (2/6/17)
ENVS 3991	Internship (2/6/17)
MGMT 3882	Professional Practice in Management or Entrepreneurial Consulting (11/7/16)
MGMT 3892	Professional Practice in Entrepreneurial Business Development (11/7/16)
SAAG 681	Internship (2/6/17)
SPAN 3291	Spanish Internship (2/6/17)

## Revised courses:

EVST 3991	Supervised Field Work (2/6/17)
SAAS 375	Management Skills and Practices – Poultry (3/6/17)

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

Newly included in Content Area 1 Arts and Humanities:

ENGL 2201/W	American Literature to 1880 (2/6/17)
ENGL 2203/W	American Literature since 1880 (2/6/17)
ENGL 2413W	The Graphic Novel (4/3/17)
HEJS/HRTS 2203	Holocaust in Print, Theater, and Film (12/5/16)
HEJS/CLCS 2301	Jewish Humor (2/6/17)
HEJS 3201	Selected Books of the Hebrew Bible (11/7/16)
HIST 1250	Sports in History (9/12/16)
URBN 2400	City and Community in Film (12/5/16)

Newly included in Content Area 2 Social Sciences:

MAST 1300	Maritime Communities (10/3/16)
POLS 3211/W	Politics of Water (10/3/16)
SOCI 1701	Society in Global Perspective (5/2/16)

Revised Content Area 2 Social Sciences:

ARE 3235	Marine Economics and Policy (3/6/17)
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Newly included in Content Area 4 Diversity and Multiculturalism:

AFRA 2214	African American Literature (2/6/17)
ENGL/AFRA 3213/W	Eighteenth- and Nineteenth-Century African American Literature (4/3/17)
ENGL/AFRA 3217W	Studies in African American Literature and Culture (3/6/17)
HEJS/CLCS 2301	Jewish Humor (2/6/17)
SOCI 1251/W	Social Problems (10/3/16)
SOCI 3503/W	Prejudice and Discrimination (10/3/16)
SOCI 3601/W	Sociology of Gender (10/3/16)

Revised Content Area 4 Diversity and Multiculturalism:

SOCI 3651/W	Sociology of the Family (3/6/17)
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Newly included in Content Area 4 Diversity and Multiculturalism - International:

CHIN 3270	Chinese Film (9/12/16)
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ENGL 3319	Topics in Postcolonial Studies (12/5/16)
HEJS/HRTS 2203	Holocaust in Print, Theater, and Film (12/5/16)
MAST 1300	Maritime Communities (11/7/16)
WGSS 3255	Sexual Citizenship (12/5/16)

Deleted Content Area 4 Diversity and Multiculturalism – International:

HRTS 3571	Sociological Perspectives on Asian-American Women (4/3/17)
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## V. Actions reported for the information of the Senate:

Newly included Quantitative Competency (3000- to 4000-level):

LING 3000Q	Introduction to Computational Linguistics (2/6/17)
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Revised Quantitative Competency (3000- to 4000-level):

STAT 3025Q	Statistical Methods (11/7/16)
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Newly included Writing Competency (3000- to 4000-level):

BME 4910W	Senior Design II (11/7/16)
CAMS 4096W	Senior Thesis in Classics and Ancient Mediterranean Studies (12/5/16)
ENGL/AFRA 3213/W	Eighteenth- and Nineteenth-Century African American Literature (4/3/17)
ENGL/AFRA 3217W	Studies in African American Literature and Culture (3/6/17)
FINA 3710W	Protecting the Creative Spirit (11/7/16)
INDS 4296W	Senior Thesis (4/3/17)
POLS 3023/W	Politics and Literature (5/2/16)
POLS 3211/W	Politics of Water (10/3/16)
POLS 3250/W	The Political Economy of East Asia (5/2/16)
PSYC 3302W	Autism and Developmental Disorders (5/2/16)

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

AMST 3265W	Seminar in American Studies (9/12/16)
BADM 4070W	Effective Business Writing (11/7/16)
BADM 4075W	Business Communication (11/7/16)
COMM 4220W	Small Group Communication (4/3/17)

ECON 3438W	Contemporary Problems in Economics (3/6/17)
ECON 4494W	Seminar in Economics (4/3/17)
KINS 3530W	Physiological Assessment of Competitive Athletes (2/6/17)
KINS 4510/W	Mechanism and Adaptations in Sport and Exercise (12/5/16)
MKTG 4997W	Senior Thesis in Marketing (12/5/16)
SOCI 3503/W	Prejudice and Discrimination (10/3/16)
SOCI 3651/W	Sociology of the Family (3/6/17)
SOCI 3841/W	Public Opinion and Mass Communication (3/6/17)
SOCI 3907/W	City Life (9/12/16)
STAT 3494W	Undergraduate Seminar (5/2/16)

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

EEB 4276W	Plant Anatomy (4/3/17)
ENGL/AFRA 3216W	Black American Writers II (11/7/16)
TURF 3200W	Turfgrass Physiology and Ecology (2/6/17)

## Offering in intensive session:

CLCS 1002	Reading Between the Arts (12/5/16)
DRAM 1101	Introduction to Theater (4/3/17)
SOCI 1501	Race, Class, and Gender (12/5/16)
WGSS 1105	Gender and Sexuality in Everyday Life (12/5/16)

## Special Topics and Variable Topics courses:

UNIV 1195	Special Topics: Next Generation STEM Skills (9/12/16)
UNIV 1195	Higher Education in Brazil: Access, Equity, and Opportunity (2/6/17)

## Other (Transfer courses approved for General Education content areas):

INTD 91001	INTD Bible 1000-level (CA1) (12-5-16)
LAMS 91400	Latin American Studies /History 1000-level (CA4) (11/7/16)
WGSS 91000	Women's, Gender and Sexuality Studies 1000-level (CA4) (11/7/16)
AFAM 91000	African American Studies 1000-level (CA4) (11/7/16)
ENGL 91613	Multicultural Literature 1000-level (CA4) (11/7/16)
HIST 91015	Non-Western 1000-level (CA4-INT) (11/7/16)

HIST 91029	Native American 1000-level (CA4) (11/7/16)
HRTS 91000	Human Rights 1000-level (CA4) (11/7/16)
INTD 91013	Non-Western 1000-level (CA4-INT) (11/7/16)
INTD 91014	Multicultural 1000-level (CA4) (11/7/16)
GEOG 91001	Physical Geography 1000-level (CA3) (11/7/16)
PHYS 91000	Physics 1000-level (CA3) (11/7/16)

## VI. Course Action Request Form Workflow Report

Planning to replace the online Curriculum Action Request (CAR) form with a new IBM Forms Builder version began in earnest on October 4, 2012 when then Vice Provost Nancy Bull brought together a team of people from UITS, Senate C&C, GEOC, UICC and other areas to discuss options. We reviewed the existing CAR form and discussed how we would like it improved for easier navigation and archiving. As time went on and drafts were developed, the number of people primarily involved decreased to Eric Schultz, Mike Darre, Mike Oatley, and Karen Piantek. By the spring of 2013 we had a test version of just the “Add” course CAR ready to review.

We called in the exterminators and got the bugs out, well most of them. We then started to clean up the layout of the form, added a few bells and whistles that were badly needed on the old form, such as access to the archival data by the various levels of C&C (department, school or college, and university level) and space for comments from each level of approval. By February 2014 the Beta version was ready for actual faculty testing and the College of Agriculture, Health and Natural Resources was selected for the test. After a year of testing more “Bugs” were discovered and new ideas for implementing the form university wide were added. In the spring of 2016, the CAR form was rolled out to the entire university and comments were collected and a team of people (Jason W Card, Michael Oatley, and Ying Hu) from UITS were working on the improvements. In the fall of 2016, Eric Schultz and Cheryl Galli were out discussing and demonstrating the form to all the schools and colleges and asking for more input to improve the form. By the end of the fall 2016, many of the kinks in the system had been worked out. A new CAR ID was implemented in late 2016 which included the last two digits of the year with a unique number for better archival identification and retrieval.

That brings us to today where we feel a very successful transition to the new form has occurred, with universal use of the form by all schools and colleges, including the graduate school, and all curriculum committees and non-academic departments, including the UICC. So far, this is some of the data we have been able to collect using this new form.

<b>Choice</b>	<b>Count</b>	<b>Percentage</b>
Add Course	149	50.5%
Revise Course	119	40.3%
Drop Course	27	9.2%
<b>Total</b>	<b>295</b>	<b>100%</b>

<b>Choice</b>	<b>Count</b>	<b>Percentage</b>
College of Liberal Arts and Sciences	104	35.3%
College of Agriculture, Health and Natural Resources	100	33.9%
School of Fine Arts	26	8.8%
School of Engineering	27	9.2%
UICC - University Interdisciplinary Courses Committee	2	0.7%
School of Business	3	1%
Ratcliffe Hicks	6	2%
Neag School of Education	27	9.2%
<b>Total</b>	<b>295</b>	<b>100%</b>

We are very pleased with the success of the new form roll out and the Registrar's Office has commented on how well it works for them in all they must do with the courses for the catalog and registration. A big thanks to all involved in the process.

Respectfully Submitted by the 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 (Fall semester), Peter Diplock (Ex-officio), Wanjiku Gatheru (undergraduate student rep), Christine Savino (undergraduate student rep)

Karen Piantek (Program Assistant)

5/1/17



## University Senate Diversity Committee

### Annual Report April 2017

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

**Diversity Committee members** 2016-2017: \*Maria Luz Fernandez (Chair), \*Alexis Boylan, \*Sandy Bushmich, \*Casey Cobb \*Patricia Jepson (representative of Student Welfare Committee), \*Pam Heath-Johnson, \*Guillermo Irizarry, \*Lisa Pane, \*Lisa Werkmeister-Rozas, \*John Zack, \*Lauren DiGrazia (representative from Senate Scholastic Standards), Alice Fairfield, Wambui Gatheru (undergraduate student government), Matthew Hughey, Devinaa Mangal (undergraduate student government), Joelle Murchison (Associate Vice President, Ex Officio member), Maria Ana O'Donoghue (representative of Curricula and Courses), Willena Price, Mayra Reyes Ruiz (Graduate Student Senate), Eugene Salorio, Pamela Schipani, Robert Stephens, Anastasios Tzingounis, Susana Ulloa, Ernie Zirakzadeh.

\*Senate member (2016-2017).

The Senate Diversity Committee will have met 6 times during Academic year 2016-2017: September 8, November 3, December 8, February 15, March 23 and the last meeting will be May 2.

During our first meeting on *September 8*, we welcomed **Joelle Murchison**, our newly hired Chief Diversity Officer, both to the University and to the Senate Diversity Committee. Joelle shared with us some of the initiatives that she will be undertaking in her new position. Her agenda will include students, staff and faculty. Joelle asked the Committee very relevant questions related to our expectations regarding our students and their ability to recognize diversity as a core value. The Committee also shared with Joelle the expectations in increasing number and in retaining under-represented faculty and staff and some of the mechanisms that can be used to accomplish this goal.

In our meeting on *November 3*, the *Human Resource Ambassador Program* was presented by Pam Heath-Johnston. This program may not be well advertised throughout the University. The Program's major function is to provide needed information about life situations at the Storrs Campus and other UConn campuses to newly hired individuals and also provide support during the interview process. Guillermo Irizarry proposed working on a statement on best practices related to diversity in faculty recruitment, retention, merit and promotion to ensure retention of faculty of color by providing job satisfaction, engagement and productivity. He also suggested making a list of ten possible best practices among which are to acknowledge implicit bias, respect diverse points of view and value scholarship in fields that may be different from traditional fields.

In our meeting on *December 8*, there was some discussion regarding the wording that was crafted in the preamble for the University by-laws. It was decided to make some changes for next year. Two members of the Committee offered to contribute to the revised preamble. The positive resolution of the Senate to protect the undocumented students was discussed in this meeting and how the majority of the senate (74= Yes, 2= No) is in agreement with this resolution.

In our meeting on *February 15*, there were several interesting discussions that took place. The issue of problems of retention of under-represented faculty came up again. The discussion based on best practices for hiring under-represented faculty and the best way to support these individuals all the way to promotion to Full Professor. It was mentioned that under-represented faculty often are part of the final pool of candidates to be interviewed but that this does not mean that they will be hired highlighting that the problems are more than metrics. The concern regarding on the time-line to full Professor also came up trying to identify whether this period is extended in women and/or under-represented faculty. Information will be sought on this to better understand the problem.

In our meeting on *March 23*, the Committee met with **Interim Provost Jeremy Teitelbaum**; The Provost discussed with us how our numbers of women in STEM are slowly improving and that more women are now in administrative positions at UConn. We also talked about Martha Povin who had given a presentation to the University the day before on how to support Women in STEM. The Provost commented on how important it is that faculty play a very active role in the recruitment and retention of under-represented faculty since faculty members constitute the Search Committees and provide support to other faculty as they navigate the tenure process. Further he talked about “implicit bias” training for faculty who might be influenced by unconscious bias when important decisions are taken on Search Committees or PTR. The Provost also mentioned that the “diversity” candidate often is the committee’s second choice who could be hired if the upper Administration provided a second faculty line. Finally, another problem that was mentioned was the difficulty of targeted hires in which priority is given to a specific Academic field rather than diversity

We will have the last meeting of the semester on *May 2, 2017*. The Committee will meet with **Elizabeth Conklin** who will be presenting the latest statistics on faculty and staff diversity at UConn. The Committee is interested to find out if the numbers of under-represented faculty and staff have increased since the last numbers were presented for the years 2013 and 2014, for faculty and staff, respectively.

**Future Agendas:** The efforts of the committee in this Academic year were focused on finding out what would be the agenda from the newly hired Chief Diversity Office and in developing strategies to retain under-represented faculty and staff. Next year, in collaboration with the Diversity Council, we will focus in further promotion of Diversity Agendas.

## Senate Enrollment Committee Annual Report 2016-2017

**Senate Enrollment Committee  
Annual Report  
2016-2017**

## Committee Charge:

This committee shall propose legislation within the jurisdiction of the Senate and make recommendations on all matters relating to the recruitment, admission, enrollment, and retention of an outstanding and diverse student population. The committee shall include two undergraduate students.

## Committee Membership, 2016-2017

(\*Senate Member 2016/2017)

\*Cameron Faustman, Chair (Fall 2016), CAHNR

\*Sebastian Wogenstein, Chair (Spring 2017), Literature, Culture & Languages

\*Christopher Clark, History

\*Cora Lynn Deibler, School of Fine Arts

\*Diana Rios, Communication

Michael Bradford, School of Fine Arts

Nathan Fuerst, Admissions Office

Idalis Garcia, Undergraduate Student Government

Eva Gorbants, School of Fine Arts

Wayne Locust, Vice President for Enrollment Planning & Management (Ex-Officio Member)

Devinaa Mangal, Undergraduate Student Government

Mansour Ndiaye, CLAS

Wendi Richardson, Early College Experience

Brian Rockwood, Registrar's Office

Susana Ulloa, ISS Academic Program Center

## Report of Activities:

During the 2016-2017 academic year, the Enrollment Committee met with constituents and administrators across the university during six meetings from October to April.

## Summary of Monthly Meetings:

A summary of the major items discussed is presented below.

Full minutes of each meeting can be found at

<http://senate.uconn.edu/enrollment-committee-minutes-2014-2015/>

1) Throughout the year, committee member and Assistant VP for Enrollment and Director of Admissions, Nathan Fuerst, provided information regarding enrollment, enrollment targets, and the demographics of enrolled students. For more details, see attachment to the September 2016 meeting.

## Senate Enrollment Committee Annual Report 2016-2017

2) Throughout the year, committee member and Associate Registrar, Brian Rockwood, provided information regarding student demographics as well as classroom space and scheduling challenges.

3) Alyssa Kelleher of Veterans Affairs and Military Programs provided an overview of her office's tasks and mission. For details, see the attachment to the September 2016 meeting.

4) Brian Boecherer of the Office for Early College Experience and committee member Wendi Richardson presented on ECE. For more details, see the attachment to the October 2016 meeting.

5) Jennifer Lease Butts and Patricia Szarek of the Honors Program presented on the current enrollment situation and the expansion trajectory and related challenges of the Honors Program. For more details, see the attachment to the October 2016 meeting.

6) Yuhang Rong, Assistant Vice President for Global Affairs, provided an overview of the situation of international students at UConn and the work of the International Student and Scholar Services (ISSS).

*International Student Enrollment at the University of Connecticut*

<b>Population served by International Student and Scholar Services (ISSS)</b>					
<b>Year</b>		<b>2005-2006</b>	<b>2010- 2011</b>	<b>2015-2016</b>	<b>Fall 2016</b>
<b>Program</b>	Graduate	1042	1072	1899	1972
	Undergraduate	163	257	947	1149
	Non Degree	158	290	256	154
	Visiting Scholars	84	161	220	234
	Optional Practical Trainees	270	218	630	733
	<b>Total</b>	<b>1717</b>	<b>1998</b>	<b>3952</b>	<b>4242</b>
<b>UConn DSOs/AROs*</b>		14	15	12	13
<b>Ratio DSO/ARO: Student</b>		<b>1:123</b>	<b>1:133</b>	<b>1:329</b>	<b>1:326</b>

He also explained the new Visa Compliance Fee. For more details, see the minutes of the March 2017 meeting.

7) Stamford Campus Director Terrence Cheng provided an overview of the enrollment situation at the Stamford Campus and plans for expansion. 15 majors can now be completed entirely in Stamford, most prominently Computer Science and Business majors. Applications have increased significantly since the campus added a residence hall, which will open in the Fall 2017. Increased enrollment will result in increased use of available classroom space at hitherto less popular hours. To keep the student faculty ration of 18:1 steady, more faculty members were hired, mostly as APiRs. For more details, see the minutes of the April 2017 meeting.

AY16-17 Annual Report: Faculty Standards Committee  
May 2017

**Membership:** Jc Beall\* (Chair), Sandra Bellini\*, Jack Clausen\*, Maria-Luz Fernandez\*, Michael Fischl\*, Gerald Gianutsos\*, Elizabeth Jockusch\*, Lewis Gordon\*, Del Siegle\*, Mei Wei\*, Lloyd Blanchard, Preston Britner, Amy Fehr, Brandon Murray, Girish Punj, Sally Reis (ex-officio), Andrew Rogalski, Sarah Woulfin

\*Indicates 2016/2017 University Senate member

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

*Emeritus Faculty Policy/Procedures:* The Senate Executive Committee (SEC) asked FSC to consider a request from the President's Retirement Committee regarding language and procedures for retiring faculty to be granted emeritus status. After discussing the issues of time at rank (why five years at rank vs five years at UConn?), and titles subject to automatic emeritus status, the FSC advanced a motion to revise the by-laws concerning the relevant policies and procedures. Final wording of the motion and also the revised by-laws are available on the FSC-Minutes website.

*Charge to examine SET practices:* the FSC received a charge to examine current practices with SETs at UConn and other institutions. Working with the Provost's Office the FSC engaged the Assoc Vice Provost in OIRE to present current practices and alternative practices at comparable institutions. After many discussions along many lines the FSC did not recommend changes to the current SET; but the FSC repeated its official reminder that the SET is only one tool out of other tools for measuring teaching performance, and that Departments (and equivalents) should build a broad and viable basket of tools for building a teaching profile. Further detail on the FSC's recommendation is available at the FSC-Minutes website.

*Charge to review a revision to the policy on Alleged Misconduct in Research:* the FSC reviewed the target revisions with Dr Wesley Byerly, Associate Vice President for Research Compliance Representations. The FSC raised numerous questions about the revised policy, and Dr Byerly promised to take the questions back to the relevant parties working on the policy. Details of the discussion may be found at the FSC-Minutes website.

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

- *Whether the FSC-hosted Annual PTR Forum should be modified from a University-wide event to a College/School-specific event only.*

Response. FSC endorsed the idea of shifting the University-wide FSC-hosted PTR Forum to every other year (including S17) and recommended that the Provost's Office instruct each School/College (including the Dean, Dept Heads, and School/College PTR Committee) to hold their own meetings with faculty on the

off years (starting in S18). FSC recognizes a genuine advantage to communicating the University and College/School standards to faculty, and responding to their questions on a regular basis.

- *Whether there is a uniform standard for undergraduate plagiarism across all academic units, and whether the policies concerning undergraduate plagiarism should be revised.*

Response. FSC encouraged Scholastic Standards to address the issue of departmental standards and practices, including education of both students and instructors. Rights and standards should be part of syllabi and reminders to students. In addition, FSC recommended that academic misconduct be included in the Provost's list of key policies to include in syllabi. (On 2.7.17 this was so added.) Further details on this are available at the FSC-Minutes website.

- *Whether enough is being done to ensure the absence of barriers for faculty promotion. (An issue raised by FSC Member Prof Lewis Gordon.)*

Response. FSC Member Prof Lewis Gordon presented some ideas for removing potential inequities in faculty promotion, particularly potential issues for certain minority groups. After far-reaching discussion the FSC unanimously reaffirmed the importance of consistency in promotion. As of May 2017 updates of standards (as well as procedures) for promotion to Associate Professor and Professor are already underway across the University. The FSC recommends that a review of those results be explored by the FSC in F17. Further details of FSC discussion of this item are available at the FSC-Minutes website.

### **Informational Items.**

- Sponsored the annual PTR Forum on April 7. Special thanks to Cheryl Galli for logistical support and a report on the forum. Special thanks to Mark Boyer for his role in the forum this year.

### **Other Items**

- Preston Britner needs to be explicitly highlighted for his extraordinary service to the FSC for AY15-16 and AY16-17. Professor Britner not only brings a wealth of experience and knowledge to the FSC; he efficiently recorded all FSC minutes during the given periods.
- Cheryl Galli needs to be explicitly highlighted for her extraordinary service to the FSC for AY15-16 and AY16-17. Without Cheryl's efficient professionalism the FSC would not be able to carry out its work.

## General Education Oversight Committee (GEOC) Status and Actions AY 2016-2017

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### Executive Summary

Routine activities of the General Education Oversight Committee include: review of proposals to add courses to, delete courses from, and revise courses within, the General Education Curriculum; review of proposals to teach General Education courses during intensive session; fund innovative proposals in the General Education Course Enhancement Grant Competition; assessment of whether the goals of General Education Curriculum components are met; and, consider whether selected courses within the curriculum are aligned with the University's criteria for General Education courses.

This year's report of the General Education Assessment Task Force has stimulated dialogue about General Education across the University and comprehensive consideration of the goals and structure of General Education. Proposals for changes in the General Education Curriculum, for instance to incorporate an environmental component, are seen on the horizon.

## **The General Education Curriculum and the General Education Oversight Committee**

The current General Education curriculum has been in place for more than a decade. Its genesis was the Taskforce on General Education Report of 2000, which launched a transformative faculty-led initiative aimed at creating a strong undergraduate curriculum across the University. This initiative was completed and approved in 2004 for the 2005-2006 academic year; since then, there have been only minor changes to the structure of the General Education Curriculum but considerable change in implementation. As set out in Senate By-Laws, Rules, and Regulations II.C.2. General Education Requirements, the curriculum consists of four content areas (Arts and Humanities; Social Sciences; Science and Technology; Diversity and Multiculturalism) and five competencies (Computer Technology, Writing, Quantitative Skills, Second Language Proficiency, and Information Literacy).

The General Education Oversight Committee (GEOC) is formally a subcommittee of the Senate Curricula and Courses Committee. GEOC is charged with 1) setting the criteria for approving all course proposals for the Content and Competency Areas; 2) setting the criteria for entrance and exit requirements for the Competency Areas; 3) developing policy regarding the delivery of the University-wide General Education program; 4) reviewing and approving courses proposed for inclusion in the General Education Requirements; 5) determining the resources necessary to deliver the General Education Curriculum; 6) monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and 7) reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Courses Committee when appropriate.

GEOC is a faculty committee. Voting members are chairs or co-chairs of eight GEOC Subcommittees, each corresponding to a content area or competency in the General Education curriculum. GEOC also has an undergraduate student member. Two non-voting ex-officio members of the GEOC represent the Quantitative Center and the Writing Center, which support student and faculty development in competencies identified as particularly crucial to the success of general education. A representative of the Senate Curricula and Courses Committee also serves as a non-voting ex-officio member of the GEOC. GEOC's current composition departs in several ways from that set out in Senate By-Laws on General Education (Senate By-Laws II.C.2.). There is presently no Computer Technology subcommittee nor is there an Assessment subcommittee; there is no graduate student representative.

## **The 2016 General Education Assessment Task Force**

### **Status**

A Task Force was convened in the 2015-2016 academic year, following a charge by the University Senate Executive Committee to the Senate Curricula and Courses Committee to



conduct an in-depth assessment of the University's current General Education system. The Executive Committee asked the Curricula and Courses Committee to address the following questions: 1) To what degree are the goals of the General Education program being met? 2) What is the long term impact of the General Education requirements? 3) Are the current goals for General Education requirements appropriate for the 21st century university? 4) Are revisions in goals needed? 5) Do the content areas as currently constructed meet the needs of our evolving society? 6) [Do any] content areas within GER need to be revised, deleted and/or [should any] content areas be added?

The task force performed analysis of peer and aspirant institutions, conducted focus groups of students and faculty, and disseminated online surveys to students, faculty and alumni. Their findings culminated in a set of recommendations that were modified into a resolution that was approved by the Senate in its meeting of 5 December 2016. The Senate charged the Curricula and Courses Committee to act on the report's recommendations by: 1) Doing a better job of communicating the values and the importance of general education to all constituencies involved, including students, faculty and advisors; 2) Developing a single landing site webpage devoted to general education; 3) Restating the broad goals of general education with clearer and more forceful language; 4) Investigating further the possibility of changing the general education requirements; 5) Seeking ways to address students' desire for training in life skills, while clearly distinguishing such training from the mission of general education. In the resolution, the Senate also urged the University to: 1) Establish a governing body for assessment at the university level; 2) Provide additional support to faculty who teach general education courses, including TA support for large lectures and resources on how to teach general education courses.

### **Actions 2016-2017**

GEOC has embarked on several initiatives in response to the Task Force Report and concomitant Senate recommendations. These are pushing forward on two fronts: there is a renewed effort to stimulate dialogue about General Education across the University, and first steps have been taken towards comprehensive consideration of the goals and structure of General Education.

The GEOC has initiated multiple lines of communication about General Education. The chair has met with student groups, especially Learning Communities (Nursing; Engineering; Ecohouse) and environmental groups (Sustainability Committee of the Undergraduate Student Government; Ecoalition). The discussions were guided by the findings of the Task Force, and structured around a set of questions: What would students see as a way to no longer organize GE as a perceived box check activity? Do students see GE outcomes/requirements as necessary/useful – if so, or if not – why? Another step towards communication this year has been representation of General Education at Open House for Prospective students and their families. At the open house, video content featuring faculty recipients of past Provost Competition grants and their classes was displayed. Such videos will be part of website content that is being developed towards the goal of communicating the purpose of General Education to current students, their families, and others with an interest in the University's academic program. Finally, the chair has resumed the practice of communicating with all faculty teaching

a General Education course at the beginning of each semester, reminding them of the goals of General Education and thanking them for their role in contributing to it.

Deeper consideration of the General Education curriculum and how its purpose is being communicated will occur as UConn participants attend the AAC&U Summer Institute on General Education and Assessment (IGEA 2017). A team of UConn participants has been accepted to this year's edition of this annual program. In addition to the GEOC chair, team members include Dr. Pamela Bedore, Associate Professor, Department of English and Chair of the CLAS Courses and Curriculum Committee; Dr. Lloyd Blanchard, Associate Vice Provost Office of Institutional Research and Effectiveness; Dr. Daniel Burkey, Associate Dean for Undergraduate Education and Diversity, School of Engineering; Dr. Hedley Freake, Professor, Department of Nutritional Sciences; Dr. Thomas Meacham, Department of Dramatic Arts and Associate Dean, School of Fine Arts. The team's goals in attending IGEA 2017 include: 1) preparing models for revision of the general education curriculum; 2) developing ways to include new elements such as civility in discourse, environmental literacy, and life skills; 3) articulating assessable goals for the general education curriculum, including a greater emphasis on integration of content areas and competencies; 4) begin crafting a plan to communicate the goals of general education to all members of the university community.

## **Incorporation of an Environment Component into the General Education Curriculum**

### **Status**

Coincident with work of the 2015-2016 Task Force, a grassroots effort began to promote addition of an environmental component to the curriculum. The proposal to effect such an addition appeared as a motion to revise the General Education Rules and Regulations in the Senate meeting of 5 December 2016, the same meeting in which the Task Force's recommendations were approved. The Senate revised the motion to revise the Rules and Regulations, instead referring the matter to the Senate Curricula and Courses Committee with the charge that it "investigate ways of incorporating an environmental literacy requirement into the university's general education program."

### **Actions 2016-2017**

Proposals by which an environmental component can be incorporated into the General Education curriculum are under development and will be refined as part of participation in IGEA 2017. A complete proposal will be presented to the University in Fall 2017.

## **General Education in Senate By Laws, Rules, and Regulations**

### **Status**

Senate Rules and Regulations pertaining to GEOC (also referred to in prior annual reports, and posted on the GEOC website, as 'Guidelines') have undergone minor revisions since their approval in 2004. Some of the language is devoted to the initial implementation of the General Education Curriculum, and some concerns philosophy or principle rather than rules or regulations.

## **Actions 2016-2017**

GEOC is working on comprehensive revisions of Senate Rules and Regulations pertaining to General Education. Some of the changes reflect proposed changes in the structure of General Education. For example, last year's GEOC recommendations to delete the Computer Competency and revise the Information Literacy have not yet been reviewed by the Senate and will appear in the revision. Many of the changes are designed to streamline the Rules and Regulations, eliminating text that pertains to initial implementation and eliminating points of principle. Rather than expunging these points of principle from the record, they will be presented as Senate Policy. The revisions will be presented to the Senate in the 2017-2018 academic year.

## **Assessment of General Education components**

### **Status**

Components of the General Education curriculum (but not the curriculum as a whole) have been assessed to varying degrees. Assessment is conducted in a four-phase framework that was outlined in the GEOC Annual Report of 2009-2010. Briefly, assessment of the content area or competency begins with inquiry into whether key courses identify student learning outcomes that are aligned with general education goals, followed by communications with faculty and students, development of tools to assess learning outcomes, measurement of student learning based on classroom work in key courses, and concludes with dissemination of assessment tools to other courses and recommendations of changes to instruction based on assessment findings. Progress through the phases has not been uniform (see table 1 of Task Force report and associated text). Two content areas are at initial stages only; none have completed all four phases. In contrast, W courses have been subjected to rigorous assessment in selected academic programs (W task force, 2011; see also "Assessment of Student Writing in 1-Credit W Courses at UConn: Findings from Allied Health, Animal Science, Economics, and Nutritional Sciences", 2014).

## **Actions 2016-2017**

In 2016-2017, GEOC initiated assessment of the Q competency. The process is still within Phase I, in which key courses are being identified. GEOC is particularly interested in the Q competency courses that are taken by students whose majors are outside of quantitative fields of study, as these courses are viewed a crucial for providing students a framework for quantitative understanding they will not get in other courses they take at the University.

## **Course Additions, Revisions, Deletions**

### **Status**

The general education curriculum now contains 613 content area courses and 582 writing and quantitative competency courses (Table 1). Courses with CA4 and W designations have few 1000-level courses, and many 3000- and 4000-level courses, relative to other content areas or competencies. There continue to be relatively few 2000-level courses in any content area or competency.

Table 1. Numbers of courses now approved for the general education curriculum (as of April 3, 2017 Senate meeting). The table shows both current course totals for all content area and skill courses, as well as percentages for courses in those categories at the 1000- and 2000- level. Since some courses are included in more than one category, the totals are less than the sum of the individual categories.

Content Area/Competency	1000-level courses 2016-17	2000+level courses 2016-17	Total # of courses 2016-17	Percentage at 1000-level	Percentage at 2000-level
CA1 Arts & Humanities	106	36	219	48%	16%
CA2 Social Sciences	48	11	77	62%	14%
CA3 Science & Technology	31	7	38	82%	18%
CA3 Science & Technology – Lab	30	0	30	100%	0%
CA4 Diversity & Multiculturalism	29	14	125	23%	11%
CA4 Diversity & Multiculturalism – Int’l	52	20	124	42%	16%
<b>*Total content area courses</b>	<b>298</b>	<b>86</b>	<b>613</b>	<b>49%</b>	<b>14%</b>
Q Quantitative Competency	45	21	83	54%	25%
W Writing Competency	28	64	503	6%	13%
<b>**Total competency courses</b>	<b>73</b>	<b>85</b>	<b>586</b>	<b>12%</b>	<b>15%</b>

\* totals are less than the sum of content area courses as some CA4 courses are also CA1, CA2 or CA3.

\*\* totals are less than the sum of skill courses as some courses are both Q and W.

### Actions 2016-2017

As of the end of March 2017 in AY 2016-2017, 76 proposals were received (18 more than last year). These proposals have so far resulted in the addition of 26 new courses to the curriculum, revision of 28 existing courses, and dropping of 3 courses (Table 2). Sixteen of the 76 proposals are still in the review process.

Table 2. Course additions, revisions and deletions.

Content Area/Competency	Additions	Revisions	Deletions
CA1 Arts & Humanities	10	1	0
CA2 Social Sciences	6	4	0
CA3 Science & Technology	0	0	0
CA3 Science & Technology – Lab	0	1	0
CA4 Diversity & Multiculturalism	4	4	0
CA4 Diversity & Multiculturalism – Int’l	7	4	1
Q Quantitative Competency	3	1	0
W Writing Competency	13	21	3

## **Intensive Session Offerings**

### **Status**

The GEOC reviews proposals to offer existing General Education courses in intensive sessions (4 weeks or less). Courses are approved either fully or provisionally, depending on the measure of assurance GEOC has that the General Education objectives of a given course can be maintained in the intensive course format. In the past, GEOC has collected faculty reports on provisionally approved intersession courses offered more than two times in a condensed format and used this information to determine whether a course should be re-categorized to “fully approved.” Over the past several years, the GEOC has been less inclined to issue provisional approvals but has instead opted for full approvals in all cases when appropriate; courses that are in question may simply be declined or sent back for revision. Since 2005, GEOC has approved 73 intensive session proposals, has given provisional approval to 6 proposals (1 of which has been granted full approval), and has rejected 8 proposals.

### **Actions 2016-2017**

In 2016-2017, GEOC approved 3 intensive session proposals.

## **General Education Course Substitutions**

### **Status**

According to the General Education Guidelines, schools and colleges have the explicit authority to make substitutions to the requirements for individual students admitted to the respective school or college. The Registrar’s office kindly supplies GEOC with a list of all substitutions made for enrolled students during the academic year. These numbers are relatively small compared to the total general education courses taken. (However, note that this does not account for a potentially large number of substitutions made for transfer students at the time of admission, for courses that are not a match of existing University of Connecticut courses). In the previous two academic years, the total number of substitutions was 176 (2015-2016) and 182 (2014-2015).

Another source of general education credits is through the Early College Experience (ECE) program. These are University of Connecticut courses taught by high school teachers throughout the State under the supervision of University departments. Numbers of ECE-related General Education substitutions are provided by the ECE program; they provide data on course substitutions granted for students matriculating to UConn in the Fall semester, for ECE courses during the year prior to their matriculation. Note that the limitation to ECE courses taken only in the previous year means that the effective number of General Education course substitutions is therefore greater than the data provided by ECE indicate. There are no W ECE substitutions. Over all content areas and the Q competency, there were 1493 and 1106 substitutions for the matriculating class of Fall 2015 and Fall 2014 respectively.

### **Actions 2016-2017**

In 2016-2017, 230 substitutions were granted by schools and colleges (Table 3). The greatest number of substitutions are granted in the second language competency.

Table 3. Category Substitutions by School or College 2016-17.

Sch/Col	CA1	CA2	CA3	CA3-L	CA4	CA4-Int'l	Q	W	2 <sup>nd</sup> Lang
ACES									2
AGHNR	9	5			12	15		2	6
BUSN	1		3	5	3	1			4
CLAS	2	2	1	12	2	4	8	2	23
CTED				2			3		4
EDUC	7	3		2	5	5	2		2
EGBU	1				1				1
ENGR	7	7			13	11			2
FNAR	3	1		1	6			9	3
NURS	1				3	1			
PHAR									
<b>Total</b>	<b>31</b>	<b>18</b>	<b>4</b>	<b>21</b>	<b>40</b>	<b>43</b>	<b>13</b>	<b>13</b>	<b>47</b>

Almost 2000 ECE substitutions were granted for the Fall 2016 cohort of students (Table 4). The number of ECE substitutions has climbed each year by one quarter to one third since 2014.

Table 4. ECE transfers into General Education – 2015-16 ECE Cohort admitted Fall 2016 at UConn.

Content Area/Competency	Substitutions
CA1 Arts & Humanities	202
CA2 Social Sciences	182
CA3 Science & Technology	96
CA3 Science & Technology – Lab	591
CA4 Diversity & Multiculturalism	6
CA4 Diversity & Multiculturalism – Int'l	13
Q Quantitative Competency	798
<b>Total</b>	<b>1888</b>

## General Education Course Enhancement Grant Competition

### Status

The annual General Education Course Enhancement Grant Competition (also known as the Provost's Competition) is designed to promote the ongoing enhancement, innovation, renewal, and academic rigor of the content and teaching of UConn's General Education curriculum. Since

2004, this grant program has tremendously enriched UConn’s General Education program by positively encouraging the development of courses that support GEOC goals for continuous improvement and renewal of General Education. Due to the formation of the General Education Task Force and the review of the status of General Education at UConn, the competition to fund new courses was not held in 2015-2016.

**Actions 2016-2017**

The grant program resumed this year with enhanced funding, so that each proposal could be funded up to \$7500. Four course proposals were awarded funding (Table 5).

Table 5. Recipients of General Education Course Enhancement Grant Competition.

Proposer(s)	Course #	Course Title	General Education	New or Revised
Ladha	CLCS 1XXX	Introduction to Islam	CA1, CA4-INT	New
Orwicz	ARTH/HRTS 3575W	Human Rights, Digital Media and Visual Culture	CA1, W	Revised
Milvae	ANSC 1XXX	Human Reproductive Biology and Society	CA3	New
Brenick et al.	HDFS 3141	Developmental Approaches to Intergroup Relations and Victimization	CA2, CA4	Revised

**General Education Course Alignment**

**Status**

GEOC’s charge includes “monitoring periodically courses that satisfy General Education requirements to ensure that they continue to meet the criteria adopted by the Senate”. Given the large number of courses that comprise the General Education Curriculum, it is not possible for the GEOC to examine each course. It instead has developed a stratified sampling design, wherein courses are chosen within each subject area that is revisited on a six-year cycle. (Initially a five-year cycle was envisioned, but GEOC redesigned the plan this year in accommodating the large number of subject areas within the LCL department). Within each subject area, courses are selected by consultation between the GEOC and the department according to a combination of factors such as enrollments, content area and competency designations, and regional campus offerings. Details on the course selection process are described in earlier GEOC annual reports.

Information on each selected course is provided by the department. Information for every selected course includes instructional pattern, the professional rank of instructors, and at least a sample of recent syllabi. Additional information is submitted according to content area and/or

competency, so that the GEOC can assess whether the selected course continues to be consistent with the criteria for each component of the General Education Curriculum.

This monitoring process has multiple benefits that justify the resources of time and funds required. Over the years, GEOC acquires information on how well the components of the General Education Curriculum continue to follow the guidelines that have been set out for it. For departments, the process is an occasion to reconsider their General Education offerings, and frequently results in proposals to add, revise or delete courses. For this reason the process is referred to as an alignment. Historically, if a course is determined by the GEOC to not be aligned, no action is taken beyond identifying specific issues with the department, and notifying the University community.

### **Actions 2016-2017**

Seventeen courses were submitted for alignment this year (Table 6). As has been the case in recent years, the GEOC found that all content area and Q courses were aligned upon review of the material submitted by departments, but that some W courses do not align for various reasons. Subsequent to the first round of GEOC review, a revised syllabus was submitted for one of the non-aligned courses and the W subcommittee agreed that the course is now aligned.



Table 6. Courses reviewed for alignment.

Subject Area(s) <sup>1</sup>	Course Number	Course Title	Content Area and/or Competency	Aligns?
AH	1030	Interdisciplinary Approach to Obesity Prevention <sup>2</sup>	CA3	Y
AH	4240W	Writing for Allied Health Research	W	Y
ARAB	1122	Modern Arabic Culture	CA1, CA4	Y, Y
CAMS	1103	Classical Mythology	CA1	Y
CAMS	3242W	Greek and Roman Drama	W	N <sup>3</sup>
COGS	2201	Foundations of Cognitive Science	CA3	Y
COGS	4296W	Senior Thesis in Cognitive Science	W	N
COMM	1000	The Process of Communication	CA2	Y
COMM	2310W	Media Literacy and Criticism	W	Y
COMM	3000Q	Research Methods in Communication	Q	Y
ENVE	1000	Environmental Sustainability	CA2	Y
ENVE	4910W	Environmental Engineering Projects I	W	Y
FREN	1171	French Cinema	CA1, CA4	Y, Y
FREN	3270W	French Literature and Civilization in English	W	Y
KINS	3530W	Physiologic Assessment of Competitive Athletes	W	Y
LAND	3230W	Environmental Planning and Landscape Design	W	N
STAT	1100Q	Elementary Concepts of Statistics	Q	Y
STAT	3494W	Undergraduate Seminar II	W	N

<sup>1</sup> Several subject areas were due for alignment but submitted no courses for one of several reasons: 1) there were no eligible courses to review, 2) the GEOC Chair granted exemption because the department plans to delete or retire the course(s) selected, or 3) the department requested deferment until next year based on extenuating circumstances. These subject areas, not ordered according to the reasons listed, were BME, CSE, EPSY, HDFs, and MSE.

<sup>2</sup> Also offered as NUSC 1030

<sup>3</sup> Alignment completed after Senate report

### **GEOC Committee Membership**

Name	Position
Joseph Abramo	CA4 co-chair
Michael Bradford	CA1 co-chair
Scott Campbell	Information Literacy co-chair
Baki Cetegen	TBA
Michael Darre	Senate C&CC
Ana Maria Diaz-Marcos	2nd Language co-chair
Steven DiBrino	Undergrad Representative
Arthur Engler	W competency co-chair
Bernard Goffinet	CA3 co-chair
David Gross	Q competency co-chair
Alvaro Lozano-Robledo	Q Center
Thomas Meyer	CA3 co-chair
Olivier Morand	CA2 co-chair
Michael Morrell	CA2 co-chair
Gustavo Nanclares	CA1 co-chair
Karen Piantek	Program Assistant
Eric Schultz	Chair
Fatma Selampinar	Q competency co-chair
Anji Seth	Info Lit co-chair
Kathleen Tonry	W competency Center
Eduardo Urios-Aparisi	CA4 co-chair
Manuela Wagner	2nd Language co-chair
Steven Zinn	W competency co-chair

**GEOC Subcommittee Members 2016-2017 Academic Year**

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

Annual Report of the University Senate Growth and Development Committee  
April 14, 2017

On conclusion of the 2016-17 academic year, the committee will have convened eight times and met with nine administrative leaders from positions throughout the university. They are:

1. Friday, September 23, 10:00-11:00am – **Kazem Kazerounian** (Dean, School of Engineering) and **Mike Accorsi** (Senior Associate Dean, School of Engineering)
2. Friday, October 28, 10:00-11:00am – **Marc LaLande** (Director of the Stem Cell Institute and its Institute for Systems Genomics)
3. Friday December 2, 12:00-1:00 – **Carol Polifroni** (Dean and Professor of the School of Nursing and Director of the Office of Public Engagement)
4. Friday, January 27, 10:00-11:00 – **Andrew Zehner** (AVP, Technology Commercialization and Industry Relations, OVPR) and **Greg Gallo** (Director of Technology Transfer)
5. Friday, February 24, 10:00-11:00 – **Rich Miller** (Director of the Office of Environmental Policy)
6. Friday, March 24, 10:00-11:00 – **Laura Cruickshank** (University Master Planner and Chief Architect)
7. Friday, April 21, 10:00-11:00 – **Wayne Locust** (Vice President for Enrollment Planning and Management)\*

Notable issues:

1. School of Engineering

The School of Engineering is having an influential impact on industry in the state, including engagement with multiple research partners. Demand for technical skills that the School provides is expected to increase significantly in the coming years. With a shortage of appropriately trained job applicants, there will likely be an increased enrollment forthcoming to meet that demand. However, the School notes that it has not received any space increase since 2004. Student population is already rapidly increasing and the number of faculty has doubled since then. While the School is attempting to relieve that pressure by having shared facilities a central part of a new building anticipated for next August, the need for sufficient space in the short and long term for faculty and students will likely remain an issue that needs to be addressed.

2. Institute for Systems Genomics

The Institute for Systems Genomics (ISG) has grown substantially in recent years. ISG has had a fruitful partnership with Jackson Laboratory and has had a center for genomics since 2012. ISG has benefited from eleven recruitments between ISG and departments across the university. These departments include Molecular & Cell Biology, Genetics and Genome Science, and Computer Science and Engineering.

ISG has implemented a variety of important initiatives, and has the potential for developing further innovations, but its promising growth is being impeded by structural and financial limitations. A Ph.D. program arising out the ISG would be academically viable and beneficial to the university, but it lacks necessary research assistants to initiate the program.

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\* Information from Vice President Locust's presentation is not included in this report as that meeting will occur after this report has been submitted.

Fundamentally, the ISG is not a department and thus does not have a direct revenue stream upon which to grow. When grant money is obtained, such funds are allocated to the department, faculty, and dean without funds allocated to the institute. ISG is distinct from a traditional department, and further attention needs to be paid to what is the optimal structure for ISG to incentivize its activities and encourage further innovations. One option for the generation of future revenue is an MS degree in Genetic and Genomic Counseling, and other sources of revenue should be considered.

### 3. Engagement

While each school or college performs individual outreach to industry, alumni, government, and other stakeholders, the Office of Public Engagement advocates, coordinates, and strengthens capacity for engagement initiatives across the University. Engagement is an important part of UConn's land grant mission. Public engagement allows the university to disseminate its knowledge and publicize its relevance to various constituents in the State and beyond. These engagements aspire to be "Relevant, Reciprocal and Responsible." Engagement is one of the four core values in the academic plan.

OPE is in the position to significantly improve UConn's reputation among various constituents and the public in general. As a result, the growth and development of engagement initiatives must receive sufficient resources and attention. Engagement initiatives have often had to survive on grants. This results in engagements that may be inconsistent or shorter term than recommended. Engagement may involve participating and then leaving a community once support ends. That can promote a negative reputation that we are merely using cities and other engagement targets for only instrumental reasons. Engagement must be supported such that it does not merely conduct its work 'for' constituents, but 'with' constituents who jointly identify and solve needs over the long-term.

### 4. Technology Commercialization and Industry Relations

Technology Commercialization Services, as a branch of the Office of the Vice President for Research (OVPR), manages a number of activities. These include the identification and protection of new intellectual property, supporting start-ups, and building connections between faculty and staff. Through the Technology Incubation Program (TIP), firms use equipment and facilities on campus and access sophisticated technology. This allows students and faculty to partner with these companies and encourages them to stay in Connecticut, or ideally, the Storrs area.

The committee expressed interest in the Office supporting software development as well as hardware innovation. This is on a wish list that the Office would support, and the university should consider enabling the capability. We also recommend more formalized and sustained engagement opportunities for graduate students to work with TIP firms and other industry partners. Support for the innovation pipeline should continue to grow. That pipeline is summarized in Exhibit 1.

### 5. Sustainability

We also examined the importance of the role of sustainability on campus. The university is well positioned in this area, which seems to have been embraced almost universally by peer institutions. UConn is currently #9 in the Sierra Club's Coolest Schools ranking. This ranking is based on objective and peer reviewed results, and UConn has been highly ranked for a number of years. UConn is also ranked #4 for sustainability in the Green Metric world university rankings. With the Board of Trustees approved a plan to upgrade to meet LEED Gold Policy standards in 2016, commitment to sustainable construction

will be a continuous presence. The Office of Environmental Policy (OEP) is also focusing on a 2020 vision plan, which sets goals for the university and does so in a fashion that are concise, measureable, and data driven. We recommend that the OEP goals are taken seriously by the university and play an integral role in any future sustainable development initiatives. Such action is responsible, environmentally sound, and lessens demands on local and global resources. It has also earned the respect of peer institutions and industry groups.

## 6. Building and Construction Planning

The university has an aggressive building and construction plan that will come to fruition over the next several years. Currently, \$480M of construction projects are complete or in the construction phase. These projects include the relocation of the Hartford campus, the innovation partnership building, improvements on Discovery Drive, the engineering and science building, the chemical waste transfer facility (main accumulation area), and the central campus infrastructure. A number of projects, constituting \$550M of investment are also in the design phase. These include the Gant Building renovation, North Eagleville Road infrastructure, and the Gampel Pavilion roof. These initiatives represent significant achievements which will bring great benefit to the university.

However, there are significant needs that remain unmet and should become a priority for the university. The availability of classroom and teaching spaces is a significant need that must be met, both in the long term as well as the short term, as classes are occasionally displaced on a temporary basis as building projects conclude. Construction results in displaced students who need classrooms as new buildings replace old structures. Further, student growth is also developing the need for additional classroom space. The most recent classroom space was Laurel Hall, which opened in 2011. While space for faculty and staff are important, student needs must be a significant part of any expansion plan. In addition, conclusive action regarding the status of Torrey Hall must be given priority. The physical facilities are insufficient for faculty and student needs and it is a pressing need for the departments that research and teach in that building.

Growth and Development Committee Members: David Benson, Robert Bird (Chair), Joerg Graf, Maria Gordina (on sabbatical), Michelle Judge, Louise Lewis, Lyle Scruggs, Suzanne Wilson, Danielle Bergmann, Tracie Borden, Greg Bouqout, Nick Ferron, Katrina Higgins, Faquir Jain, Carolyn Lin, Min Lin, Tina McCarthy, Andrew Moiseff, Kylene Perras, Lawrence Silbart (ex-officio)

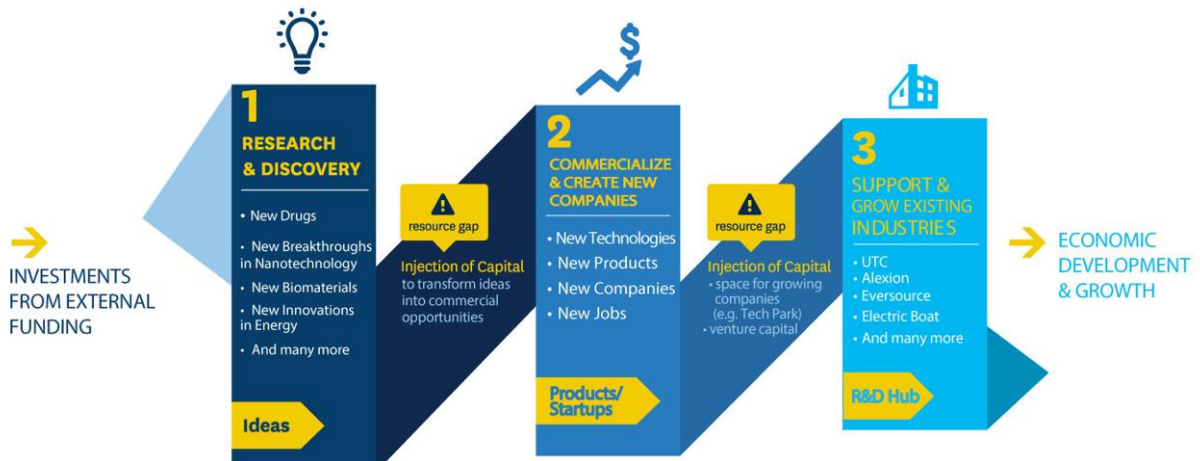
Committee Charge: *This committee shall keep under review the general changes, actual and prospective, of the University over time and may recommend any desirable expressions of Senate opinion on these matters. The committee may also provide on behalf of the Senate an evaluation and review of specific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

Exhibit 1

# UCONN RESEARCH & INNOVATION: Economic Driver for CT

## University Initiated Pipeline for an Innovation Economy

UConn generates new discoveries that move through translational stages towards commercialization, investment, new companies, and new jobs for Connecticut.



**Annual Report to the University Senate of the  
Senate Scholastic Standards Committee  
2016-2017 Academic Year**

*Scholastic Standards presented two motions to amend the By-Laws, Rules and Regulations of the University Senate during the 2016-2017 AY. One further motion is pending for the fall semester.*

**Motions Presented**

**II.C.1, Requirements in General, Minors**

The by-laws were silent on minors and this motion was introduced to provide consistency across programs while leaving control with the schools and colleges. The new language is as follows.

**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 prohibited by the department or program offering the minor as specifically stated 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.

Approved October 3 2016.

**II.E, Scholastic Standing**

The Scholastic Standing portion of the By-Laws that relate to Grades was out of date and did not reflect desired or current practice. The committee spent several meetings making significant changes and reorganizing this section. The changes were presented and approved with very little discussion by the Senate.

Approved October 3 2016.

**Motions in Preparation for Fall 2016**

**11.E, Scholastic Standing**

The Senate By-Laws make limited mention of courses offered outside of the fall and spring semesters. As more courses are offered in the inter and summer sessions, the By-Laws require revision to clarify regulations covering those courses. New language has been prepared covering four different By-Law sections and will be brought to the Senate as determined by the SEC.



*In addition to the discussions that resulted in the above approved and planned motions, Scholastic Standards considered several other items over the past year. These included:*

- The SEC asked the SSC to review the question of whether there should be an expedited process for review of appeals against dismissal for some categories of students. It determined that the current procedure, which gives authority to the Vice Provost for Academic Affairs to oversee and to expedite appeals as she sees fit was sufficient and so no changes are recommended.
- The committee met twice with Sarah O’Leary and Abigail Hastillo from Education abroad. Students studying abroad sometimes do not complete the process for bringing courses taken abroad onto their UConn transcripts. The view of Education Abroad, shared by the SSC is that this should not be an optional process. A process to ensure that this occurs was agreed and language developed to inform students of this requirement. The process governing withdrawal from courses was also discussed and it was agreed that students should conform to host institution rules while abroad but transcript modifications could be made upon return when these rules were inconsistent with those at UConn.
- The SEC asked the committee to consider the possibility of including 2 October non-class days in the fall semester to lessen stress on students. The committee reviewed evidence considered at the time of the last calendar revision and met with the directors of Student Health Services and Counseling and Mental Health Services at a meeting with the Student Welfare Committee. Given the difficulties of making adjustments to the calendar and the testimony that addition of break days was unlikely to ameliorate stress on students, the committee recommended to the SEC that the inclusion of October break days was not warranted.
- The committee reviewed policies and procedures governing academic adjustments for general education second language and quantitative requirements and produced a new policy document in accord with current practice. This was passed on to the Senate Curricular and Courses Committee and then to GEOC, since the original policy had come to the Senate through those bodies.
- Following a request from Residential Life, the SSC considered the question of how soon students should be allowed to return to residence on campus following academic dismissal. The committee determined that the By-Laws are clear that dismissal includes non-residence on campus and so that return to housing should await return to classes.
- Concerns about different grading scales at the graduate and undergraduate levels were discussed, namely the availability of A+ at the graduate level. This may unfairly penalize undergraduate students taking graduate courses who cannot receive an A+ grade, even if they perform at that level. There was reluctance to tamper with the undergraduate grading scheme and so discussions will be initiated with the graduate school on this topic.
- At the time of course renumbering, the Registrar reserved certain course numbers for specific kinds of courses. Utilization of these numbers is quite variable across

- departments making reporting difficult, particularly as regards undergraduate research. The committee reviewed this numbering system and developed an extended and more complete version that would clarify the function of these courses for faculty and students and facilitate reporting. This document was passed on to the SEC and SCCC.
- The committee also began discussions on the Academic Integrity policy and in particular why it was not being followed by faculty.
  - Following a request from Sally Reis to the SEC, the committee was asked to reconsider the usefulness of the fall exam period Reading Day. It was determined that data were needed about student and faculty attitudes towards the Reading Day and planning was commenced on how those data should be obtained.

The committee is grateful to Cheryl Galli for the assistance she provided over the course of the year and to all members for their combination of good humor, clear thinking and attention to detail.

Respectfully submitted,

Hedley Freake (Chair)

2016-2017 Senate Scholastic Standards Committee Members:

Brian Aneskievich, Lorraine Apuzzo (GSS), Karen Bresciano, Stuart Brown, Jennifer Lease Butts (ex-officio), David Clokey, Robin Coulter, Susanna Cowan, Joseph Crivello, Lauren DiGrazia, Erika Elechicon (USG), Holly Fitch, Hedley Freake, Lawrence Gramling, Katrina Higgins, Jill Livingston, Steven Park/Peter Diplock (representing SCCC), Annelie Skoog, Susan Spiggle, Gina Stuart, Ellen Tripp, David Wagner.

**Annual Report**  
**Student Welfare Committee, 2016-2017**  
**University of Connecticut Senate**

**Committee Charge:**

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

**Committee Members:**

- \*Karen Bresciano, Chair, Student Affairs
- \*Gerry Gianutsos, Pharmacy
- \*Peter Gogarten, Molecular & Cell Biology
- \*Karl Guillard, CAHNR
- \*Shareen Hertel, Political Science
- \*Patricia Jepson, CAHNR Academic Advisory
- \*Robert Tilton, English
- \*Jaci VanHeest, Education
- \*Christine Wilson, Student Activities
- Thomas Briggs, Graduate Student Senate
- Kate Fuller, UConn Libraries
- Michael Gilbert, VP Student Affairs (Ex Officio Member)
- Kelsey Heidgerd, Undergraduate Student Government
- Kelly Kennedy, Business
- Erin Mason, Registrar's Office
- Tina McCarthy, Student Health Services
- David Mrotek, ISS-Academic Program Center
- Morty Ortega, CAHNR
- Shelly Reel, Office of Admissions

**Cross-Representation:**

Patricia Jepson- Diversity Committee  
 Tina McCarthy- Growth & Development

**Report of Activities:**

During the 2016-2017 academic year, the Student Welfare Committee met with constituents across the University during six monthly meetings from September to April. The February meeting was cancelled due to snow.

**Summary of Monthly Meetings:**

**Full minutes of each meeting can be found at**  
<http://www.senate.uconn.edu/SWC/swcminutes.html>

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

Fraternity and Sorority Life- The SEC asked our committee to look at student welfare issues as it relates to the Greek community, specifically issues around underage drinking and other troubling behavior at university sponsored or related events. Todd Sullivan, the now former Director of

Fraternity and Sorority Life, came and spoke about the status of things in fraternity and sorority life. Todd gave a brief history and overview of the growth of fraternity and sorority life at the University of Connecticut. Todd explained that the Office of Fraternity and Sorority Life provides overall expectations for students and the chapters set their own expectations/goals. Prior to students hosting events, staff members from Student Activities meet with students to discuss risk management. The Office of Fraternity and Sorority Life also offers programs for diversity, alcohol education, masculinity, and hazing prevention. Fraternity and Sorority Life has worked to build partnerships with campus partners including Off-Campus Student Services, Community Standards, and UConn Police.

Academic Integrity Policy- This topic was continued over from last year. There were anecdotal concerns that the Academic Integrity Policy was not being implemented by instructors as written, specifically, the requirement for instructors to inform Community Standards when they suspect academic misconduct and implement an academic consequence. The student welfare concern is that students might not be informed of their right to a hearing and Community Standards might not be able to recognize patterns of repeat violations without reports from instructors. Sarah Redlich, Graduate Assistant in the Dean of Students Office gave an overview of general findings from research on academic integrity processes and policies at UConn's peer and aspirant institutions. Sarah shared the results from a survey conducted in March 2016 on instructor and student perspectives on UConn's Academic Integrity Policy. The Committee discussed the benefits of instructors reporting alleged incidents of academic misconduct to Community Standards (information-sharing, educational/teachable moments). There was discussion about whether a determination should be made so faculty would only report incidents of academic misconduct that rise to a certain level of severity. The Committee talked about the need for faculty to understand the policy and whether or not faculty should meet with students before determining an academic consequence. The Committee proposed an idea of developing a flowchart that would illustrate the Academic Integrity Policy as well as provide bullet points with key aspects of the policy. There was discussion of asking Department heads/chairs to talk about the Academic Integrity Policy with faculty in their department. The Faculty Standards Committee and Scholastic Standards Committee will be involved in these conversations. The Committee's general determination was that this is an implementation issue and there are no proposed changes to the policy at this time.

Transportation- Bill Wendt, Tanya Husick and Dennis Solensky talked with the committee about concerns with transportation, especially for graduate students in the Willimantic area. Bill Wendt discussed that as a major research institution we need to do more to get students and staff to and from campus. WRTD is the only public transit available with just five 30-foot transit buses. He encouraged students to discuss their concerns about WRTD service options directly to WRTD. There are on-going talks about opportunities for Mansfield and Storrs to have greater service than just the service from Windham since no service comes from the Tolland and Vernon areas. The University is working with the State DOT, the governor's initiative on transportation, and the DOT commissioner. Tanya Husick discussed concentrating on marketing so people know what transportation options are available to them. Some recent initiatives include zip cars on campus, a ride share app for the university community to use to find people to ride with (for commutes, trips off campus etc.), and a car rental service for business use which might be made available for personal use as well. Dennis Solensky talked about tapping into federal and state

funding to ease the financial burden on UConn. He said support letters from UConn community members are critical to go along with public grants for UConn. There are also plans to do a full route restructuring to help with issues of overcrowding on the buses and to enhance the GPS system to improve tracking.

Student Health Services- Suzanne Onorato spoke about Student Health Services and shared the goal is to support student success, work hard to keep core to mission of making sure students remain healthy and graduate so they will be successful here and beyond. She said this work requires a full community to make it happen and the importance of engagement with faculty, staff, parents, community partners etc. Suzanne discussed how care is provided through the continuum: education and prevention, early identification, intervention and treatment, and crisis management. She said SHS is constantly looking to engage and educate the community. SHS is looking to move next on connecting prevention, early intervention and treatment to create an integrated care approach. Suzanne talked about looking at the population to identify students before they are in crisis. Statistics were shared including there are about 900 visits a week in the infirmary, which is about 40% of students. Staff in SHS look at each student's health history form (about 6,000/year) to develop plans of care for students with preexisting conditions.

Counseling & Mental Health Services- Betsy Cracco spoke about Counseling & Mental Health Services, particularly the core areas of clinical service, outreach, and training. Betsy discussed training for identifying students who are in a crisis and what to ask. The "Ask, Listen, Refer Program" is an online module that is a half-hour training designed for faculty/staff. Participants get a certificate for completion. There is also a faculty/staff tab on the CMHS website with helpful resources. Betsy shared the numbers in CMHS are increasing by a rate of about 20%/year. She also talked about the epidemic of anxiety and loneliness and how can we create a connected and responsive community. There is an increased utilization of counseling services and an increased demand for unscheduled care. Betsy shared that distress is normative and a public health approach that focuses on community-wide messaging of coping and social support has become the focus. For outreach and prevention efforts, CMHS has connected with over 9,000 students over the AY15-16 year not including parents, faculty and staff.

Academic Calendar/Student Stress- The committee discussed a possible change in Break (e.g. adding two days off in October) as a way to mitigate student stress and anxiety. Betsy Cracco said she is not sure if a two-day break would provide relief to students and the Thanksgiving break does not really help with volume. Betsy said student volume is not different from Spring to Fall. The peak usually happens around week 9 to 10 in the semester. Betsy said the summer is getting busier because more students are taking classes over the summer. The second semester (around January) also becomes busier.

The UConn Bookstore Group- Len Oser, General Manager at the UConn Bookstore and Neil LeBeau, Regional Manager at Barnes and Noble shared information about the Barnes and Noble transition to UConn over the past ten months. Len and Neil addressed concerns raised about textbooks prices. They stated that student welfare is very important to Barnes and Noble as a company. Barnes and Noble wants to be fully integrated into the campus, helping students have a successful education, and providing additional revenue to the school earmarked for student support, and being committed to affordability and access. Barnes and Noble started a price match

program to match textbook prices on Amazon.com and barnesandnoble.com. Len and Neil said renovation to the Bookstore will begin over the summer (immediately following commencement), a full-licensed Starbucks café will be added, and three separate rooms will be created for community/study space. Barnes and Noble will work with University events on scheduling the space to be used for a variety of purposes. Barnes and Noble has a Bookstore Advisory Group that has already met a couple of times. Len and Neil said there are about 3300 titles of books on campus and about 80% are available as a used book or a rental book. In the first year of operation, Barnes and Noble has saved students over \$1 million dollars. For course packs that were available at less expensive rates, there were issues with copyright clearances. Concerning Barnes and Noble human rights and social responsibility policy—the company is a FLA member and insists that all manufacturers of any products sold or purchased comply with FLA standards of human rights. In regard to concerns about healthy food options at the Bookstore, Barnes and Noble sells sandwiches and salads, removed the frying machine, and with the addition of the full Starbucks the Bookstore will have more healthy food options. Barnes and Noble wants to work with campus partners and wants to be a resource for people on campus.

Center for Students with Disabilities- Donna Korbel and Kimberly Mckeown from the Center for Students with Disabilities talked with the Committee about the accommodations process. After the student meets with a disability services provider, the disability provider writes an accommodation letter for the student and emails the student's faculty members. The Center cannot restrict when students register with the office based on civil rights legislation. Federal law requires the Center respond to students in a timely manner, review their documentation, make a determination about appropriate accommodations, and communicate these accommodations to faculty. University policy states students must register with the Center to receive accommodations. If students talk with faculty about their specific conditions and requests for accommodations in a particular class, it is encouraged to refer students to the Center for appropriate documentation and accommodations. The Center engages in an individualized, interactive process with every student. Retroactive accommodations are not something the Center does regularly but need to be considered. The Center is working with many students who have varying needs including students with ADHD, Autism, psychological health conditions, learning disabilities, and chronic health conditions. The Center sees a huge increase in numbers of students after midterms. Currently as of 4/12/17, the Center is working with about 3,340 students, although these numbers continue to increase on a daily basis.

Anticipated and Continuing Topics for Next Year include the following:

Smoke Free Campus Policy

Securing academic buildings in the evenings

Safety concerns regarding motorbikes, lack of crosswalks and lighting around campus

Finals Schedule and Finals Rescheduling By-Laws

Reading Day and Academic Calendar Issues

**Respectively Submitted** on 4/17/17 by

Karen L. Bresciano, Chair

Sarah Redlich, Graduate Assistant

SENATE UNIVERSITY BUDGET COMMITTEE 2016-17  
ANNUAL REPORT TO THE UNIVERSITY SENATE COMMITTEE

### CHARGE

This committee shall review the planning, negotiation, and allocation of the University operating, capital, and other budgets, the process of making budgetary and financial decisions and the determination of priorities among academic and other programs having financial implications. This committee may recommend any desirable expressions of Senate opinion on these matters. The committee shall include two undergraduate students and one graduate student.

### COMMITTEE MEMBERS

\*Carol Atkinson-Palombo, Chair, Geography; \*Rajeev Bansal, School of Engineering; \*Steven Batt, University Libraries; \*Nancy Bull, CAHNR; \*Eleni Coundouriotis, English; \*Kelly Dennis, School of Fine Arts; \*Joe Loturco, Physiology & Neurobiology; \*Philip Mannheim, Physics; \*Paula McCauley, School of Nursing; \*Jeffrey McCutcheon, School of Engineering; \*Suresh Nair, School of Business; Angela Brightly, Waterbury Campus; Melanie Klimjack, Graduate Student Senate; Devinaa Mangal, Undergraduate Student Government; James Marsden, School of Business; Jeanne Martin, Avery Point Campus; Dylan Nenadal, Undergraduate Student Government; Corey O'Brien, Student Union; Katrina Spencer, Budget Office (Ex-Officio Member); Daniel Stolzenberg, School of Education; Judith Thorpe, Art & Art History (\*Senate Member 2016/2017 )

### OVERVIEW OF THE COMMITTEE'S BUSINESS IN 2016-17

The Senate University Budget Committee met seven times during the year.

10/17/2016 Meeting: As in past years, the committee's first meeting featured an overview of the University's financial situation and also the faculty hiring plan, provided by Budget Director Katrina Spencer. She updated the FY16 budget and gave an overview of the FY17 budget. She also spoke about the new fringe benefit rates. The general message was that the State was suffering from quite considerable budget challenges and that UConn would be facing cuts in its appropriation going forward.

11/1/16 Meeting: Jeff Seeman, Charlie Eaton, and Mike Glasgow presented data on "The High Cost of Doing Research at UConn" that highlighted how challenging the combination of high fringe rates and overhead are to funded research. The challenges presented are particularly acute for those receiving funding from granting agencies that include overhead in the overall amount of funded awarded (e.g. the NSF) compared to those who award that in addition (e.g. the NIH). Discussion took place about initiatives that could possibly reduce the cost of research. Given that the fringe rates are set by the state and overheads are determined at the federal level, the SUBC suggested that UConn could reconsider the charging of graduate student tuition to grants.

11/29/16 Meeting: General discussion about priorities for the Senate UBC: In this meeting, the Committee discussed what issues it would like to tackle in the academic year. The priorities were deemed to be the high cost of doing research at UConn and the growing subsidy to the Athletics Department.

02/15/17 Meeting: Data on subsidies to Athletics Departments around the country as well as expenditures for individual teams at UConn were shown at this meeting. The data provided a strong foundation for better understanding the national context for Athletics programs, as well as some of the specific history of UConn's engagement with the Big East conference.

03/27/17: Meeting with David Benedict, Director of Athletics. The purpose of this meeting was to obtain further clarification about the initial plan that Mr. Benedict had presented to the University Senate on November 3<sup>rd</sup> 2017 that focused on initiatives to reduce the subsidy to Athletics going forward.

04/17/17: Meeting with the Committee to further discuss feedback from the meeting with the Director of Athletics and decide what follow-up may be required.

04/24/17: Meeting with the Committee to finalize a special report on "UConn's Subsidy to the Athletics Department" and to discuss wording for a resolution to the University Senate for inclusion in the May 1<sup>st</sup> 2017 agenda.

Respectfully submitted, Carol Atkinson-Palombo, 2016-17 Chair, on behalf of the Senate University Budget Committee

25<sup>th</sup> April 2017



# UConn Foundation: Development



Jake Lemon, Senior Vice President for Development

May 1, 2017

# UConn Foundation

## Three Primary Responsibilities

16/17 - A - 437

- Engage Alumni and Friends
- Raise Money
- Invest Money

# Engage Alumni and Friends

16/17 - A - 438

- Integration of Alumni Relations
- Examples of Engagement Tools
  - National Speaker Series
  - Regional Athletic Events
  - School/College Based Events
  - Hosted Receptions

# Raise Money

- Donor Acquisition (Formerly Annual Giving)
- Constituent Development
  - Schools, Colleges, and Units
- Central Development
  - Planned Giving
  - Corporate and Foundation Relations
  - Regional Giving

# Raise Money- New Initiatives

16/17 - A - 440

- Rethinking of Annual Giving
- Thoughtful Principal Gift Program
- Grateful Patient Program
- Robust Planned Giving Outreach

# UConn Foundation: Investment Management

Jerry Ganz, Senior Vice President of Finance and Administration

May 1, 2017

# Team

Jerry  
Ganz

- SVP Finance and Administration

Shahid  
Farooqi

- Director of Investments

Erik  
Strobel

- Senior Investment Analyst

# Management Structure

16/17 - A - 443

**Foundation Board**



**Investment Committee**

**Foundation Staff**



**StepStone**

**Covariance Capital Management**



# Total University Endowment

16/17 - A - 444

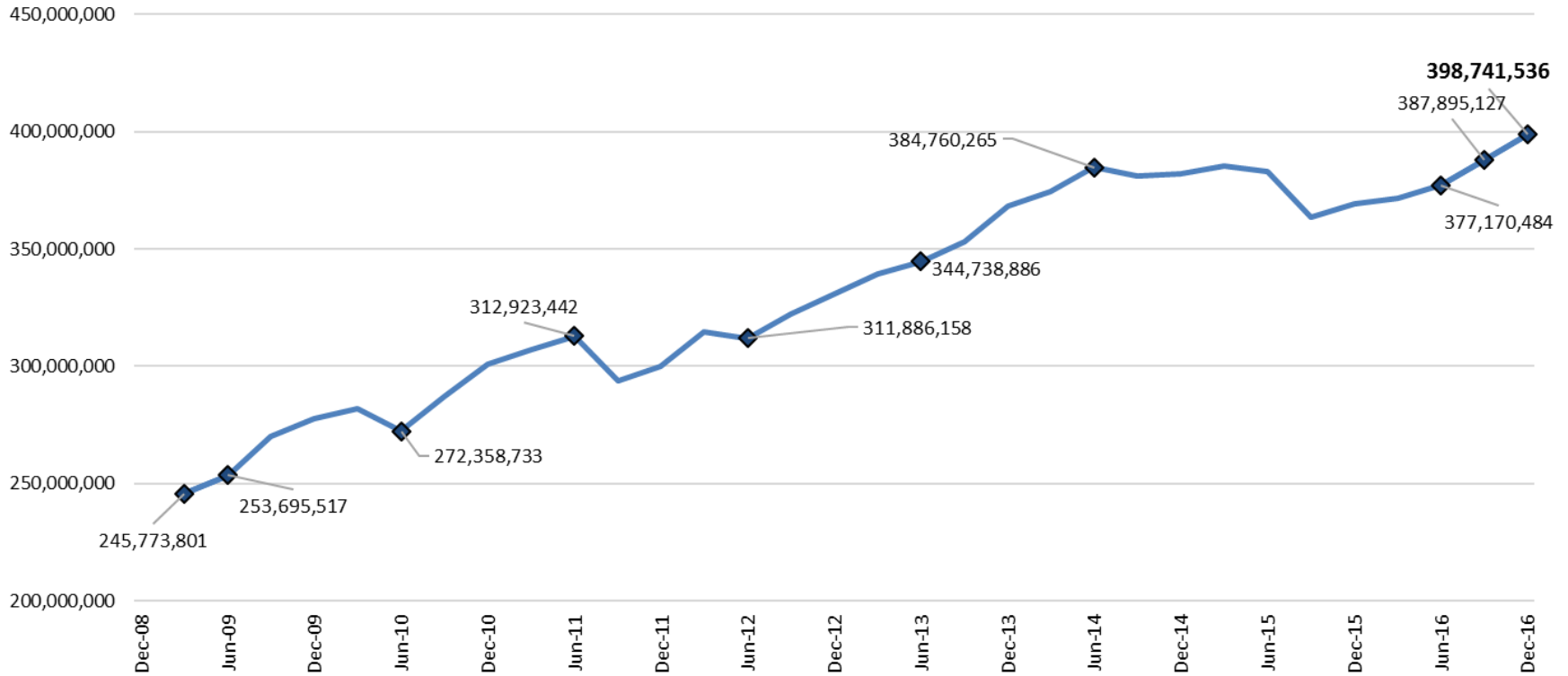
UConn Foundation Endowment	\$	362,978,525
Law School Foundation Endowment		21,791,572
UConn Endowment*		13,971,439
		<hr/>
<b>Total University Endowment</b>	<b>\$</b>	<b><u><u>398,741,536</u></u></b>

*Total University Endowment is as of 12/31/16*

*\*Endowments belonging to UConn managed by Foundation as agent*

# Asset Growth Over Time

16/17 - A - 445



# Asset Allocation

16/17 - A - 446

Fund Category	Asset Class	Long-Term Target	Range
Growth	Global Equity	30	10 - 60%
	Hedge Funds - Directional	10	0 - 25%
	Private Capital	25	5 - 45%
Risk Minimizing	Global Fixed Income	7.5	5 - 30%
	Hedge Funds – Non-Directional	7.5	0 - 20%
	Portfolio Diversification Strategies	5	0 - 15%
	Cash	0	0 - 25%
Inflation Hedging	Marketable Real Assets	0	0 - 10%
	Private Real Assets	15	0 - 30%
	<i>Total</i>	<i>100%</i>	

# Portfolio Targets

16/17 - A - 447

## Investment Goal:

- Outperform:
  - Spending Rate (4.25%) + Administrative Fee (2%) + Inflation (~2%)  
calculated over 12 quarters

### **8% Return Target**

## Three pillars of the Investment Policy Statement (IPS)

- Growth of Assets
- Protection from Inflation
- Risk Management

# UConn- US News: Top 20 Public University

16/17 - A - 448



- Founded in 1881
- 32,027 Students
- Connecticut's Flagship Research University
- R1-Doctoral University: **Highest category of research Universities**
- "Public Ivy" (Greene's guides)

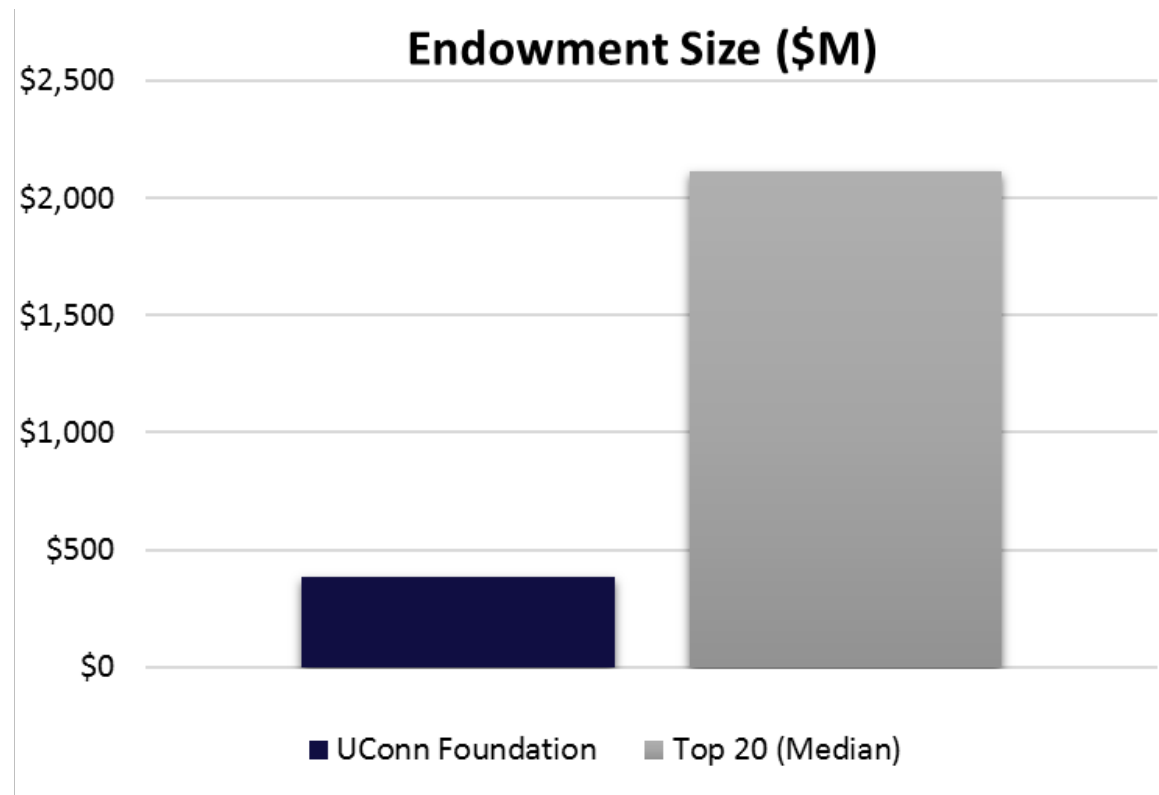
# Overview

UConn was ranked 20<sup>th</sup> Best Public University by US News but has the 75<sup>th</sup> largest endowment.

# Endowment Size-Relatively Small

16/17 - A - 450

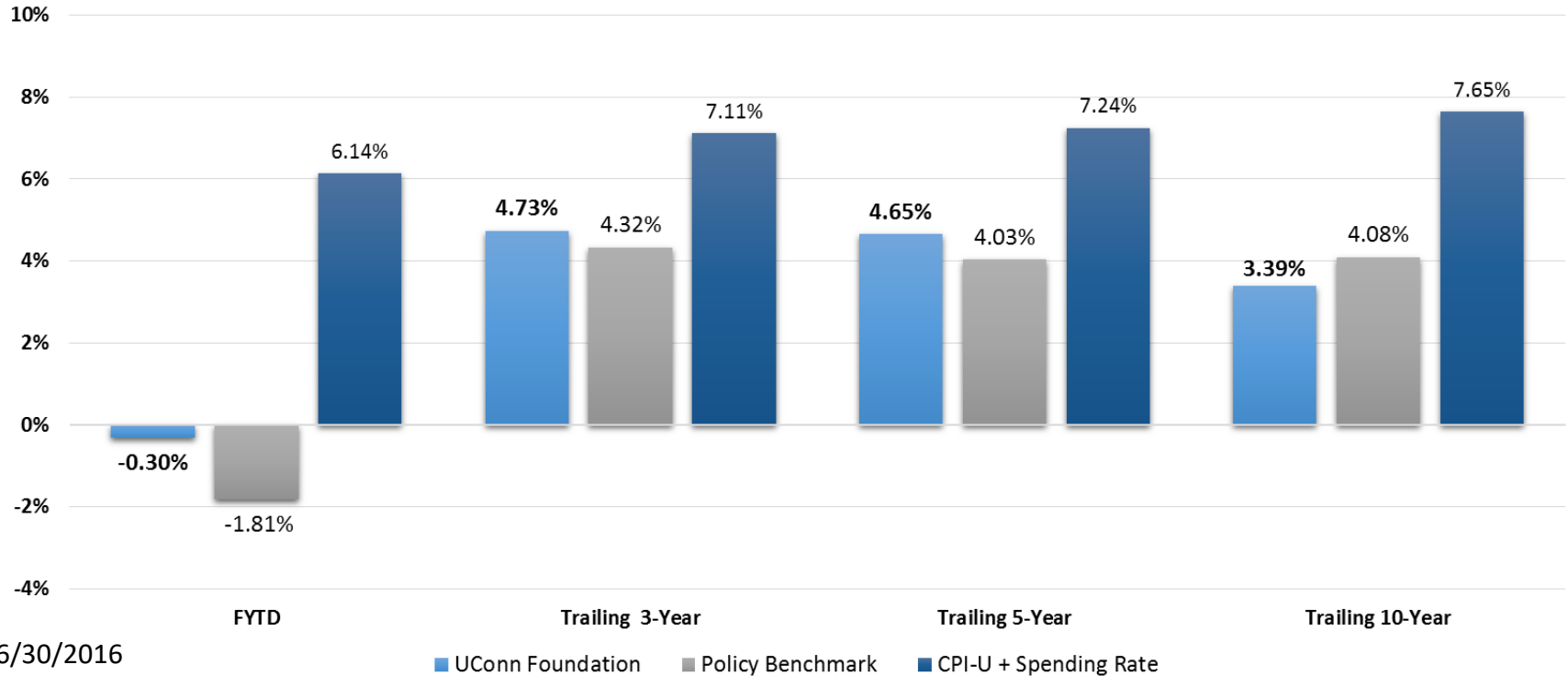
The UConn  
Endowment is  
nearly **\$2BN smaller**  
than the Top 20  
Public Median



# Long Term Returns

16/17 - A - 451

## Comparative Rates of Return

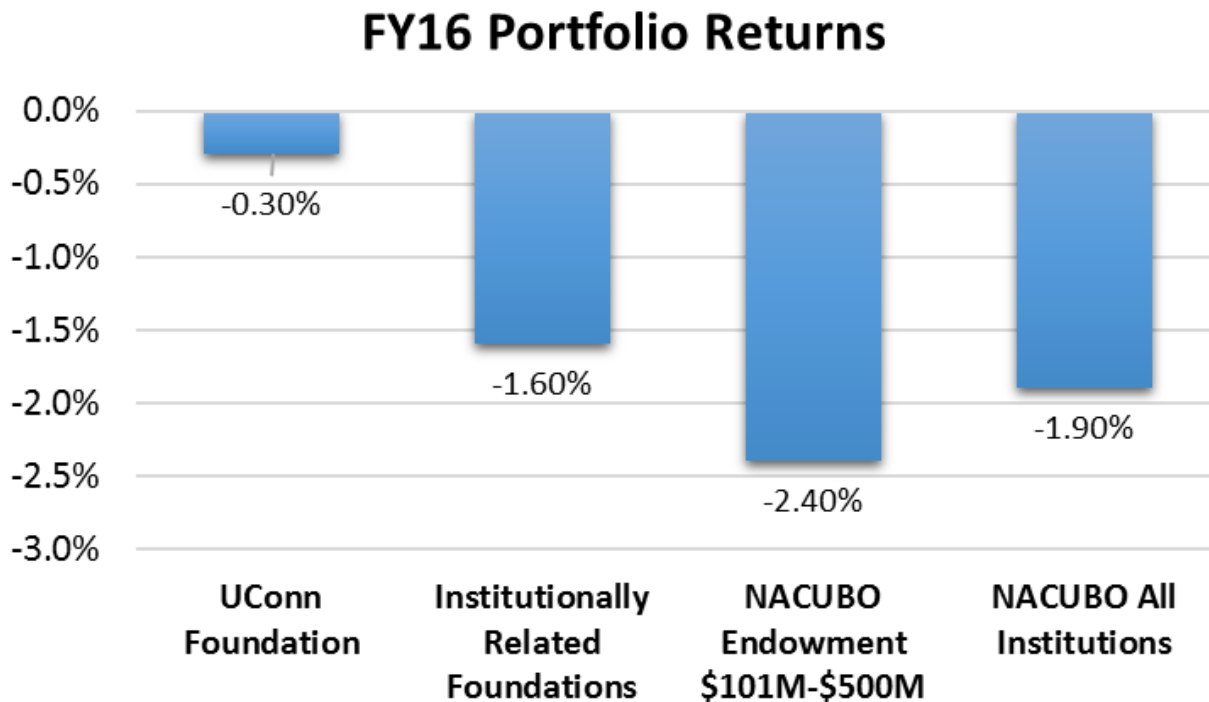


As of 6/30/2016



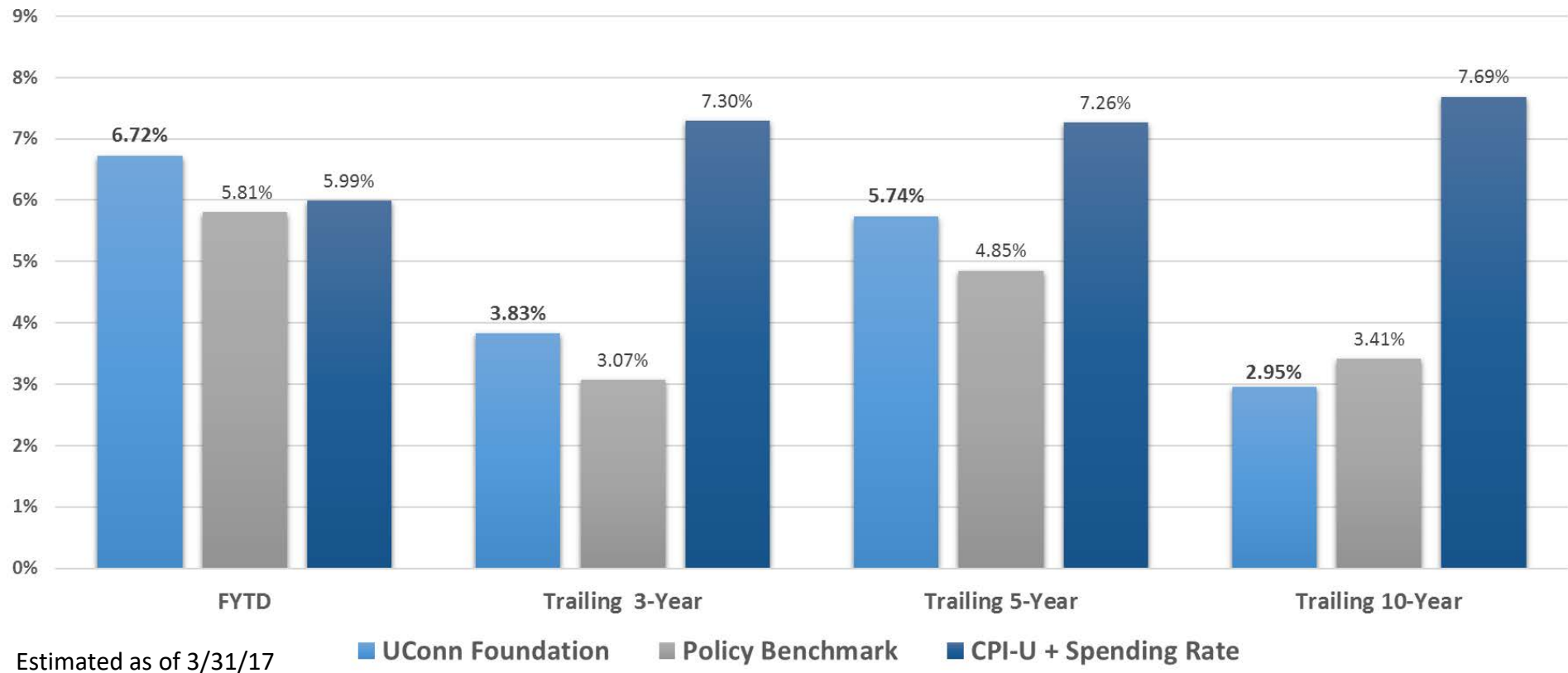
# Recent Performance – Top Decile!

16/17 - A - 452



# Long Term Performance vs. Targets

16/17 - A - 453





**Financial Aid and Retention & Graduation Task Force  
Presentation to the University Senate**

**May 1, 2017**

**Wayne Locust, Vice President, Task Force Chair**

**Gary Lewicki, Assistant Vice President**

**Enrollment Planning and Management**

# PRESENTATION OVERVIEW

1. Task Force
2. Admissions Profile
3. Undergraduate Enrollment
4. Financial Aid
5. Retention and Graduation
6. Observations

# BROAD REPRESENTATION

- Academic Enrichment & Support Programs
- Cultural Centers
- Enrollment Planning & Management
- Faculty
- Office of Institutional Research & Effectiveness
- Office of the Provost
- Regional Campuses
- Student Affairs Programs
- Students

# INCOMING FIRST-YEAR STUDENT PROFILE

STORRS						
Fall Cohort	2012	2013	2014	2015	2016	12-16 Change
Applications	29,966	27,479	31,280	34,978	35,979	20%
Incoming Freshmen	3,114	3,755	3,588	3,774	3,820	23%
Average SAT	1226	1233	1234	1233	1233	7 pts
Top 10% HS Class	45%	48%	50%	50%	51%	6 pts
Minority Freshmen	27%	27%	33%	32%	36%	9 pts

REGIONAL CAMPUSES						
Fall Cohort	2012	2013	2014	2015	2016	12-16 Change
Incoming Freshmen	1,028	1,104	1,406	1,363	1,297	26%
Average SAT	1020	1020	1034	1042	1022	2 pts
Minority Freshmen	39%	42%	43%	42%	49%	10 pts

Source: OIRE

# COMMITMENT TO FINANCIAL AID FOR UNDERGRADUATE STUDENTS

16/17 - A - 458

<b>Financial Aid: All Campuses (Fall 2014-2016)</b>			
Fall	2014	2015	2016
# Recipients	10,391	11,174	11,321
Average Gift Aid	\$6,962	\$6,915	\$7,653
# Need-Based Recipients	8,681	9,237	9,193
# Merit-Only Recipients	1,710	1,937	2,128
Total Gift (\$)*	\$73.5M	\$79.9M	\$88.6M
Need-Based	\$58.6M	\$61.0M	\$68.1M
Merit-Based	\$13.7M	\$16.2M	\$19.2M

\* Total Gifts amount reflects total need- & merit-based aid UConn allocated for new & continuing students. Need & Merit-Based in this table don't add up to the allocated amount because these figures are from the fall census date and change throughout the academic year based on awarding strategies. At year-end, UConn expends nearly all, or all, allocated funds.

Source: Office of Student Financial Aid Services

# STORRS RETENTION & GRADUATION TRENDS

Fall Cohort	1-Yr Ret	2-Yr Ret	3-Yr Ret	4-Yr Grad	5-Yr Grad	6-Yr Grad
<b>2008</b>	92%	87%	85%	67%	80%	81%
<b>2009</b>	93%	88%	85%	70%	81%	83%
<b>2010</b>	92%	87%	85%	70%	81%	82%
<b>2011</b>	93%	87%	85%	70%	81%	
<b>2012</b>	94%	90%	88%	73%		
<b>2013</b>	93%	89%	87%			
<b>2014</b>	92%	87%				
<b>2015</b>	92%					

Source: OIRE



# STORRS R&G Rate Gaps by Residence

## In-State (IS) vs. Out-of-State (OS) Students

RETENTION	1-Yr		2-Yr		3-Yr	
Freshman Cohort	IS	OS	IS	OS	IS	OS
Fall 2012	95%	90%	92%	83%	90%	82%
Fall 2013	95%	89%	91%	84%		
Fall 2014	94%	87%				

GRADUATION	4-Yr		5-Yr		6-Yr	
Freshman Cohort	IS	OS	IS	OS	IS	OS
Fall 2012	71%	68%	84%	75%	86%	76%
Fall 2013	72%	66%	84%	75%		
Fall 2014	73%	65%				

Source: EPM, OIRE

Note: Green Font = Higher; Red Font = Lower

## SUBCOMMITTEE FINDINGS

- R&G Task Force subcommittee looked at nature of IS/OS gaps: who leaves, why they leave, where they go and the steps we can take to improve domestic out-of-state student retention and graduation rates
- Reasons cited by OS leavers: *fit, too large, affordability, could not get into desired academic program, and personal/family/health reasons*
- Out-of-state leavers who transfer tend to enroll in a higher education institution in their home state
- We see the same pattern here. A large portion of students who transfer in from out-of-state schools to UConn are CT residents

## LOOKING AHEAD

1. Track retention and graduation disparities among underrepresented minority students.
2. Analyze and support regional campus regional campus retention and graduation initiatives.
3. Report progress on out-of-state student retention and graduation initiatives and outcomes to the University Senate.



## The Retention & Graduation Task Force

### Annual Report to the University Senate

Monday, May 1, 2017

Prepared by the  
Division of Enrollment Planning & Management

## 2016-17 Retention & Graduation Task Force Annual Report to the University Senate

### I. Introduction

This annual report provides updated trend data and information regarding admissions, retention and graduation of undergraduates at Storrs and the regional campuses. UConn's record of success on these important outcomes starts with our excellent academic programs. These are complemented by an array of academic enrichment/support opportunities, as well as many student life activities. The sum is a robust environment geared toward students' academic, career, personal and social growth.

The University of Connecticut's retention and graduation rates continue to be among the best for public research universities, nationally. Our four-year graduation rate, consistently among the top ten recently, increased from 70% to 73% this past year marking a new high for UConn. Our average time-to-graduation, at 4.2 years is particularly strong, ranking us near the very top (3rd of 58 peer institutions in the latest national data, see Attachment 1). This is significant because the value of timely graduation cannot be overstated. These graduates can move on to the next phase of their lives, whether that involves advanced education or employment, and they can avoid paying tuition and fees for additional courses, semesters or years pursuing their bachelor's degree. And, by finishing in four years, those dependent on student loans can avoid incurring more debt. It should be noted, UConn's student loan default rate is well below the 11.3% national average according to the U.S. Department of Education.

Our Retention & Graduation Task Force members, from across the University, are listed on page 7. As we continue to focus on challenges and opportunities, this past year, we turned to an outcome that we share with most of our peers nationally: lower retention and graduation rates for out-of-state students vs. those from in-state. We decided to start by addressing domestic out-of-state students because, unlike international students, they do not have a number of support and enrichment programs devoted to them and their needs.

### II. Admissions Trends: Storrs Freshmen

Guided by University and Division policy regarding admissions criteria and enrollment targets, the Office of Undergraduate Admissions strategically identifies prospects who meet institutional qualifications so we can build applicant pools of academic quality, size and diversity. The number of admissions applications for Storrs continues to climb. Over the past four years, planned enrollment growth, in response to the Next Generation Connecticut Program, produced average Storrs freshmen classes of 3,734, with our largest ever, 3,822, in fall 2016. Although, our academic profile did not decline, larger incoming cohorts did halt previous improvement in mean SAT scores. Note that the mean score for Fall 2016 of 1233 was no higher than the mean in Fall 2013. Had we enrolled smaller cohorts, we would have had noticeable gains in mean SAT scores.

The academic profile, as measured by academic quality of our entering class, includes SAT scores, standing in graduating high school class, along with academic record and accomplishments, and other factors. Half of our freshmen are from the Top 10% of their high school class, and the number entering our Honors Program has grown. The average SAT of the Fall 2016 Honors Program freshmen was 1402. Maintaining the academic quality of our student body is essential to attracting and recruiting great students and faculty. This is critical to maintaining our position or moving up in national rankings, attracting potential investment in UCONN by private industry, garnering research grant funds, and drawing private philanthropic gifts. By nearly every measure, we are able to become a better, stronger institution as long as we are able to maintain and build on academic quality.

1. Admissions Trends: Storrs Freshman Profile (Fall 2012-2016)					
Fall	2012	2013	2014	2015	2016
Applications	29,966	27,479	31,280	34,978	35,979
Admits	13,397	14,745	15,629	18,598	17,552
Enrolled	3,114	3,755	3,588	3,774	3,822
Mean SAT	1226	1233	1234	1233	1233
Top 10% HS Class	45%	48%	50%	50%	51%
In-State	69%	68%	61%	57%	36%
Minority	28%	27%	33%	32%	36%
Honors Program	438	462	514	533	525

Sources: Undergraduate Admissions and OIRE

### III. Regional Campus Freshman Profile

Fall 2012 and Fall 2016 first year enrollment at our regional campuses is nearly the same, while the portion of first year minority students has reached an all-time high at 49%, or nearly half of the incoming freshman class. The most recent average SAT of our entering Fall 2016 cohort was 1022.

2. Regional Campuses: Incoming Freshman Cohort Profile (Fall 2012-2016)					
Fall	2012	2013	2014	2015	2016
Enrolled	1,301	1,104	1,406	1,363	1,297
Mean SAT	1028	1020	1034	1042	1022
Minority	39%	43%	43%	42%	49%

Sources: Undergraduate Admissions and OIRE

### IV. Total Undergraduate Enrollment

The aforementioned growth in our freshman cohorts contributed to steady growth in our undergraduate enrollment at Storrs. However, enrollment at our regional campuses has declined.

3. Total Undergraduate Enrollment (Fall 2012-2016)					
Fall	2012	2013	2014	2015	2016
Storrs	17,528	18,032	18,395	18,826	19,324
Regionals	4,773	4,563	4,578	4,581	4,306
All	22,301	22,595	22,973	23,407	23,630

Source: OIRE

## V. Financial Aid

Financial aid plays a crucial role in retention and graduation by reducing financial barriers that limit access to enrolling at UConn and by rewarding prior academic achievement. In Fall 2016, there were 11,321 recipients of financial aid, of which 81% got need-based aid and 19% got merit-based aid only.

4. Financial Aid: All Campuses (Fall 2014-2016)			
Fall	2014	2015	2016
# Recipients	10,391	11,174	11,321
Average Gift Aid	\$6,962	\$6,915	\$7,653
# Need-Based Recipients	8,681	9,237	9,193
# Merit-Only Recipients	1,710	1,937	2,128
Total Gift \$	\$73.5M	\$79.9M	\$88.6M
Need-Based	\$58.6M	\$61.0M	\$68.1M
Merit-Based	\$13.7M	\$16.2M	\$19.2M

*\*Total Gift \$ reflect need- and merit-based aid allocated for new and continuing students. They don't add up to the allocated amount because they represent the fall census date and change during the academic year based on award strategies. By year-end nearly all, or all, allocated funds are spent.*

*Source: Office of Student Financial Aid Services*

## VI. Retention and Graduation Rates

While our retention rates and five- and six-year graduation rates (Table 5) have been relatively stable over time, our four-year rate, as discussed earlier, climbed significantly this past year 70% to 73%. Getting off to a good start is key to success in the first year and beyond, as the strongest predictor of degree completion is first year, first semester GPA. Our freshmen attend Orientation for an experience that helps them hit the ground running in the fall. When they arrive in the fall, our challenging academic programs and enrichment and support, including our First Year Experience and Learning Communities along with extracurricular opportunities nurture involvement and satisfaction that foster success. Retention and graduation rate trend data for each regional campus can be found on Attachment 2.

5. Storrs Retention and Graduation Rates (Fall 2008-2015)						
Fall Cohort	1-Yr Ret	2-Yr Ret	3-Yr Ret	4-Yr Grad	5-Yr Grad	6-Yr Grad
2008	92%	87%	85%	67%	80%	81%
2009	93%	88%	85%	70%	81%	83%
2010	92%	87%	85%	70%	81%	82%
2011	93%	87%	85%	70%	81%	
2012	94%	90%	88%	73%		
2013	93%	89%	87%			
2014	92%	87%				
2015	92%					

*Source: OIRE*

## VII. Observations

### Out-of-State R&G

Tables 6 and 7 show that our retention and graduation rates for domestic out-of-state students are lower than for in-state students. The breadth of these gaps prompted the Task Force to focus on this issue.

6. Storrs Retention Rates (In-State / Domestic Out-of-State)						
Fall	1-Year		2-Year		3-Year	
	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State
2012	96%	90%	92%	83%	90%	82%
2013	95%	89%	91%	84%		
2014	94%	87%				

7. Storrs Graduation Rates (In-State / Domestic Out-of-State)						
Fall	1-Year		2-Year		3-Year	
	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State
2012	71%	68%	84%	75%	86%	76%
2013	72%	66%	84%	75%		
2014	73%	65%				

Source: OIRE

A Task Force subcommittee looked at the nature of these gaps: who leaves, why they leave, where they go, and steps we can take to improve domestic out-of-state student retention and graduation rates. Reasons cited for leaving included: *fit, campus too large, affordability, could not get admitted into the desired academic program, and personal/family/health reasons*. Whether it was any of the above reasons or not, students who left and enrolled elsewhere showed a preference for enrolling at an institution in their home state. Regarding steps we can take to improve retention and graduation rates of domestic out-of-state students, our review of UConn data, as well as current identification, outreach and separation procedures resulted in the following recommendations:

#### Contextual Assumptions:

- The ability to impact outcomes varies, as some departure may be beyond our or students' control (e.g., health, family) as opposed to academic/campus life issues (scholastic performance, unhappy).
- Strategies can be proactive (identification, intervention) or responsive (reacting to input/feedback).
- Implementation of initiatives must be coordinated effort, with student involvement.

*Observation:* 38% of leavers do not process cancellations; 18% who do, do not indicate reason.

*Recommendation:* Improve data collection and student outreach, e.g., better identification of at-risk students; consistent notification process; improved survey specificity.

*Observation:* Engage out-of-state students early on.

*Recommendation:* Connect out-of-state freshmen with current students from their home state.

*Observation:* Some national peer universities have websites to acclimate out-of-state students.

*Recommendation:* Develop such a website at UConn.



## Regional Campus R&G

Table 8 indicates that growth in retention rates at the regional campuses over the past three years has been somewhat stable, there has been a substantial increase in six-year graduation rate, as it climbed six-percentage points. Fall 2017 brings with it some exciting changes at the regional campuses. While we move closer to relocating our Greater Hartford campus to downtown Hartford and the opportunities that holds, we also are providing housing at our Stamford campus, as we look to grow our presence there, and housing also is being offered for the first time at our Waterbury campus.

8. Regional Campus R & G Rates Fall 2008-2015				
Fall Cohort	1-Yr Ret	2-Yr Ret	3-Yr Ret	6-Yr Grad
2008	80%	64%	62%	52%
2009	82%	69%	64%	56%
2010	81%	69%	65%	58%
2011	83%	72%	67%	
2012	83%	73%	68%	
2013	86%	75%	70%	
2014	85%	75%		
2015	85%			

Source: OIRE

## Minority R&G

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

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

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

The most recent retention and graduation rates by minority group are found in the Attachment 3. The latest, Fall 2010 cohort, 6-year graduation rate of 74% for African-American is the highest to date. And, the latest 5-year graduation rate for Hispanic students, of 76%, assures the highest ever 6-year graduation rate for Hispanic students, next year.



**Retention & Graduation Task Force  
2016-2017**

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Attachment 1

UConn vs. Other Public Research Peer Universities: Average Time to Graduate Among Students Earning Baccalaureate Degrees Within Six Years		
Rank	Institution	Average Time to Graduate
1	University of Virginia	4.1
2	University of North Carolina at Chapel Hill	4.1
<b>3</b>	<b>University of Connecticut</b>	<b>4.2</b>
3	University of Massachusetts-Amherst	4.2
3	University of Illinois at Urbana-Champaign	4.2
3	University of Michigan-Ann Arbor	4.2
3	University of California-Santa Barbara	4.2
3	University of California-Irvine	4.2
3	University of California-Los Angeles	4.2
3	University of Maryland at College Park	4.2
3	University of California-Berkeley	4.2
3	University of Pittsburgh	4.2
13	Florida State University	4.3
13	University of Florida	4.3
13	Indiana U. at Bloomington	4.3
13	University of Minnesota-Twin Cities	4.3
13	Pennsylvania State University	4.3
13	University of Washington	4.3
13	University at Buffalo-SUNY	4.3
13	Virginia Tech	4.3
13	University of Georgia	4.3
13	Rutgers State U. of New Brunswick, NJ	4.3
13	University of Iowa	4.3
13	Ohio State University	4.3
13	University of Arizona	4.3
26	Stony Brook University-SUNY	4.4
26	University of California-Davis	4.4
26	University of California-San Diego	4.4
26	University of Missouri	4.4
26	Arizona State University	4.4
26	University of Wisconsin-Madison	4.4
26	University of Texas-Austin	4.4
26	Michigan State University	4.4
26	University of Colorado-Boulder	4.4
26	Texas A&M University-College Station	4.4
26	University of Alabama at Birmingham	4.4
26	Purdue University	4.4
38	Temple University	4.5
38	University of Kansas	4.5
38	Colorado State University	4.5
38	University of Tennessee	4.5
38	North Carolina State University	4.5
38	Iowa State University	4.5
38	Louisiana State University	4.5
38	West Virginia University	4.5
38	Virginia Commonwealth University	4.5
38	University of Kentucky	4.5
38	University of Illinois-Chicago	4.5
49	University of Nebraska-Lincoln	4.6
49	Oregon State University	4.6
49	Georgia Institute of Technology	4.6
52	University of Cincinnati	4.7
52	University of Utah	4.7
54	Utah State University	4.8
54	University of Hawaii at Manoa	4.8
54	University of New Mexico	4.8
57	New Mexico State	4.9
57	Wayne State University	4.9

Average Time to Graduate derived from 2015 Graduation Rate data for 2009 cohort.

Source: IPEDS Data Center, 2015 Graduation Rate Survey, 2009 first year cohort. OIRE/December 2016.

## Attachment 2

University of Connecticut  
Retention Rates and Graduation Rates for First Year Student Classes  
By Campus as of Fall 2016

Storrs Campus

Freshman Entering Class of:	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2015	92			
Fall 2014	92	87		
Fall 2013	93	89	87	
Fall 2012	94	90	88	
Fall 2011	93	87	85	
Fall 2010	92	87	85	82
Fall 2009	93	88	85	83
Fall 2008	92	87	85	81
Fall 2007	93	88	86	83
Fall 2006	93	87	85	82

Total Regional Campuses<sup>1</sup>

Freshman Entering Class of:	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2015	85			
Fall 2014	85	75		
Fall 2013	86	75	70	
Fall 2012	83	73	68	
Fall 2011	83	72	67	
Fall 2010	81	69	65	58
Fall 2009	82	69	64	56
Fall 2008	80	64	62	52
Fall 2007	78	66	61	52
Fall 2006	79	65	58	51

Avery Point Campus

Freshman Entering Class of:	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2015	84			
Fall 2014	86	73		
Fall 2013	87	73	64	
Fall 2012	79	66	61	
Fall 2011	81	67	63	
Fall 2010	80	70	65	57
Fall 2009	77	61	55	49
Fall 2008	79	63	62	54
Fall 2007	76	59	55	48
Fall 2006	82	64	56	47

Hartford Campus

Freshman Entering Class of:	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2015	85			
Fall 2014	84	73		
Fall 2013	87	77	73	
Fall 2012	85	76	72	
Fall 2011	86	73	69	
Fall 2010	83	69	65	57
Fall 2009	85	74	68	58
Fall 2008	79	66	64	54
Fall 2007	80	71	65	54
Fall 2006	81	70	65	59

Stamford Campus

Freshman Entering Class of:	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2015	85			
Fall 2014	85	76		
Fall 2013	87	74	71	
Fall 2012	82	75	71	
Fall 2011	86	77	70	
Fall 2010	78	69	67	58
Fall 2009	81	67	66	57
Fall 2008	81	60	57	48
Fall 2007	83	75	69	62
Fall 2006	79	74	67	53

Waterbury Campus

Freshman Entering Class of:	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2015	86			
Fall 2014	88	78		
Fall 2013	85	76	69	
Fall 2012	85	74	68	
Fall 2011	81	69	66	
Fall 2010	83	70	65	59
Fall 2009	82	68	64	57
Fall 2008	81	69	63	52
Fall 2007	78	62	57	48
Fall 2006	76	56	49	44

<sup>1</sup> The Torrington Campus closed beginning Fall 2016

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

## Attachment 3

**University of Connecticut**  
**Retention Rates and Graduation Rates for First Year Student Classes**  
**By Ethnicity, as of Fall 2016**

**Storrs Campus - Minority<sup>1</sup> Freshman**

Freshman Entering Class:	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2015	91			
Fall 2014	90	84		
Fall 2013	93	88	85	
Fall 2012	91	86	84	
Fall 2011	91	84	81	
Fall 2010	92	85	82	77
Fall 2009	92	85	81	77
Fall 2008	94	88	85	78
Fall 2007	92	88	86	82
Fall 2006	91	83	82	77

**Total Regional Campuses<sup>2</sup> - Minority<sup>1</sup> Freshmen**

Freshman Entering Class:	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2015	87			
Fall 2014	85	75		
Fall 2013	84	72	67	
Fall 2012	84	74	70	
Fall 2011	86	75	68	
Fall 2010	80	66	62	52
Fall 2009	86	73	67	58
Fall 2008	81	66	63	51
Fall 2007	79	67	61	51
Fall 2006	80	69	61	52

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

Rates	Entering Freshman Class	Asian American	African American	Hispanic American	Native American <sup>1</sup>	Native Hawaiian/ Other Pac Islander <sup>1,3</sup>	Two or More Races <sup>3</sup>	All Minority <sup>4</sup>	Non Res Alien	White <sup>5</sup>	Total
<b>RETENTION</b>											
One Year	Fall 2015	96	91	86	100	*	90	91	91	92	92
Two Year	Fall 2014	89	81	80	*	*	84	84	82	89	87
Three Year	Fall 2013	88	80	84	*	*	87	85	80	88	87
<b>GRADUATION</b>											
Four Year	Fall 2012	71	57	58	*	*	60	62	63	78	73
Fiver Year	Fall 2011	80	68	76	*	*	73	75	77	84	81
Six Year	Fall 2010	81	74	72	*	*	81	77	82	84	82

<sup>1</sup> Entering freshman classes of Native Americans and Native Hawaiian/Other Pacific Islanders have less than 10 students. (\*)

<sup>2</sup> The Torrington Campus closed beginning Fall 2016.

<sup>3</sup> Beginning in Fall 2010 for Federal Reporting, multiple races can be reported, Native Hawaiian/Other Pacific Islander was added, and the definition for reporting race/ethnicity changed. For more information refer to [http://nces.ed.gov/ipeds/news\\_room/ana\\_Changes\\_to\\_10\\_25\\_2007\\_169.asp](http://nces.ed.gov/ipeds/news_room/ana_Changes_to_10_25_2007_169.asp)

<sup>4</sup> Minority includes Asian American, African American, Hispanic American, Native American, and beginning with Fall 2010 cohort also includes Native Hawaiian/Other Pacific Islander and Two or More Races

<sup>5</sup> White category includes self-reported white, other, and "refused to indicate".

## **Resolution in Support of the University of Puerto Rico and the Students, Staff, Faculty, and Research Affected by Proposed Cuts**

### Introduction:

Puerto Rico, an unincorporated territory of the United States since 1898, has been enduring an economic crisis related to a \$73 billion debt, which has been deemed unpayable due to a shrinking economy and structural deficits.

In 2016, the Congress of the United States approved Public Law 114-187 (Puerto Rico Oversight, Management, and Economic Stability Act or PROMESA), which mandated the creation of a Fiscal Oversight and Management Board (FOMB), comprising of seven individuals, in order to oversee the island's government and finances. The FOMB has mandated drastic austerity measures in all areas of government. Massive proposed cuts have created a social crisis that assails the integrity of the University of Puerto Rico, the premier public university in Puerto Rico and the largest Latino-serving institution of higher education in the United States. The drastic cuts on an already overwhelmed operating budget would result in closing core academic programs, terminating faculty and ending basic research projects.

Since the early 1980s the University of Connecticut has partnered with the University of Puerto Rico through the collaboration of scholars of both institutions and since 1999 through a formal student and faculty exchange program. The two institutions have worked together in critical research endeavors, in the production of new knowledge in medicine, environmental studies, social work, history, literature, arts, legal studies, and political sciences. Numerous graduate students from the UPR have attained advanced degrees at UConn and the University has recruited faculty members who have been trained or taught previously at the UPR. UConn's library is one of the largest repositories on Puerto Rican Studies materials in the United States, allowing for research consultation and exchange for a large number of scholars, many from the University of Puerto Rico.

All this is even more significant in view that currently, 252,972 Puerto Ricans make the State of Connecticut their home and contribute deeply to the social, cultural, and economic life of our State. With over half a million people leaving Puerto Rico since 2000 (Puerto Rico's first net population decline

since the 18th century), it should be expected that the State of Connecticut and its flagship institution would feel the impact of this migratory wave.

### **Resolution in Support of the University of Puerto Rico and the Students, Staff, Faculty, and Research Affected by Proposed Cuts**

Whereas the University of Puerto Rico faces potential budget cuts of \$512 million from its operating budget;

Whereas the students of the University of Puerto Rico have undertaken a general strike to protest these damaging cutbacks as well as other disproportionate austerity measures mandated by the Fiscal Oversight and Management Board (FOMB), an *ad hoc* governance structure unilaterally designated by the Congress of the United States;

Whereas the University of Connecticut has had a long-standing cooperation with the University of Puerto Rico, which includes research projects and student and faculty exchanges;

Whereas the University of Connecticut has housed various cultural centers, research institutes, scholarly projects, special collections, archives, research projects, and exchange programs linked with Puerto Rico, Puerto Ricans, and the University of Puerto Rico; and

Whereas many island and stateside Puerto Ricans have been, are, and will continue to be part of the staff, faculty, and student-body at the University of Connecticut; now, therefore be it

*Resolved*, that the University Senate of the University of Connecticut:

1. reaffirms its historical partnership with the students, faculty, and staff of the University of Puerto Rico system, with the island of Puerto Rico, and with island and stateside Puerto Ricans;
2. supports the student body, faculty, and staff of the University of Puerto Rico, in their efforts to solve Puerto Rico's fiscal crisis without resorting to inordinate budget cuts to the University of Puerto Rico and other public

institutions, which risk diminishing the education and research capacity of a sister institution of higher-learning;

3. urges the University of Connecticut to support the growing Puerto Rican student population at the University of Connecticut by buttressing students support services and academic programs, such as the Puerto Rican/Latin American Culture Center and El Instituto: the Institute for Latina/o, Caribbean, and Latin American Studies; and

4. proposes the creation of a faculty- and student-led committee in order to reinforce research collaboration, networking, and intellectual bonds with the University of Puerto Rico and support students at the University of Connecticut who have been impacted by Puerto Rico's dire fiscal situation.

Sponsors: Guillermo B. Irizarry and Sebastian Wogenstein.

Authors:

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Signed by:

Sebastian Wogenstein, Associate Professor of German Studies and Human Rights.

Nandan Tumu, Speaker, Undergraduate Government Student Body Senate.



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Fany Hannon, Director Puerto Rican Latin American Culture Center.

Kathryn Lybal, Associate Professor of Social Work and Director of Human Rights Institute.

Cristina Wilson, Associate Professor, School of Social Work  
Director, Puerto Rican and Latino Studies Project

Catherine Medina, Associate Professor of Social Work.

José A. Gascón, Associate Professor, Chemistry.

Ana Legrand, Assistant Extension Professor of Plant Science & Landscape Architecture.

Jurybell López, Finance Systems.

Linda C. Halguseth, Assistant Professor of Human Development and Family Studies.

Edith J. Barrett, Director, Urban and Community Studies & Professor of Public Policy.

Eduardo Urios Aparisi, Associate Professor of Spanish.

Odette Casamayor, Associate Professor of Spanish.

Miguel Gomes, Professor of Spanish.

Mark Healey, Associate Professor of History and Latina/o, Caribbean, and Latin American Studies.

Emma Amador, Assistant Professor of History and Latina/o, Caribbean, and Latin American Studies (incoming Fall 2017).

**PROPOSED RESOLUTION TO BETTER ALIGN UCONN'S SUBSIDY TO ITS  
ATHLETICS DEPARTMENT WITH STATE-WIDE FISCAL CONSTRAINTS**

**April 25<sup>th</sup> 2017**

**INTRODUCTION**

The Senate University Budget Committee (SUBC) recognizes that college athletics brings many intangible benefits to the institution by fostering a sense of identity within the university community, raising the profile of the institution nationally, which may potentially attract out-of-state and international students, and providing strong bonds between the university and the broader community. The latter benefit appears to be especially prominent in Connecticut, in the absence of any major league team in the state.

Broad-based concern from the University community about the apparent growth of the subsidy to the Athletics Department (AD) at the same time that academic programs were being cut and the state as a whole has and is continuing to experience severe budget constraints prompted the SUBC to research the subsidy to UConn's AD, addressing five questions: (1) How has the subsidy evolved over time? (2) How does the subsidy compare to other institutions? (3) Which teams are subsidized and to what extent? (4) How does the subsidy interrelate with other components of UConn's Budget? (5) To what extent and over what time horizon does the AD undertake strategic planning with respect to the budget? The approach taken and data investigated are set out in a special report by the SUBC on UConn's Subsidy to the Athletics Department dated 25<sup>th</sup> April 2017.

WHEREAS, The State of Connecticut is facing two significant fiscal challenges:

1. Combined expenditures for state employee pension contributions, state retiree health insurance, local teacher pension costs, and debt service represent 30% of the state's non-federal revenues, resulting in the State of Connecticut having fixed costs that are among the highest in the country [1].
2. The decline in the finance and manufacturing sector, as well as recent population losses, are putting downward pressure on economic growth in the state, creating in a "new normal" of slow growth [1].

WHEREAS, State support for UConn has fallen in percentage terms from 26% in 2005 to 17% in 2017 [2];

WHEREAS, Expenditures for the AD grew 70% from \$47 million to \$80 million from 2005 to 2017 [3];

WHEREAS, As of 2014, UConn's AD ranks the fourth highest in the nation in absolute dollar terms with respect to public university subsidies [3];

- WHEREAS, Earned revenues of the AD during the same period increased by under 10% [3];
- WHEREAS, Fairly stagnant revenues have meant that most (83%) of the \$33 million increase in the Athletics budget has been subsidized by UConn with an additional \$8.3 million coming from mandatory student fees [3];
- WHEREAS, The subsidy has increased by a factor of almost nine from \$3.5 million in 2005 to an estimated \$31 million in 2017 [3];
- WHEREAS, It is not apparent to the SUBC that the AD has a multi-year strategic plan with respect to the budget [3];
- WHEREAS, The exponential growth in the subsidy to the AD has far outpaced other components of the budget over the same time period including tuition and fees, fringe rates, and research expenditures [3];
- WHEREAS, There is room for improvement in the level of transparency regarding the budgetary planning process for the AD [3]; be it
- RESOLVED, That the University Senate of the University of Connecticut asks the AD in conjunction with the UConn Office of Budget and Planning to develop a comprehensive multi-year strategy designed to reduce the AD subsidy to 2010 levels by 2022; and be it further
- RESOLVED, That the University Senate of the University of Connecticut asks that strategic plans for the AD be updated to incorporate the budgetary impact of critical decisions such as multi-year contractual obligations and the tapering off of revenues associated with the Big East conference realignment, as well as that full financial reports for the AD, be shared with the University Senate each October and April going forward; and be it further
- RESOLVED, That the University Senate of the University of Connecticut asks the AD that the Financial Report it prepares for the NCAA each year be posted on the UConn website within one month of finalization.

Authored by the Senate University Budget Committee (2016/17)

#### REFERENCES

1. Van Wagner, M., et al., *Connecticut (State of): Weak Economy, High Fixed Costs Test Connecticut's Fiscal Management*, in *Issuer In-Depth*, M.s.I. Services, Editor. 2017, Moody's Investor Services.
2. Connecticut, University of, *UConn Fact Sheets*. 2005-2017.
3. SUBC, *UConn's Subsidy to the Athletics Department*, in *Senate University Budget Committee*. 2017, University of Connecticut: Storrs, Connecticut.

## UCONN'S SUBSIDY TO THE ATHLETICS DEPARTMENT

### INTRODUCTION

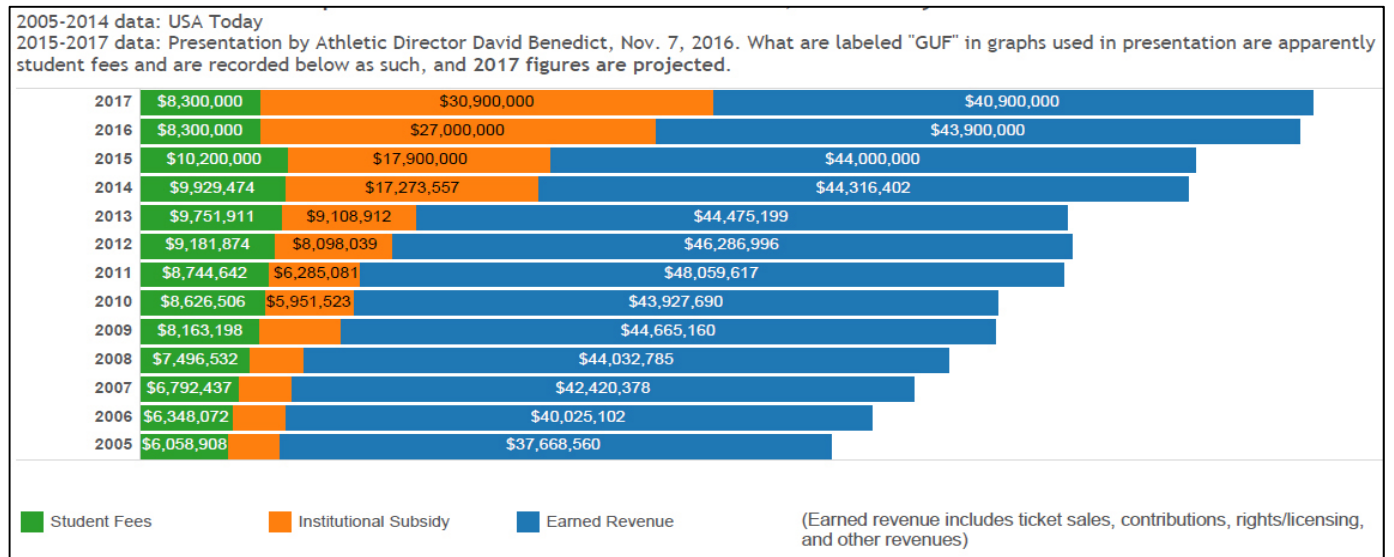
This report highlights key findings from research that the Senate University Budget Committee (SUBC) undertook during the Academic Year 2016/17 regarding the subsidy to UConn's Athletics Department (AD). The committee's inquiry focused on five questions: (1) How has the subsidy evolved over time? (2) How does the subsidy compare to other institutions? (3) Which teams are subsidized and to what extent? (4) How does the subsidy interrelate with other components of UConn's Budget? (5) To what extent and over what time horizon does the AD undertake strategic planning with respect to the budget? The research was motivated by broad-based concern from the University community about the apparent growth of the subsidy to the AD at the same time that academic programs were being cut and the state as a whole was experiencing severe budget constraints [1].

To address these questions, the SUBC compiled and analyzed data on the UConn AD between 2005 and 2017, and supplemented these data with qualitative information on important events such as conference realignment that occurred during the period of analysis. Detailed data for each team's finances for 2014 were also examined to understand the budget profiles of individual teams (See Appendix for data sources and supplementary information). The SUBC also researched how college athletics programs are financed across the United States to better understand how the subsidy at UConn compares to other institutions. To inform this aspect of the research, the SUBC compiled and analyzed publicly-available data for various institutions around the country as of 2014 (See Appendix for additional information). In addition, the SUBC evaluated data on other components of the UConn budget such as tuition increases to better understand how those compare to and also affect the subsidy [2]. The SUBC reviewed the Athletics' Director's presentation to the Senate on 11/3/16 [3] and followed up on specific budget items during an in person meeting on 3/27/17. Clarifying questions were directed to the UConn Office of Budget and Planning. Key findings are summarized below.

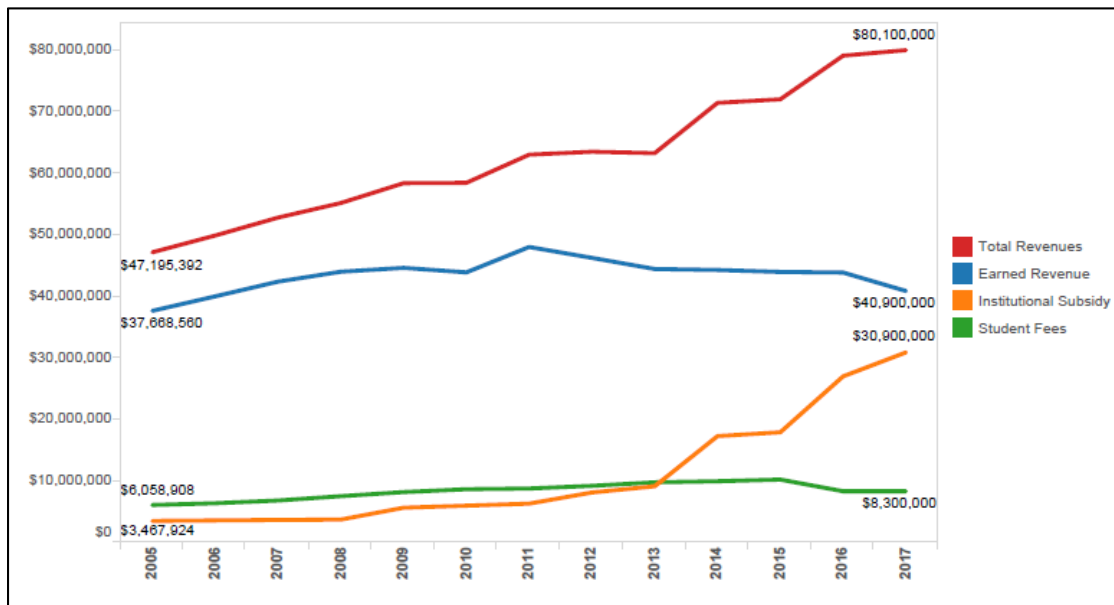
#### *1. UConn Athletics Budget Temporal Analysis*

- Between 2005 and 2017, expenditures for the AD grew 70% from \$47 million to \$80 million.
- During this same period, despite numerous high-profile achievements in women's and men's basketball, earned revenues increased by less than 10%.
- Fairly stagnant revenues meant that most (83%) of the \$33 million increase in the Athletics budget has been subsidized by UConn; an additional \$8.3 million comes from mandatory student fees.
- The subsidy has increased by a factor of almost nine from \$3.5 million in 2005 to an estimated \$31 million in 2017.
- The extent to which the AD budget is subsidized grew from 7.3% in 2005 to 38.6% in 2017.

The points mentioned above are evident in the two figures depicted below.



**Fig. 1: Components of Total Athletics Revenues, University of Connecticut**



**Fig. 2: Components of AD Budget 2005-2017**



## 2. Comparison of UConn to Other Institutions

- Most ADs across the United States are subsidized. As of 2014, subsidies ranged in value from \$0 (fully funded programs) to \$36 million. UConn was at the upper end of that range with \$27.2 million in 2014. As a percentage of the overall budget for ADs, subsidies range from 0% to 90%. UConn’s was 38.3% in 2014.
- Although UConn’s subsidy is around the median level for all public institutions in terms of the percentage of the budget that is subsidized, as of 2014, UConn ranked 4<sup>th</sup> highest in absolute dollar terms out of all public colleges in the country.
- The institutions to which UConn was compared include Universities in the Power 5 conferences.

## 3. Evaluation of Expenditures for Individual Teams at UConn

- Only one of UConn’s sports teams—men’s basketball—receives sufficient direct revenues to cover its costs.
- Despite the outstanding achievements made by the women’s basketball team during the period of analysis, the low revenues for women’s sports compared to men’s, resulted in the team being subsidized.
- UConn’s football team was the team with the largest deficit in absolute dollar terms, requiring a subsidy of \$7.5 million for 2014.

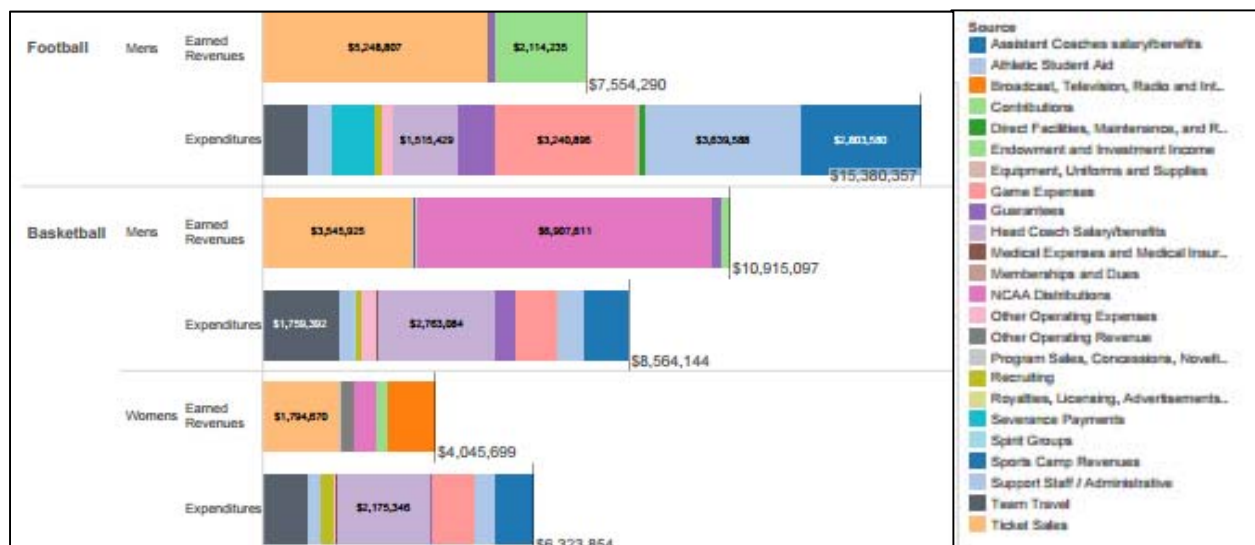
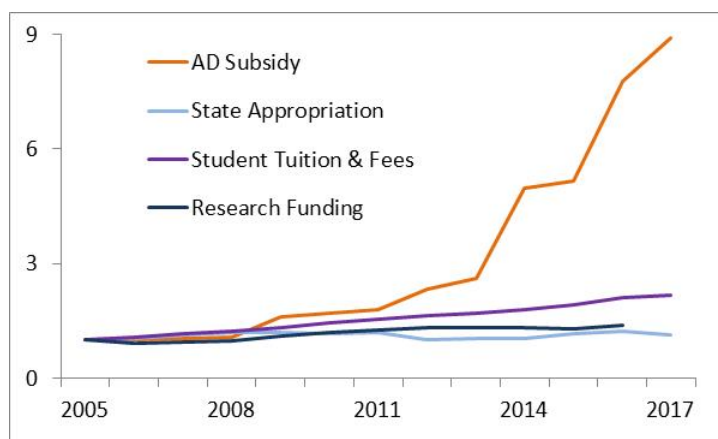


Fig. 3: Revenue and expenditure for the “big 3” sports at UConn

#### 4. Comparison of UConn Athletics Budget to Other Budget Components

- The exponential growth in the subsidy to the AD has far outpaced other components of the budget over the same time period.
- Tuition and fees have increased from \$310 million in 2005 to \$673 million in 2017 due to increases in in-state and out-of-state tuition, increased enrollment, and a greater proportion of enrollment comprising out-of-state and international students [2].
- Another important source of revenue for the University—external funding obtained by faculty—has increased 39% from \$74 million to \$103 million from 2005 to 2016 [4].
- State appropriations, while below their peak in 2011, were 10% higher in 2017 than in 2005.
- Fringe benefits, an important expense for the University, have more than doubled between 2005 and 2017.
- The Athletic Department budget has been excluded from the rescissions that impacted the Academic Units during the 2008-2017 period [5].



**Fig. 4: Relative Change in AD Subsidy and key Budget Components normalized to 2005 level**

#### 5. The Athletic Department uses accounting practices that lack clarity and transparency

- The AD has stated that tax and tuition dollars do not go toward the subsidy. This is true, but only because subsidy money comes from other revenue sources and accounts in the University termed Auxiliary Revenues (e.g. Bookstore).
- The AD has stated that some high profile transactions, like the \$3.4 million buyout of former football coach in December 2016, were funded by revenues generated by Athletics [6]. While this is factually correct from an accounting perspective, because the enterprise of Athletics as a whole does not cover its expenses, it would seem logical that any shortfall in any of the sub-accounts would ultimately be passed onto the University.
- The contracts for the two highest paid coaches were revised and extended with an estimated cost of \$31 million through 2021 without any notification to the public [7].

## CONCLUSIONS

The SUBC recognizes that college athletics brings many intangible benefits to the institution by fostering a sense of identity within the university community, raising the profile of the institution nationally, which may potentially attract out-of-state and international students, and providing strong bonds between the university and the broader community. The latter benefit appears to be especially prominent in Connecticut, in the absence of any major league team in the state.

That said, the budget/subsidy of the AD grew nine-fold between 2005 and 2017. Only part of this increase can be attributed to exogenous factors such as higher fringe rates and student tuition. The AD expenditures rank 48<sup>th</sup> out of all public institutions, exceeding that of several Power Five conference members, absent the revenue streams associated with conference membership.

In a meeting between the SUBC and the Director of Athletics on March 27<sup>th</sup> 2017, the SUBC asked direct questions about strategic planning in general and institutional plans to address the subsidy. It remained unclear whether there were any comprehensive plans to address the subsidy beyond a handful of revenue increasing and cost reducing measures that—if effective—may reduce the subsidy by around \$5 million. Further, the impact of some of those measures may be diluted by the costs associated with the football coach in December 2016 and the renewal of contracts to UConn's two highest paid coaches that were signed in October and November 2016. In collecting the information needed to undertake our review of the AD subsidy, the SUBC was struck by the lack of transparency surrounding the AD budget. One example is the contract renewal for basketball coaches only came to light in February 2017, and only then as a result of a Freedom of Information Act request from USA Today [8].

In sum, after evaluating the fiscal situation at UConn and the State of Connecticut, and comparing expenditures by the AD in relation to its peers and those in Power Five conferences, the SUBC deems that the current subsidy to UConn's AD is unsustainable.

## RECOMMENDATIONS

The SUBC recommends that the Athletics Department in conjunction with the UConn Office of Budget and Planning develop a comprehensive multi-year strategy designed to reduce the AD subsidy to 2010 levels by 2022.

Given that the strategic plan will need to be adapted on an ongoing basis to incorporate the budgetary impact of critical decisions such as multi-year contractual obligations and the tapering off of revenues associated with the Big East conference realignment, the SUBC recommends that updated strategic plans as well as a full financial report should be shared with the University Senate in October and April of each year going forward.

The SUBC also recommends that the Financial Report that UConn AD is required to submit to the NCAA each year be posted on the UConn website.

## REFERENCES

1. Van Wagner, M., et al., *Connecticut (State of): Weak Economy, High Fixed Costs Test Connecticut's Fiscal Management*, in *Issuer In-Depth*, M.s.I. Services, Editor. 2017, Moody's Investor Services.
2. Connecticut , U.o., *UConn Fact Sheets*. 2005-2017.
3. Senate, U.o.C., *Minutes of Meeting 11/3/16*, in *Meeting Minutes*, U. Senate, Editor. 2016.
4. Seeman, J., *Research Expenditures for University of Connecticut, Storrs*. 2017: University Senate.
5. Spencer, K., *Vice President for Budget & Planning, UConn, SUBC*, Editor. 2017.
6. Kauffman, M., *\$3.4 Million for Fired UConn Coach. So Who Pays?*, in *Hartford Courant*. 2016: Hartford, CT.
7. Board, E., *Revelation of Auriemma and Ollie contract extensions handled poorly*, in *Daily Campus*. 2017, University of Connecticut: Storrs, CT.
8. Doyle, P., *Auriemma, Ollie Under Contract at UConn Through 2021 For Close To \$31M*, in *Hartford Courant*. 2017: Hartford, Connecticut.

## APPENDIX

Graphical Comparison of Growth of Per-Team Expenditures and the Institutional Subsidy at UConn among other D1-Athletics Programs, along with metadata detailing sources.

Data sources	Overall subsidy in D1-A programs	Subsidy as % of total expenditures	Revenue in Power 5 conferences	Institutional Subsidy in Power 5 Schools	UConn overall revenues & expendit..	Revenues and expenditures by obje..	UConn FY14 Expenditures by team	FY14 football & bb team revenues & ex..	Other team expenditures/revenu..
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## Athletics revenues & expenditures in NCAA D1-A institutions

Graphical comparison of growth of per-team expenditures and the institutional subsidy, at UConn and among other D1-A programs.

University Senate Budget Committee April 24, 2017

### Data used:

#### Chronicle of Higher Education / Huffington Post

Brad Wolverton, Ben Hallman, Shane Shifflett and Sandhya Kambhampati. "The \$10-Billion Sports Tab: How Colleges are Funding the Athletics Arms Race". [Chronicle of Higher Education](http://www.chronicle.com/interactives/ncaa-subsidies-main#id=details_129020)  
[http://www.chronicle.com/interactives/ncaa-subsidies-main#id=details\\_129020](http://www.chronicle.com/interactives/ncaa-subsidies-main#id=details_129020)

notes from Methodology section:

"The *Chronicle of Higher Education* and The Huffington Post requested athletic revenue-and-expense reports for the years 2010 through 2014 from 234 public universities that compete in Division I conferences. Private institutions and public colleges in Pennsylvania aren't subject to public records laws, so they were excluded from our research. Of the 234 institutions we contacted, four provided reports too late to be included in our analysis, though their data are included in our table. The remaining 29 did not provide reports before publication. Our analysis focused primarily on subsidies — how much a university effectively "donates" or invests in its athletics department to make up for a lack of earned revenue. Subsidies can come from three sources: student fees, funds allocated by the school, and government support. Earned revenue includes any income generated through ticket sales, endowments, royalties, and TV and conference distributions, among others. Colleges were grouped by conference according to their 2013-2014 men's basketball conference memberships."

#### EADA - Equity in Athletics Data Analysis

U.S Department of Education Office of Postsecondary Education <https://ope.ed.gov/athletics/#/> data downloaded Jan. 3, 2017

#### 2014 University of Connecticut NCAA financial statement

File downloaded from Chronicle of Higher Education site:  
<http://www.chronicle.com/interactives/ncaa-subsidies-main#> (see Download this institution's documents menu)

#### Presentation by Athletic Director David Benedict to University Senate, Nov. 7, 2016

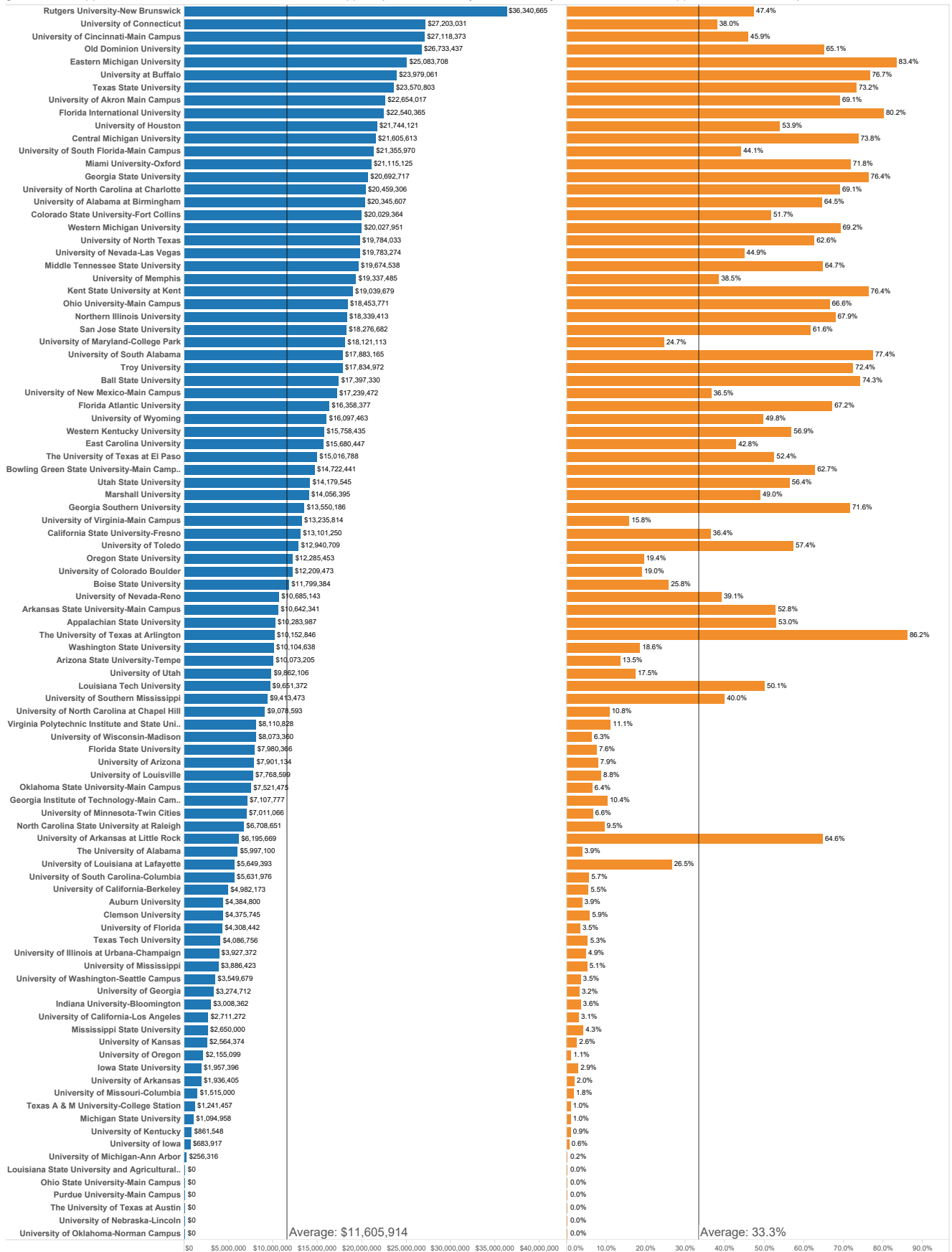
Presentation downloaded from <http://senate.uconn.edu/senatemeetingminutes/>

#### USA Today: NCAA Finances

data downloaded from <http://sports.usatoday.com/ncaa/finances/>

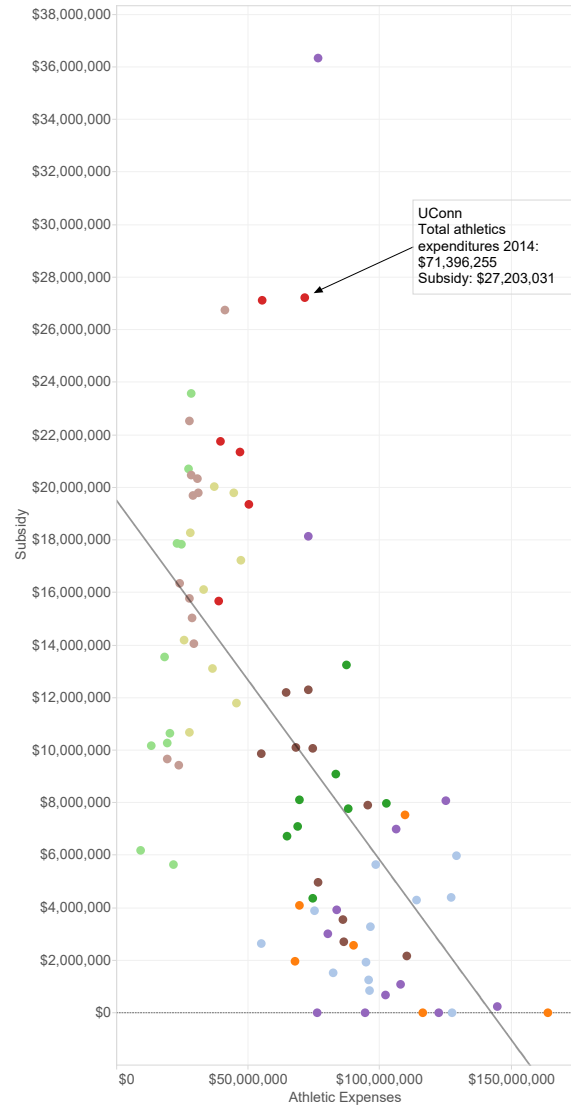
Data sources	Overall subsidy in D1-A programs	Subsidy as % of total expenditures	Revenue in Power 5 conferences	Institutional Subsidy in Power 5 Schools	UConn overall revenues & expendit..	Revenues and expenditures by obje..	UConn FY14 Expenditures by team	FY14 football & bb team revenues & ex..	Other team expenditures/revenu..
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2014 subsidy of athletics programs in Division 1-A football conferences, and percentage of athletics budget that was subsidized  
 data: Chronicle of Higher Education / Huffington Post. In the *Chronicle's* analysis, the subsidy was defined as the sum of direct institutional support, student fees, direct government support, and indirect facilities and administrative support. (UConn's subsidy consists solely of direct institutional support and student fees).

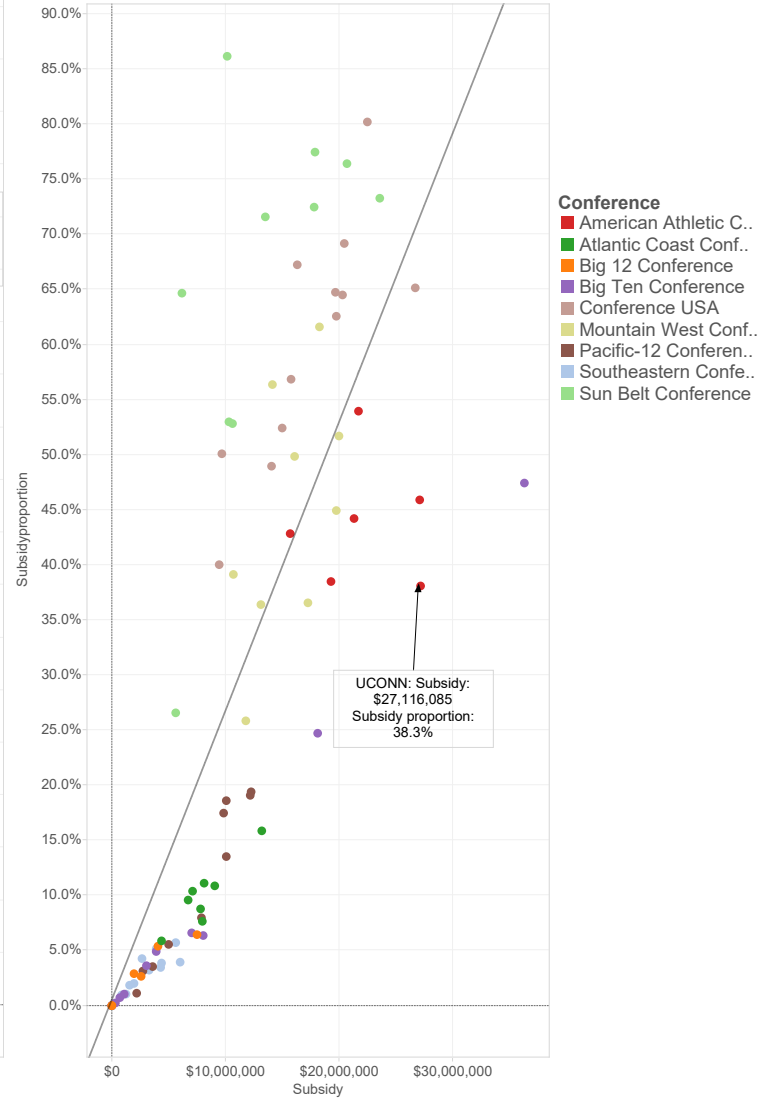


Data sources	Overall subsidy in D1-A programs	Subsidy as % of total expenditures	Revenue in Power 5 conferences	Institutional Subsidy in Power 5 Schools	UConn overall revenues & expendit..	Revenues and expenditures by obje..	UConn FY14 Expenditures by team	FY14 football & bb team revenues & ex..	Other team expenditures/revenu..
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Total subsidy of Division 1-A NCAA programs in 2014, and total Athletics budget  
 data: Chronicle of Higher Education / Huffington Post.



Total subsidy of Division 1-A NCAA programs in 2014, and proportion of the Athletics budget that was subsidized  
 data: Chronicle of Higher Education / Huffington Post.



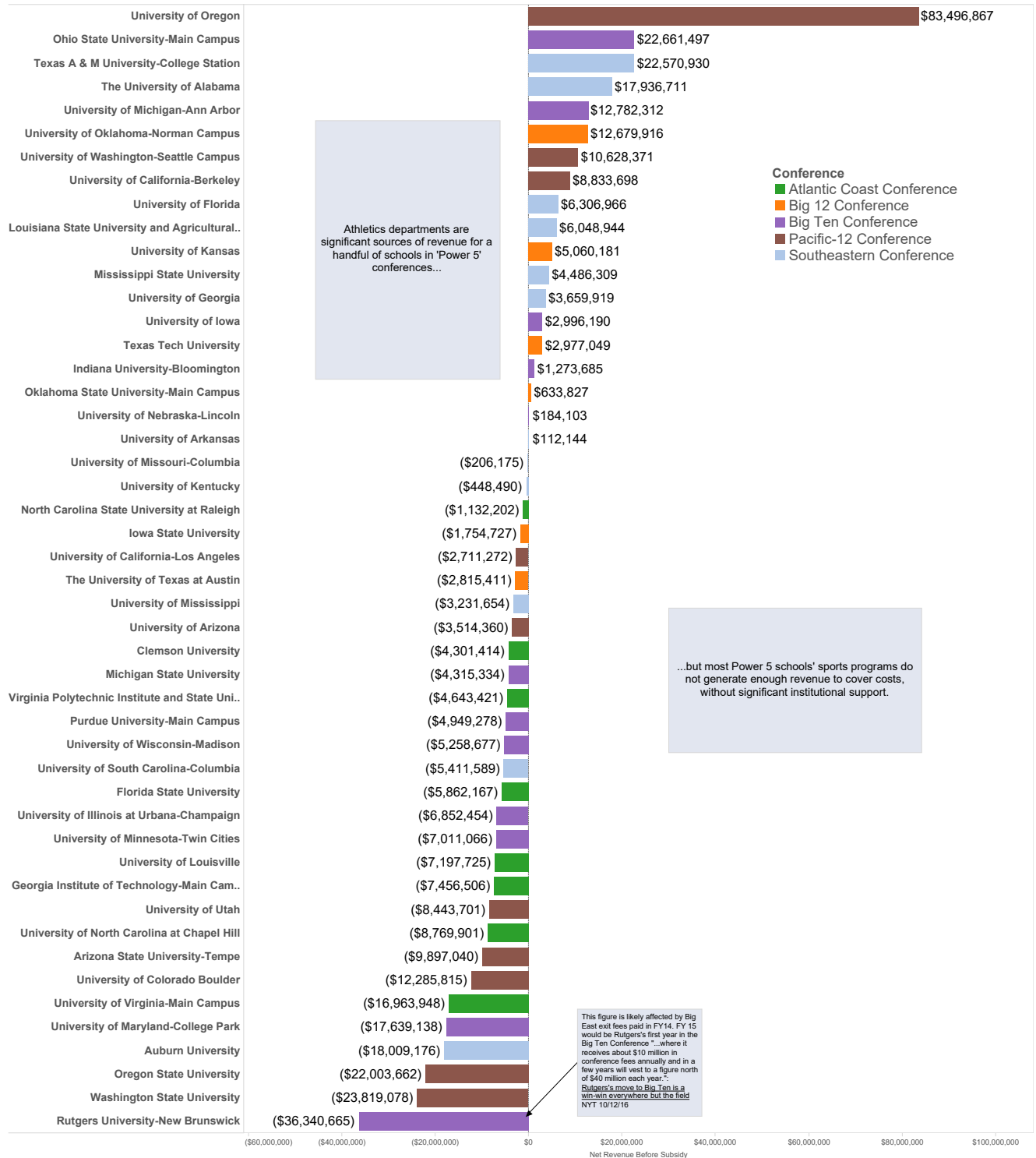
- Conference**
- American Athletic C..
  - Atlantic Coast Conf..
  - Big 12 Conference
  - Big Ten Conference
  - Conference USA
  - Mountain West Conf..
  - Pacific-12 Conferen..
  - Southeastern Confe..
  - Sun Belt Conference

Data sources	Overall subsidy in D1-A programs	Subsity as % of total expenditures	Revenue in Power 5 conferences	Institutional Subsidy in Power 5 Schools	UConn overall revenues & expendit..	Revenues and expenditures by obje..	UConn FY14 Expenditures by team	FY14 football & bb team revenues & ex..	Other team expenditures/revenu..
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### Total revenue, before institutional subsidy, in Power 5 conference schools, 2014

data: Chronicle of Higher Education / Huffington Post

In 2014, only 19 of 54 NCAA athletics programs in the "Power 5" conferences had revenues (not including institutional subsidies - student fees, direct institutional support, direct state government support, and indirect facilities and administrative support) that exceeded expenses. No NCAA programs outside the 'Power 5' conferences had revenues that exceeded expenses in 2014.



Per NCAA Revenue/Expense form: Athletics Expenditures include athletic student aid, guarantee expenses, coaching salaries, benefits and bonuses paid by the university and related entities, coaching other compensation and benefits paid by a third party, support staff/administrative salaries, benefits and bonuses paid by the university and related entities, support staff/administrative other compensation and benefits paid by a third party, severance payments, recruiting, team travel, equipment, uniforms and supplies, game expenses, fundraising, marketing, and promotion, sports camp expenses, direct facilities, maintenance and rental, spirit groups, indirect facilities and administrative support, medical expenses and medical insurance, memberships and dues, and other operating expenditures.

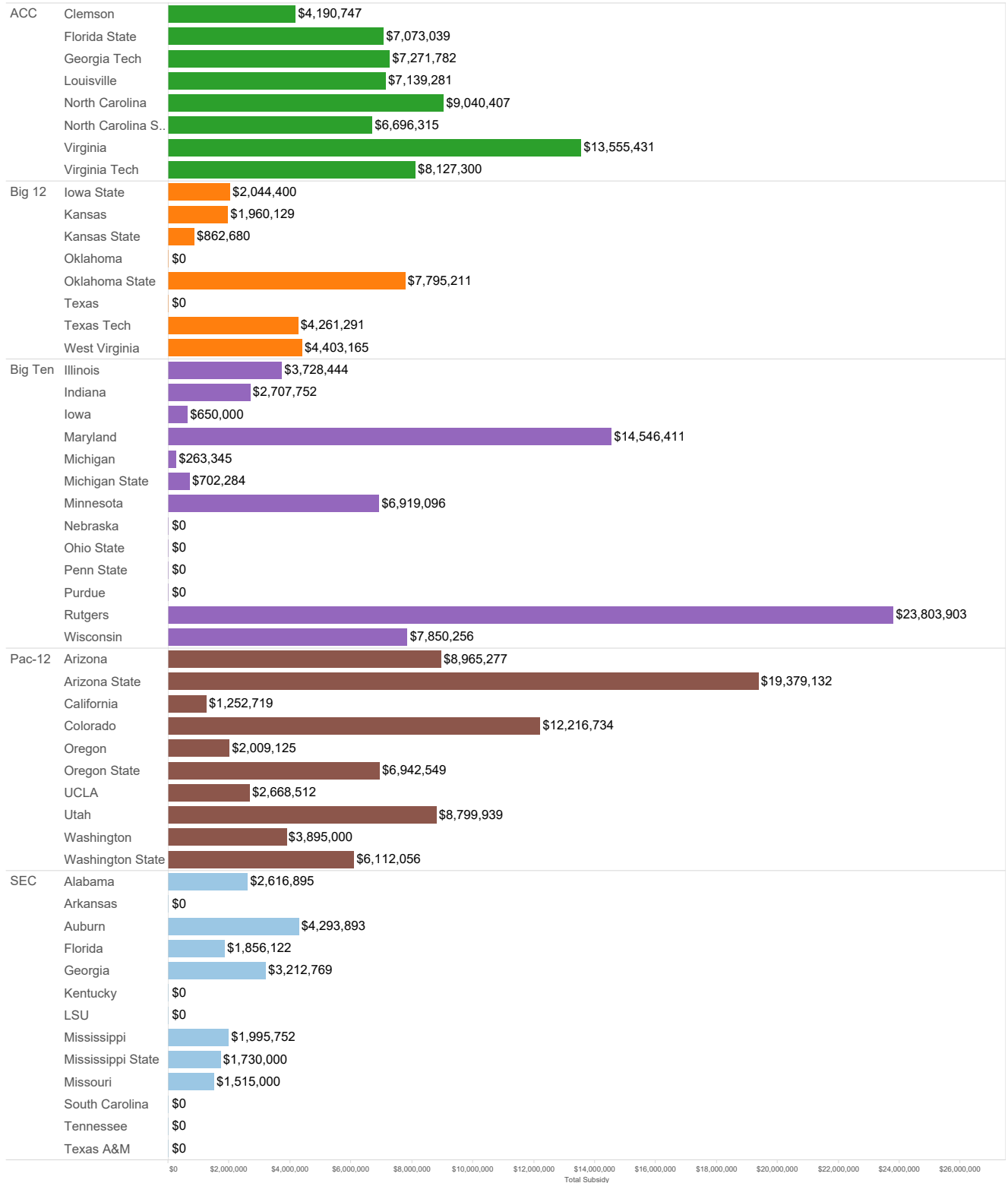
Per NCAA Revenue/Expense form: Athletic revenues include ticket sales, student fees, guarantee revenue, contributions, compensation and benefits provided by a third party, direct state or other government support, direct institutional support, indirect facilities and administrative support, NCAA/Conference Distributions including all



Data sources	Overall subsidy in D1-A programs	Subsity as % of total expenditures	Revenue in Power 5 conferences	Institutional Subsidy in Power 5 Schools	UConn overall revenues & expendit..	Revenues and expenditures by obje..	UConn FY14 Expenditures by team	FY14 fooball & bb team revenues & ex..	Other team expenditures/revenu..
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## Institutional subsidies in Power 5 institutions, 2015

data: USA Today <http://sports.usatoday.com/ncaa/finances/>  
 Institutional subsidy consists of direct institutional support and student fees.

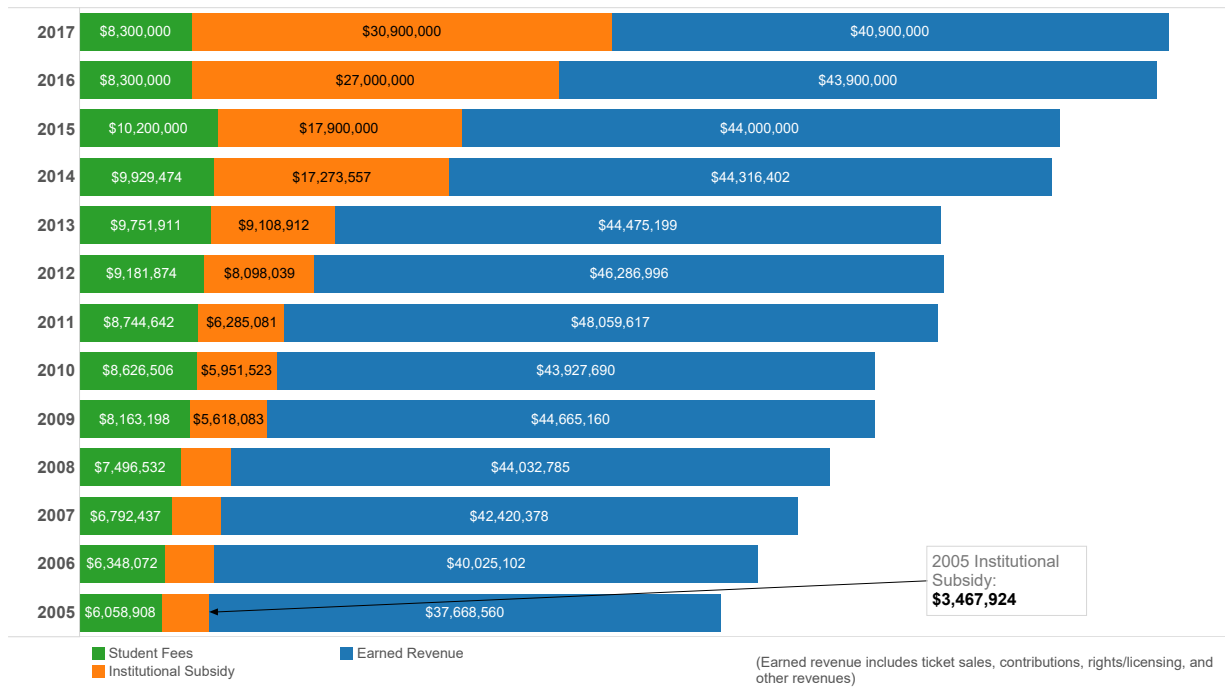


Data sources	Overall subsidy in D1-A programs	Subsidy as % of total expenditures	Revenue in Power 5 conferences	Institutional Subsidy in Power 5 Schools	UConn overall revenues & expendit..	Revenues and expenditures by obje..	UConn FY14 Expenditures by team	FY14 football & bb team revenues & ex..	Other team expenditures/revenu..	Academic assistance t..
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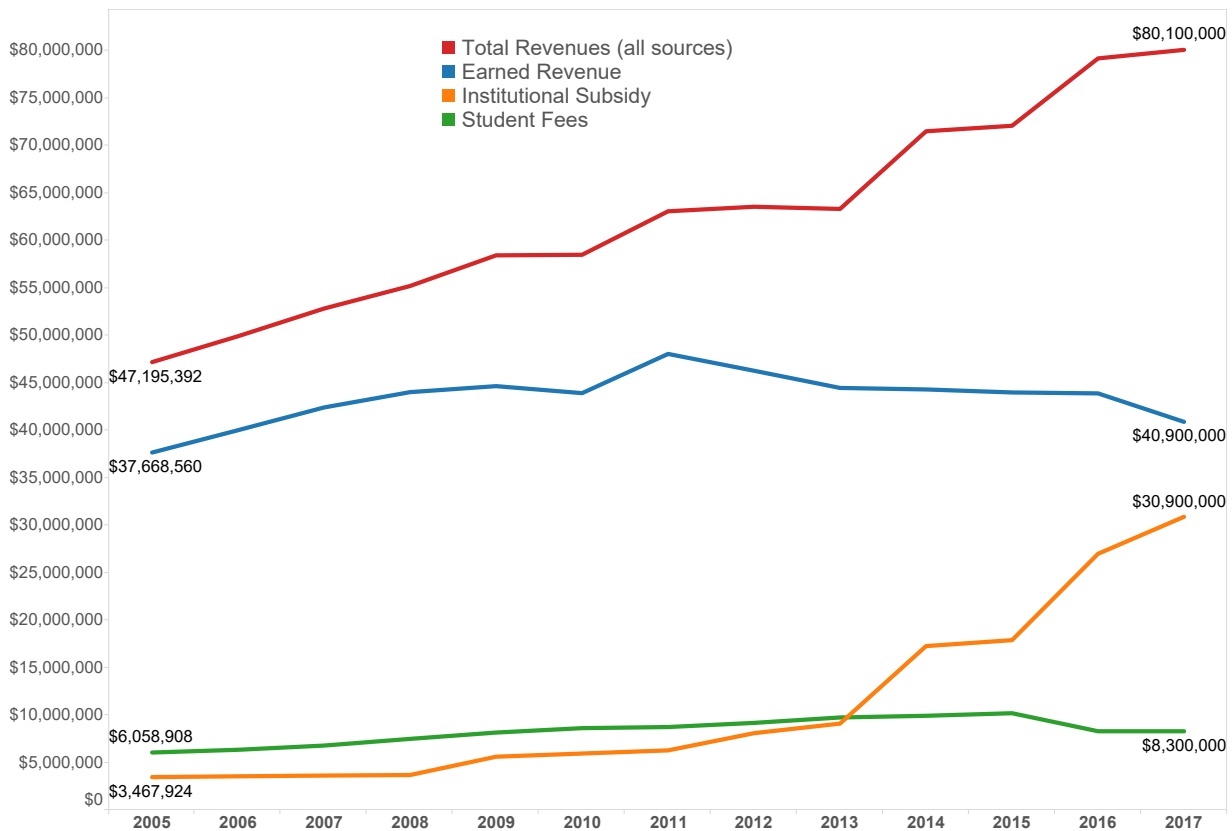
### Components of total athletics revenues, University of Connecticut

2005-2014 data: USA Today

2015-2017 data: Presentation by Athletic Director David Benedict, Nov. 7, 2016. What are labeled "GUF" in graphs used in presentation are student fees and are recorded below as such; and 2017 figures are projected.



### Change in student fees, institutional subsidy, and earned revenue, and total athletics revenues, 2005-2015



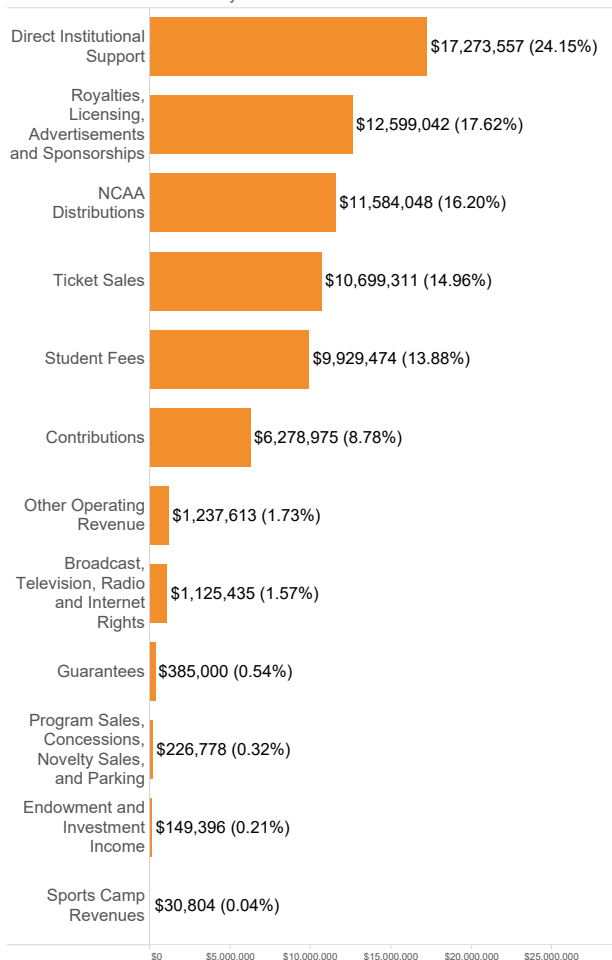
Overall subsidy in D1-A programs	Subsidy as % of total expenditures	Revenue in Power 5 conferences	Institutional Subsidy in Power 5 Schools	UConn overall revenues & expendit..	<b>Revenues and expenditures by obje..</b>	UConn FY14 Expenditures by team	FY14 football & bb team revenues & ex..	Other team expenditures/revenu..	Academic assistance to athletes, FY14
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## UConn Athletics revenues and expenditures by object

Data: 2014 University of Connecticut NCAA financial statement

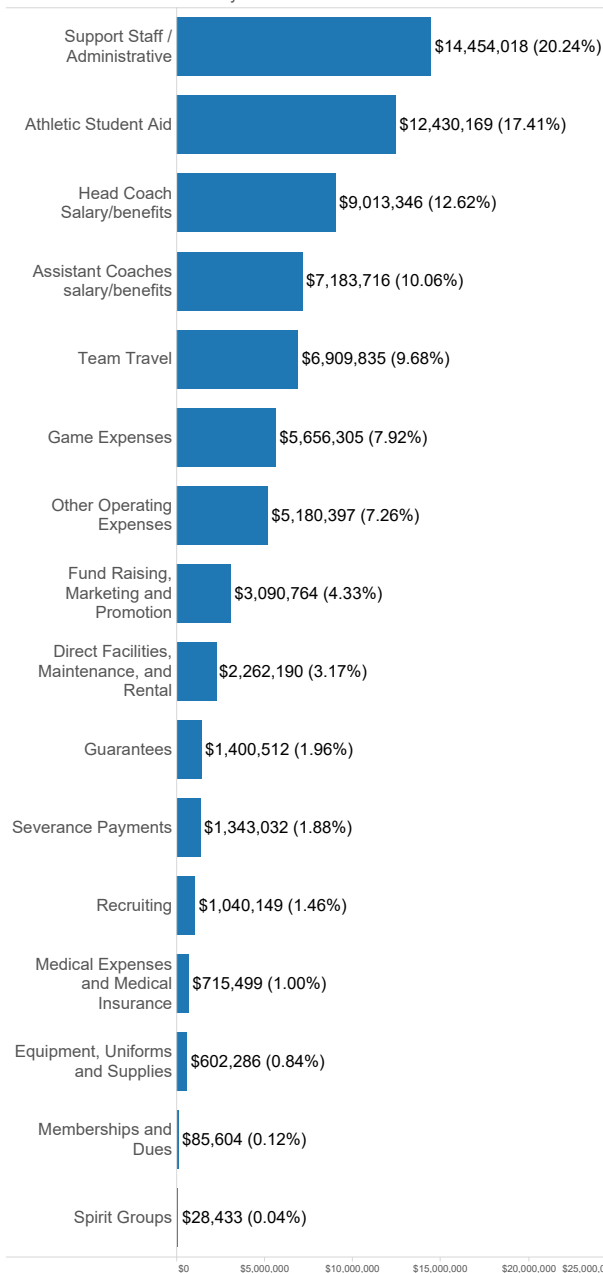
### UConn 2014 athletics revenues

Data: 2014 University of Connecticut NCAA financial statement



### UConn 2014 athletics expenditures

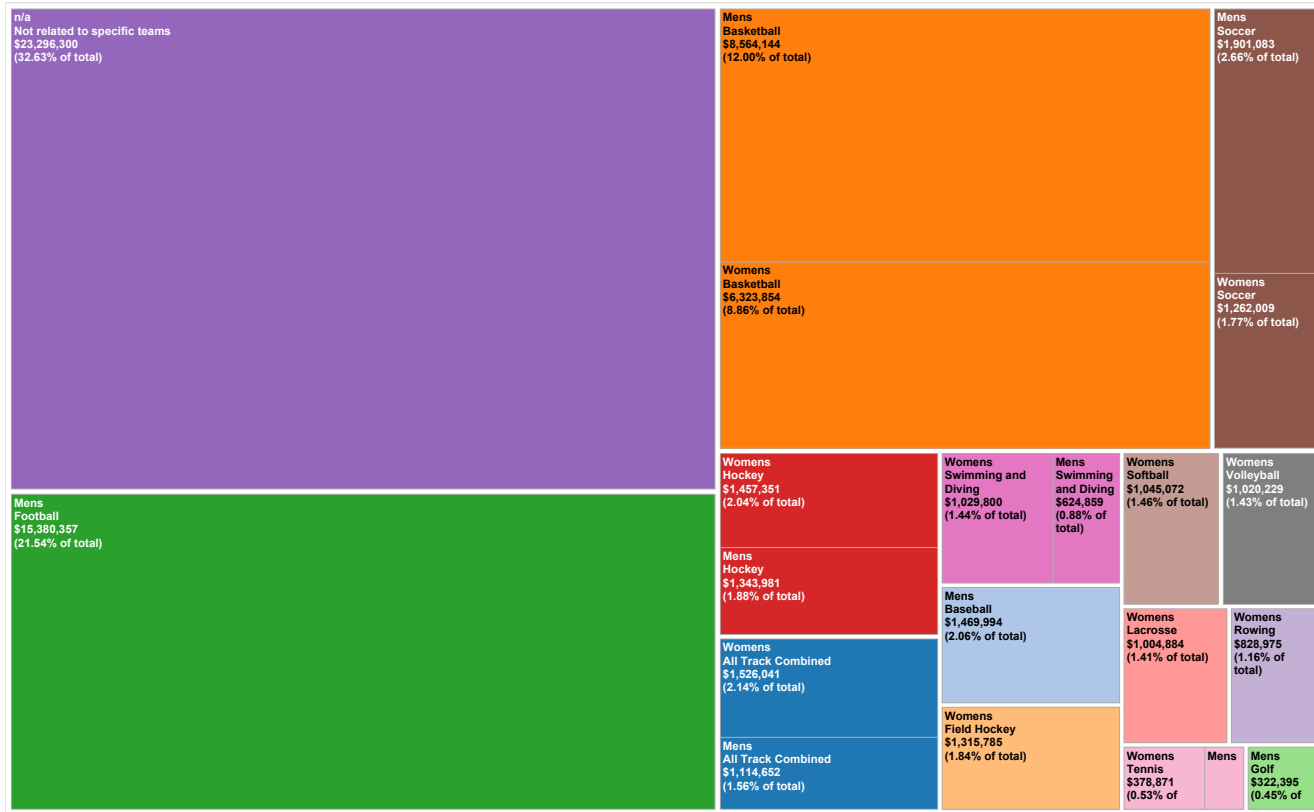
Data: 2014 University of Connecticut NCAA financial statement



Overall subsidy in D1-A programs	Subsidy as % of total expenditures	Revenue in Power 5 conferences	Institutional Subsidy in Power 5 Schools	UConn overall revenues & expendit..	Revenues and expenditures by obje..	<b>UConn FY14 Expenditures by team</b>	FY14 football & bb team revenues & ex..	Other team expenditures/revenu..	Academic assistance to athletes, FY14
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## Expenditures, UConn Athletics FY2014

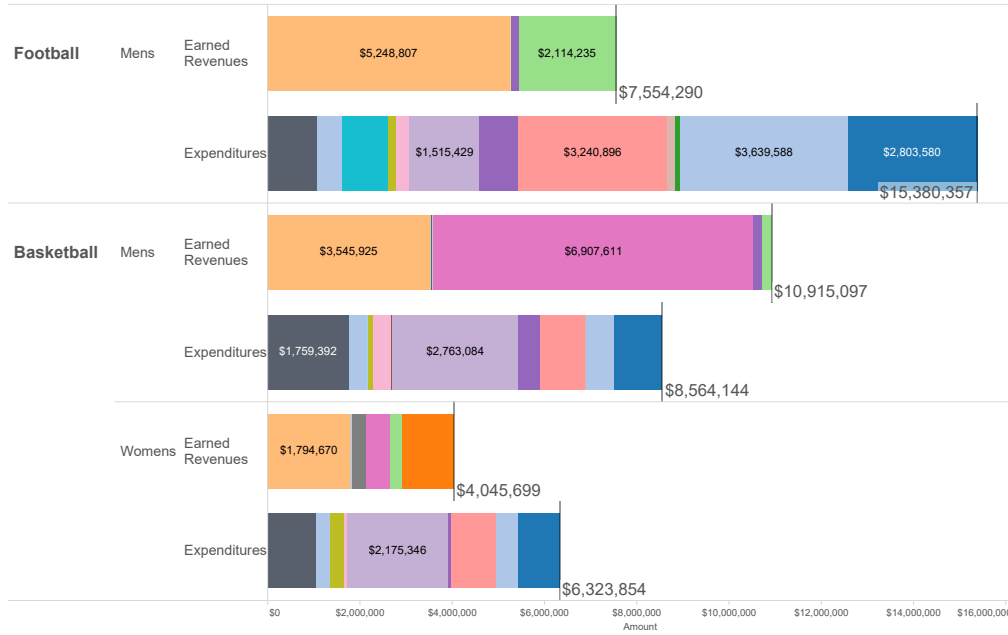
Data: 2014 University of Connecticut NCAA financial statement



Overall subsidy in D1-A programs	Subsidy as % of total expenditures	Revenue in Power 5 conferences	Institutional Subsidy in Power 5 Schools	UConn overall revenues & expendit..	Revenues and expenditures by obje..	UConn FY14 Expenditures by team	FY14 football & bb team revenues & ex..	Other team expenditures/revenu..	Academic assistance to athletes, FY14
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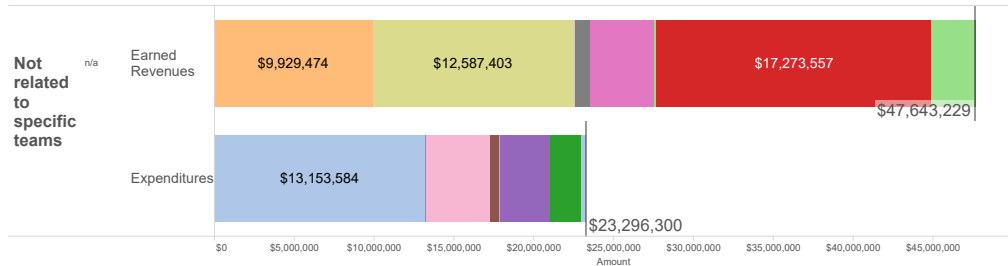
## UConn Athletics 2014 revenues and expenditures for football & basketball programs, and expenditures and revenues not related to specific teams, 2014

UConn team revenue and expenditures by source for football and basketball programs, 2014  
data: NCAA financial report



- Source**
- Assistant Coaches salary/benefits
  - Athletic Student Aid
  - Broadcast, Television, Radio and Int..
  - Contributions
  - Direct Facilities, Maintenance, and R..
  - Endowment and Investment Income
  - Equipment, Uniforms and Supplies
  - Game Expenses
  - Guarantees
  - Head Coach Salary/benefits
  - Medical Expenses and Medical Insur..
  - Memberships and Dues
  - NCAA Distributions
  - Other Operating Expenses
  - Other Operating Revenue
  - Program Sales, Concessions, Novelt..
  - Recruiting
  - Royalties, Licensing, Advertisements..
  - Severance Payments
  - Spirit Groups
  - Sports Camp Revenues
  - Support Staff / Administrative
  - Team Travel
  - Ticket Sales

Athletics revenues & expenditures not related to specific teams, 2014  
data: NCAA financial report

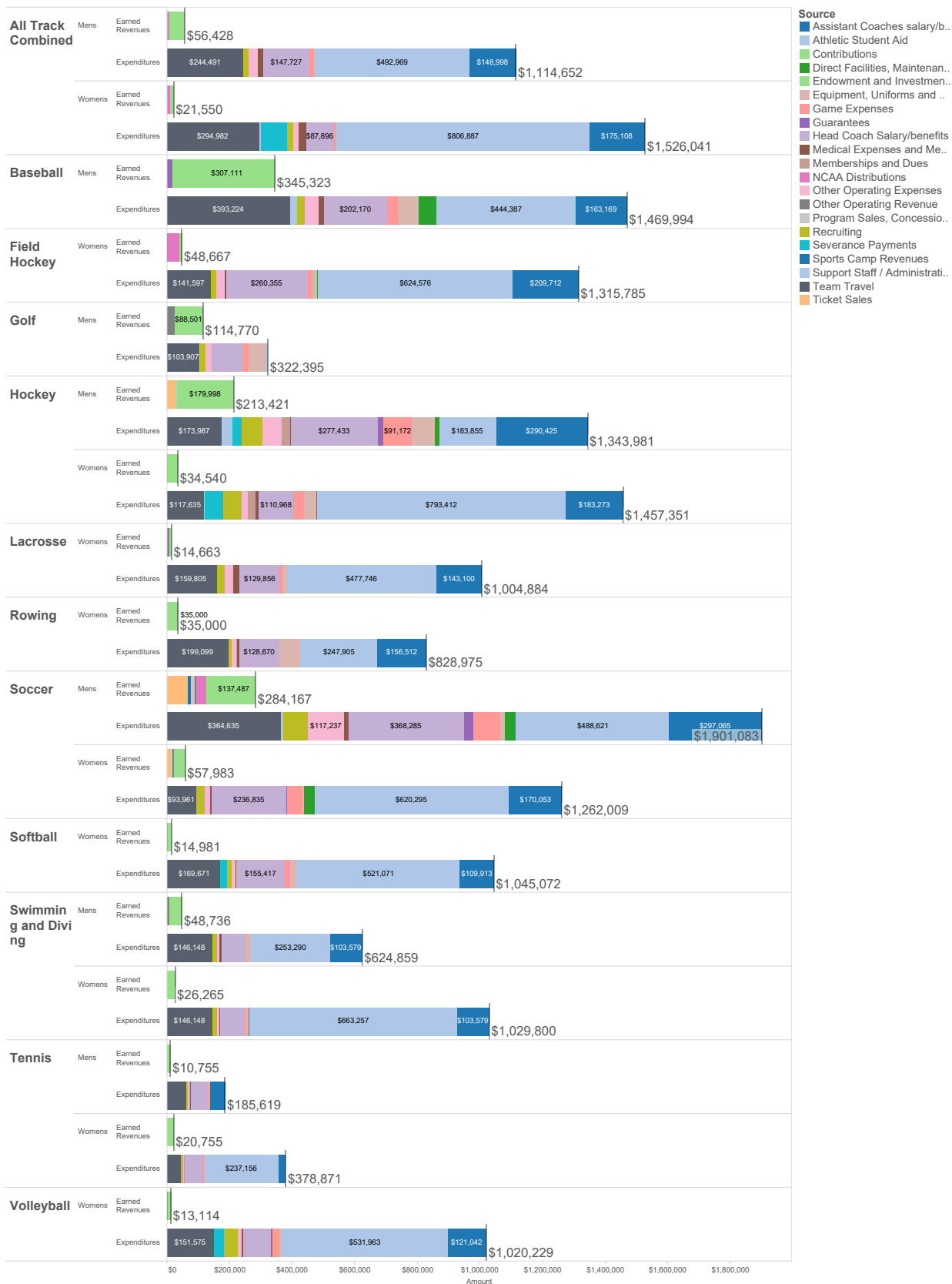


- Source**
- Athletic Student Aid
  - Broadcast, Television, Radio and Int..
  - Contributions
  - Direct Facilities, Maintenance, and R..
  - Direct Institutional Support
  - Endowment and Investment Income
  - Equipment, Uniforms and Supplies
  - Fund Raising, Marketing and Promot..
  - Game Expenses
  - Medical Expenses and Medical Insur..
  - Memberships and Dues
  - NCAA Distributions
  - Other Operating Expenses
  - Other Operating Revenue
  - Program Sales, Concessions, Novelt..
  - Recruiting
  - Royalties, Licensing, Advertisements..
  - Severance Payments
  - Spirit Groups
  - Student Fees
  - Support Staff / Administrative

Overall subsidy in D1-A programs	Subsity as % of total expenditures	Revenue in Power 5 conferences	Institutional Subsidy in Power 5 Schools	UConn overall revenues & expendit..	Revenues and expenditures by obje..	UConn FY14 Expenditures by team	FY14 fooball & bb team revenues & ex..	Other team expenditures/revenu..	Academic assistance to athletes, FY14
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## UConn Athletics Revenue & Expenditures by Team and Source, FY14

Data: 2014 University of Connecticut NCAA financial statement



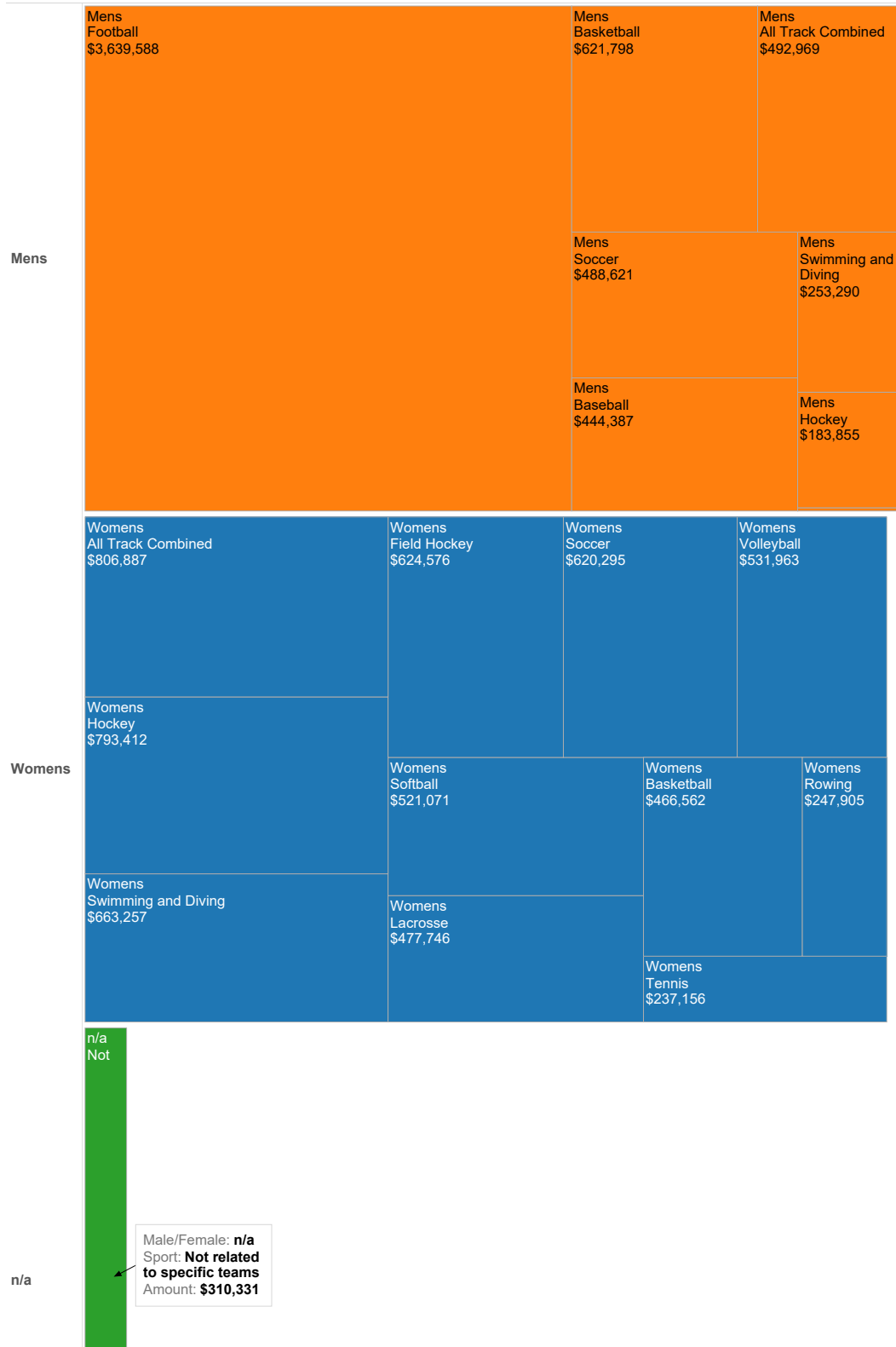
Overall subsidy in D1-A programs	Subsidy as % of total expenditures	Revenue in Power 5 conferences	Institutional Subsidy in Power 5 Schools	UConn overall revenues & expendit..	Revenues and expenditures by obje..	UConn FY14 Expenditures by team	FY14 foobal & bb team revenues & ex..	Other team expenditures/revenu..	Academic assistance to athletes, FY14
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### Student academic assistance for men's and women's teams, 2014

Data: 2014 University of Connecticut NCAA financial statement

Total academic assistance (scholarships) expenditures FY14:

Mens	\$6,129,008
Womens	\$5,990,830
n/a	\$310,331



## Change in per-team expenses 2005-2015, UConn vs. NCAA D1-A median costs

<b>Sport</b>	<b>2005 UConn costs</b>	<b>2005 median costs among NCAA D1-A teams</b>	<b>2015 UConn costs</b>	<b>2015 median cost among NCAA D1-A teams</b>	<b>Increase in UConn costs 2005-2015</b>	<b>Increase in D1-A median costs 2005-2015</b>
All Track Combined Men's Team Expenses	\$732,401	\$677,605	\$1,133,801	\$1,285,180	54.8%	89.7%
All Track Combined Women's Team Expenses	\$941,080	\$783,473	\$1,968,360	\$1,416,916	109.2%	80.9%
Baseball Men's Team Expenses	\$836,748	\$887,626	\$1,617,650	\$1,768,548	93.3%	99.2%
Basketball Men's Team Expenses	\$6,081,742	\$2,924,531	\$9,516,308	\$6,081,807	56.5%	108.0%
Basketball Women's Team Expenses	\$4,481,048	\$1,569,597	\$7,518,348	\$3,131,258	67.8%	99.5%
Field Hockey Women's Team Expenses	\$714,761	\$646,601	\$1,494,932	\$1,192,901	109.2%	84.5%
Football Men's Team Expenses	\$10,172,761	\$8,223,776	\$16,781,226	\$17,321,663	65.0%	110.6%
Golf Men's Team Expenses	\$218,696	\$304,536	\$563,057	\$572,735	157.5%	88.1%
Ice Hockey Men's Team Expenses	\$519,880	\$1,797,590	\$2,755,443	\$3,005,159	430.0%	67.2%
Ice Hockey Women's Team Expenses	\$956,470	\$956,470	\$1,684,594	\$1,961,915	76.1%	105.1%
Lacrosse Women's Team Expenses	\$635,506	\$671,371	\$1,266,073	\$1,296,768	99.2%	93.2%
Rowing Women's Team Expenses	\$492,452	\$882,731	\$1,294,272	\$1,690,708	162.8%	91.5%
Soccer Men's Team Expenses	\$1,144,521	\$561,091	\$2,214,898	\$1,049,940	93.5%	87.1%
Soccer Women's Team Expenses	\$904,546	\$672,524	\$1,642,542	\$1,241,874	81.6%	84.7%
Swimming and Diving Men's Team Expenses	\$353,553	\$568,170	\$413,703	\$1,019,502	17.0%	79.4%
Swimming and Diving Women's Team Expenses	\$663,015	\$634,781	\$1,147,682	\$1,135,662	73.1%	78.9%
Tennis Men's Team Expenses	\$79,816	\$370,161	\$862,529	\$684,694	980.6%	85.0%
Tennis Women's Team Expenses	\$151,189	\$399,589	\$714,116	\$738,819	372.3%	84.9%
Volleyball Women's Team Expenses	\$636,217	\$702,572	\$1,189,739	\$1,320,071	87.0%	87.9%

**Source:** EADA - Equity in Athletics Data Analysis. U.S Department of Education Office of Postsecondary Education <https://ope.ed.gov/athletics/#/> data downloaded April 20, 2017