

UNIVERSITY SENATE MEETING
October 3, 2016
ROME BALLROOM, Storrs Campus

1. President Herbst called to order the regular meeting of the University Senate of October 3, 2016 at 4:00 pm.
2. Election of Acting Moderator: Senator Boyer nominated Katharina von Hammerstein; the nomination was seconded by Senator Makowsky; passed unanimously. Acting Moderator von Hammerstein began her duties.
3. Approval of Minutes of September 12, 2016. Motion to accept by Senator Bansal; seconded by Senator Rios; approved with two abstentions.
4. Report of the President

Presented by President Herbst. The NEASC accreditation visits took place last week. The visits ended with an exit interview. The eight minute interview included positive remarks about the campus and academics. The full written report is expected in March. President Herbst expressed gratitude for all who participated in the process.

President Herbst shared that reports issued today indicate that the state budget might be in balance. If additional cuts are made to the University budget, we will continue to protect the academic mission and Student Affairs. With the presidential election still weeks away, there is much uncertainty nationwide. The State budget is on hold with work expected to resume in November. Governor Malloy will make his budget presentation in January.

President Herbst reported that 80 new faculty have been hired this year. Of this number, 35 are new positions and 45 were hired to replace positions created through retirements or resignations. Cuts to the state's block grant have had an effect on enrollment and faculty hiring.

President Herbst shared that she is very pleased with the hiring of Joelle Murchison as Chief Diversity Officer. Ms. Murchison reports directly to the President. The recent "What's on Your Mind" open forum was very well attended.

President Herbst gave updates on the Hartford and Stamford Campuses. The Hartford Campus is on time and on budget with an anticipated opening date next summer. The expectation is that the campus will become a part of the community with students, faculty and staff visiting local restaurants and shops. There will be no food service in the campus building in an effort to promote business at local establishments. The Stamford Campus will soon offer a housing option for up to 300 students. The University is considering ways to subsidize this housing.

President Herbst closed her remarks by urging the Senate to develop a position statement on academic freedom. The Senate had been asked for this last year and it is her hope that the

finished document will be submitted to the Board of Trustees this year. She referred to the University of Chicago statement and suggested that this could be adopted for use at UConn. She and the Board of Trustees are eager to have the opportunity to review and vote on the statement.

Acting Moderator von Hammerstein invited questions from the floor.

Senator Bramble clarified that the Senate was asked to provide a statement on Freedom of Speech and Civility. Senator Beall noted that the Senate Faculty Standards Committee had worked on this statement. The Free Speech portion came easily and could move quickly through the designated channels. The challenge, Senator Beall indicated, was with the Civility portion. He invited the Senate Executive Committee to charge the Faculty Standards Committee with writing a statement on Free Speech only. Senator English strongly disagreed and noted that the charge was to reconcile the issue of free speech with that of civility. The University of Chicago statement was shared because it takes into account the entirety of the issue. If the charge is for a statement solely on free speech without civility, we will open ourselves to a whole other debate. Senator English stressed that the problem needs to be solved, and the University Senate has the purview and responsibility to consult and determine how to make that reconciliation.

Senator McCutcheon expressed concern as to how the budget will affect the cost of research. He shared that there is widespread concern throughout the University that research dollars do not stretch as far as they used to. He has raised these concerns as far back as seven years ago and it seems not to be a priority. President Herbst stressed that the University is committed to its research mission and acknowledged that we have been in a difficult budget time for many years. CFO Scott Jordan will elaborate more on this issue in the report he will present later in this meeting. She assured all that the Vice President of Research, the Provost's Office and the Deans are working with faculty.

5. Report of the Senate Executive Committee

Attachment #8

Acting Moderator von Hammerstein invited questions from the floor.
There were no questions.

6. Consent Agenda: passed unanimously

Attachment #9

- Report of the Senate Nominating Committee
Senator Dominguez presented two changes to the report

Attachment #10

- Report of the Senate Curricula and Courses Committee

7. Report of the Scholastic Standards Committee (second presentation).
Presented by Hedley Freake

Attachments #11-12

- A. Action on a motion to amend the By-Laws, Rules and Regulations of the University Senate II.C.1, Requirements in General
 Senator Freake proposed a change to the motion.
 Proposed change: 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 otherwise in the University catalog.
 Acting Moderator von Hammerstein called for discussion on the amendment. No discussion. A vote was called for on the amendment; motion passed with one abstention. Acting Moderator von Hammerstein called for discussed on the main motion. Senator Jepson asked when this by-law revision would take effect. Senator Freake responded that it would take effect with the next catalog. A vote was called for on the main motion; motion carried with one abstention.
- B. ACTION on a motion to amend the By-Laws, Rules and Regulations of the University Senate II.E, Scholastic Standing
 There was no discussion on the motion. A vote was called for on the motion; motion carried unanimously.

8. Annual Report of the Regional Campuses
 Presented by Sally Reis, Vice Provost of Academic Affairs

Attachments #13-16

Dr. Annemarie Seifert was introduced as the new Director of the Avery Point Campus. Dr. Seifert addressed the Senate highlighting that recruitment and retention will be the campus focus. Vice Provost Reis presented the Regional Campus report.

Acting Moderator von Hammerstein invited questions from the floor. Senator Cairra asked for more information on the 11% decline in enrollment on the regional campuses. Vice Provost Reis noted that the decline aligns with the declining graduation rates in northwestern Connecticut high schools and a decline in Honors and AP classes. Students enrolled in those classes are typically the students who consider UConn. Some of the same predictors are being seen in the southeast area of the state. Vice Present Locust was called upon to elaborate. He added that the decline can also be attributed to an increased enrollment at community colleges and other four year institutions. He noted that the regional campuses have very strong students who consider many options for their undergraduate work.

Senator Freake noted that there is a greater proportion of minority students at the regionals than at Storrs and asked if these students had applied to the Storrs campus. Vice Provost Reis shared that the profile of young people at the regionals tend to be first generation or unsure of their ability to succeed at UConn. Guidance counselors may be encouraging students to seek admission to the regional campus, as well. She did note that minority admissions have also increased at Storrs. Vice President Locust agreed and said that the overall demographics for the state and northeast have changed dramatically with an increase among minority students.

Senator Bramble asked why the art gallery on the Avery Point was closed. Vice Provost Reis explained that it was closed as a result of the budget rescission. Retention and recruitment on the campus were identified as the priorities. She noted that the offer had been made to keep the gallery open using a part-time graduate assistant, and that offer remains open.

Senator McCutcheon asked if there is a minimum enrollment required to make a regional campus viable. Vice Provost Reis stressed that there are no plans to close any other regional campus. It was determined that Torrington's enrollment of 82 full-time and 40 part-time students was too small. In general, 300 incoming students with a student body of 1000 overall is the ideal. She noted the specialty areas of each campus: public policy in Hartford, increase in professional programs in Waterbury, digital media in Stamford and marine sciences at Avery Point. The common start time schedule was designed to allow some Storrs faculty to use distance learning.

Senator Schultz asked if there have been studies to determine if faculty at regional campuses feel well integrated into the faculty of their home departments. He suggested that the administration give consideration to more formal programs. Vice Provost Reis agreed that this is an excellent point. This generally tends to be handled by each department and varies widely. The Provost's Office supports this effort and department heads are encouraged to engage with regional directors.

Senator Bramble referred to the list of recommendations included in the Common Schedule Task Force report and asked if there were plans to implement. Vice Provost Reis shared that the report was sent to all regional directors. She will meet with the directors tomorrow and the report and its recommendations is the first agenda item.

Senator Sneed referenced information from a conference she attended recently when sharing that although diversity is increasing in schools/colleges, those students are likely to incur more student debt. She asked if there are any safeguards in place at UConn. Vice President Locust noted that at the undergraduate level, retention and graduation rates are looked at by ethnicity. African American and Latino females' six-year graduation rate closely mirrors the institutional average. This indicates that the focus needs to be more on males. He also shared that financial aid is distributed by family income based on the FAFSA and not on race. There are leadership scholarships available on the merit side.

9. Report of the EVP/CFO on the University's Budget

Presented by Scott Jordan, Executive Vice President for Administration and Chief Financial Officer

Attachment #17

Following the presentation, Acting Moderator von Hammerstein invited questions from the floor.

In response to a question from Senator McCutcheon about the reason for an increase in fringe benefits and adjustments, CFO Jordan clarified that research grants come in through the research fund. Grants and contracts in this display are principally federal grants. Senator McCutcheon followed up with a question about funds sweeps and asked if these accounts remain at risk. CFO Jordan noted that UConn has been a good steward and spent money wisely. UConn has thousands of accounts, some with relatively small balances. The State sees that money as one larger balance. Many of those accounts started as federal grant money to researchers or paid by students in room and board fees. General Assembly budget negotiations last year brought forth a decision to either opt for a fund sweep in some areas or make permanent cuts.

Senator Caira noted the repeated increase in fringe rates and asked if there is an indication of how much more will be needed. CFO Jordan explained that much of the reason for increase in fringe relates to the underfunded state pension system. He suggested that additional increases in fringe are not going to solve the pension funding issue and the state will need to consider other remedies. If that 26-29% was not part of the fringe rate, UConn would be more competitive in this area. Senator McCutcheon asked why the rates are blended. CFO Jordan clarified that the blending is the result a legal action wherein Connecticut State Colleges and Universities (CSCU) was found to be steering employees into lower cost alternative retirement plans (ARP). He noted that if the state offers two pension options, an employee should be free to make their own decision without influence from management. He noted that if rates were not blended, departments would make hiring decisions based on which retirement plan was chosen. The hybrid plan was developed as a settlement based on those practices. Senator McCutcheon disagreed. Senator McCutcheon said that hiring decisions happen before an employee's selection of a retirement plan.

10. New Business

Acting Moderator von Hammerstein called for any new business. There was none.

11. Adjournment

Senator Darre called for adjournment; Senator Rios seconded. The meeting was adjourned at 5:31pm.

Respectfully submitted,

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

The following members were absent from the October 3, 2016 meeting:

Agwunobi, Andrew	Clark, Chris *	Rocoberton, Bartolo
Aneskievich, Brian	D'alleva, Anne *	Sanchez, Lisa
Atkinson-Palombo, Carol	Deibler, Cora	Seth, Anji
Benson, David	Gordon, Lewis	Siegle, Del *
Bird, Robert	Kendig, Tysen	Teschke, Carolyn
Boylan, Alexis	Loturco, Joe	Wei, Mei
Brown, Stuart *	Mannheim, Phillip *	Weiner, Daniel *
Bucklin, Ann *	McCauley, Paula *	Wilson, Christine *
Bull, Nancy *	Parent, Matthew	Wogenstein, Sebastian

*Members who gave advance notice of absence

**Senate Executive Committee Report
to the University Senate
October 3, 2016**

Good Afternoon,

The Senate Executive Committee has met twice since our last full Senate meeting. On September 23, we met with the Senate representatives to the Board of Trustees. They shared reports from their respective committees and we discussed the Senate representative role on BoT committees. Each of the Senate representatives in attendance shared a desire to have a more substantive role and they remain eager to bring the Senate perspective to more of the BOT conversations.

The SEC then met with committee chairs to discuss the agenda for this meeting and hear reports from each committee. Late last week, the Senate Nominating Committee announced that Faculty Review Board elections have concluded. We are pleased to share that Peter Gogarten of the College of Liberal Arts & Sciences and Mary Ellen Junda of the School of Fine Arts were elected to serve three-year terms on the FRB. The Nominating Committee is currently preparing ballots for both the Faculty and Staff at Large elections. The Senate Executive Committee has received the full General Education Task Force Report including recommendations by the Gen Ed Assessment Task Force. Following review by SEC, the report will be shared and open for discussion at an upcoming Senate meeting.

This past Friday, the SEC met with administrators following a closed session with Provost Choi. We learned that the exit interview with the NEASC accreditation team was overwhelmingly positive. The few items of concern will be detailed in the full report that the administration expects to receive within the coming months. CFO Scott Jordan gave us an overview of the new CORE-CT payroll system before offering a preview of the budget report to be presented later in this meeting. Vice Provost Kent Holsinger shared with us a thorough update on admissions,

enrollment and diversity at the Graduate School. The Senate will receive further details of this report later in the year. The SEC was pleased to hear that the “What’s On Your Mind” open forum held on September 12th was very successful and well-attended by students and others from around the university community. Vice President Michael Gilbert described the event as having a “balanced, positive tone”. We look forward to more such events as we continually seek to provide a welcoming environment where every voice and every perspective is heard.

Finally, the SEC is pleased to share the following appointments:

- John Volin as Senate representative to the UConn Foundation Board of Directors
His term two year term is through September 20, 2018
- Jaci Van Heest as UConn University Senate representative to the Coalition of Intercollegiate Athletics (COIA. Her term is through June 30, 2019.

We extend our gratitude to each of them for taking on these important roles.

The next meeting of the University Senate will be held on Monday November 7.

Respectfully Submitted,

Mark Boyer, Chair

Senate Executive Committee

Nominating Committee Report
to the University Senate
October 3, 2016

1. We move the following faculty deletion from the named standing committee:
Kristin Schwab from the Growth & Development Committee
Osundwa Wanjera from Faculty Standards Committee
2. We move to appoint the following faculty and staff members to the named committee effective immediately with a term ending as indicated below.

Baki Cetegen and Anji Seth to General Education Oversight Committee (GEOC) – term ending 6/30/2018
Lauren Jorgensen to Faculty Standards Committee – term ending 6/20/2018

3. We move to appoint the following faculty and staff members to the named committee effective immediately with a term ending June 30, 2017.

Maria Ana O’Donoghue to the Diversity Committee as representative from Curricula & Courses
Lauren DiGrazia to the Diversity Committee as representative from Scholastic Standards
Pat Jepson to the Diversity Committee as representative from Student Welfare
Carol Atkinson-Palombo to the Diversity Committee as representative from University Budget Committee
Suzanne Wilson to the Growth & Development Committee as representative from Curricula & Courses
Katrina Higgins to the Growth & Development Committee as representative from Scholastic Standards
Tina McCarthy to the Growth & Development Committee as representative from Student Welfare

4. For the information of the Senate, the Graduate Student Senate has appointed Matthew Parent to the University Senate with a term ending June 30, 2017.

Respectfully submitted,

Teresa Dominguez, Chair
Janine Caira
Hedley Freake

Pamela Bramble
Cameron Faustman
Susan Spiggle

University Senate Curricula and Courses Committee
Report to the Senate
October 3, 2016

- I. The Curricula and Courses Committee recommends approval to ADD the following 1000- or 2000-level courses:**
- A. CSE 2050 Data Structures and Object-oriented Design
Proposed Catalog Copy
CSE 2050. Data Structures and Object-oriented Design
Three credits. Three class periods of lecture and one 75-minute laboratory period per week.
Prerequisite: CSE 1729. Not open to students who have passed CSE 2100.
Introduction to fundamental data structures and algorithms. Emphasis is on understanding how to efficiently implement different data structures, communicate clearly about design decisions, and understand the relationships among implementations, design decisions, and the four pillars of object-oriented programming: abstraction, encapsulation, inheritance, and polymorphism.
- B. DMD/ENGL 2610 Introduction to Digital Humanities
Proposed Catalog Copy
DMD 2610. Introduction to Digital Humanities.
3 credits. Consent of Instructor Required.
The application of digital technology and media to such subjects as art history, classics, cultural and area studies, history, languages, literature, music, and philosophy. This course will provide a broad survey of the landscape of international and interdisciplinary digital humanities through the lens of ongoing work of faculty and staff researchers at the University of Connecticut.
- C. ECON 2211Q Quantitative Intermediate Microeconomics
Proposed Catalog Copy
ECON 2211Q. Quantitative Intermediate Microeconomics
Four Credits. Prerequisites: ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q or 2141Q. Not open to students who have taken ECON 2201.
Intermediate microeconomic theory presented with calculus and other quantitative techniques.
Demand and supply, exchange and production, pricing, and welfare economics.
- D. ECON 2212Q. Quantitative Intermediate Macroeconomics
Four Credits. Prerequisites: ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q or 2141Q. Not open to students who have taken ECON 2202.
Intermediate macroeconomic theory using quantitative techniques. Definition and measurement of major economic variables; business cycles; economic growth; labor supply; savings and production decision; the effect of government policies; and general equilibrium.
- E. ENGL 2612 Digital Literary Studies
Proposed Catalog Copy
ENGL 2612. Digital Literary Studies.
Three credits.
Introduction to the shaping of literature and literary studies by digital technologies, critical engagement with digital media, and historical and theoretical approaches to media and technology.

- F. ENGL 2627 Topics in Literary Studies
Proposed Catalog Copy
ENGL 2627. Topics in Literary Studies
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.
Exploration of various focused topics, such as a particular literary theme, form, or movement, to be announced from semester to semester. May be repeated for credit with a change in topic.
- G. ENVS 2000 Integrating Humans and the Environment
Proposed Catalog Copy
ENVS 2000. Integrating Humans and the Environment
Three credits. Open to Environmental Sciences majors only, sophomores or higher.
Recommended preparation: NRE 1000 or similar.
This course is designed for students who have had a foundation in the basic concepts of environmental sciences. Exploration of critical environmental issues from a science-based perspective, including climate change, energy resilience, ecosystem services, and sustainability. The course will address the challenges, tradeoffs, and potential solutions to problems related to human modification of the environment, and do so from an interdisciplinary perspective.
- H. MAST 1300 Maritime Communities
Proposed Catalog Copy
MAST 1300. Maritime Communities
Three credits.
Maritime communities and environment in an interdisciplinary and international context from economic, geographic, historical, and other social science perspectives.
- I. PNB 1000 Introduction to Physiology and Neurobiology
Proposed Catalog Copy
PNB 1000. Introduction to Physiology and Neurobiology
Spring semester. One credit. Open to first-year students, others with consent of instructor. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). An introduction for declared and prospective Physiology and Neurobiology majors. Introduces key discoveries, current research areas, and technological innovations in physiology and neurobiology, and develops familiarity with the PNB department.
- J. SOCI 2310 Introduction to Criminal Justice
Proposed Catalog Copy
SOCI 2310. Introduction to Criminal Justice
Three Credits.
The criminal justice system from a sociological perspective, including crime, police and law enforcement, courts and adjudication, corrections and juvenile justice.

II. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend inclusion of the following courses in Content Area 2 – Social Sciences:

- A. MAST 1300 Maritime Communities

B. POLS 3211/W Politics of Water

Current Catalog Copy

POLS 3211W. Politics of Water

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

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

Revised Catalog Copy

POLS 3211W. Politics of Water

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011; recommended preparation: POLS 1202 or 1207; open to juniors or higher; others by permission.

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

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

- A. SOCI 1251/W Social Problems
- B. SOCI 3503/W Prejudice and Discrimination
- C. SOCI 3601/W Sociology of Gender

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

- A. SOCI 3503/ Prejudice and Discrimination (level change from 3000 to 2000)

Current Catalog Copy

SOCI 3503. Prejudice and Discrimination

(243) Three credits. Prerequisite: Open to juniors or higher.

Sources and consequences of racial and ethnic prejudice and discrimination.

SOCI 3503W. Prejudice and Discrimination

(243W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Revised Catalog Copy

SOCI 2503. Prejudice and Discrimination

(243) (Formerly offered as SOCI 3503.) Three credits. Prerequisite: Open to sophomores or higher.

Sources and consequences of racial and ethnic prejudice and discrimination.

2503W. Prejudice and Discrimination

(243W) (Formerly offered as SOCI 3503W.) Prerequisite: ENGL 1010 or 1011 or 2011; Open to sophomores or higher.

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

- A. UNIV 3985 Surviving & Thriving: A Crash Course for UConn Exchange Students

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)

9/7/16 and 9/21/16 meetings

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
SSC modified 9/21/16

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

A. Background:

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

B. Proposal to Senate: Motion

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

h. *Minors*

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

UNIVERSITY OF CONNECTICUT**Senate Scholastic Standards Committee****Report to the University Senate****9/12/2016****Scholastic Standing****A. Background**

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

B. Current Relevant By-Laws

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

II. RULES AND REGULATIONS**E. Scholastic Standing****1. *Classification of Students***

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

2. *Responsibility for the Academic Assessment of Students*

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

3. *Undergraduate Grades*

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

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

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

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

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

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

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

4. *Pass-Fail Option*

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

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

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

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

5. *Satisfactory/Unsatisfactory Grades*

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

6. *Grades of Incomplete and Absent*

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

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

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

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

7. *Reporting Grades*

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

8. *Semester and Mid-Semester Reports*

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

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

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

9. Changes of Course Grades

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

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

10. Appeals of Assigned Course Grades

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

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

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

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

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

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

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

C. Proposal to Senate: Motion

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

II. E. Scholastic Standing

1. *Classification of Students*

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

2. *Responsibility for the Academic Assessment of Students*

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

3. *Grades*

a. *Grades used to calculate the GPA*

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

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

b. *Grades not used to calculate the GPA*

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

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

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

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

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

4. *Temporary Grades*

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

a. *Temporary Grades Related to Incomplete Work*

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

Temporary Grade	Conditions for Assigning a Temporary Grade
N No basis for grade	A student has completed few or no assessments and no make-up schedule has been agreed upon with the instructor; the instructor has no basis for a grade.
I Incomplete Work	A student has not completed all of the assessments but work completed is of passing quality and a make-up schedule has been agreed upon with the instructor.
X Final assessment absence	A student did not submit a final assessment and might by means of a satisfactory performance on the assessment complete the course with a passing grade. If in the opinion of the instructor such a student would fail the course regardless of the result of the assessment, the student shall be given a grade of F. Procedures for rescheduling final assessments are described in II.E.12, <i>Examinations and Assessments</i> .

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

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

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

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

b. Temporary Grades Related to Course Scheduling

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

5. Reporting Grades

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

6. *Mid-Semester and Semester Reports*

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

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

7. *Changes of Course Grades*

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

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

8. *Appeals of Assigned Course Grades*

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

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

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

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

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

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

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

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

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

Introducing Dr. Annemarie Seifert

- Dr. Annemarie Seifert is the new director of the Avery Point campus and she is here with me today. Annemarie completed her doctoral work at The University of Texas at Austin and is originally from Connecticut. She recently served as an Associate Vice Chancellor at The University of Massachusetts, Amherst, focusing on student engagement as well as innovative programs and services for undergraduate and graduate students. She is passionate about maximizing student success and supporting students in achieving their academic and personal potential. Annemarie has more than twenty years of experience in higher education. Prior to her time at UMass, she served as the Associate Vice President for Student Affairs and Enrollment Management at Georgia Southern University and also worked for 10 years in the Dean of Students Office at The University of Texas at Austin.

Regional Campus Census

Fall 2012 – Fall 2016

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change Fall 2015 to Fall 2016
¹ First-time Freshmen - Regional Campuses						
Avery Point	256	212	274	259	230	-11.2%
Hartford	443	377	466	445	453	1.8%
Stamford	264	231	337	383	365	-4.7%
Waterbury	276	218	275	223	249	11.7%
² Undergraduates Total - Regional Campuses						
Avery Point	765	682	709	717	703	-2.0%
Hartford	1,461	1,409	1,355	1,347	1,252	-7.1%
Stamford	1,377	1,363	1,485	1,564	1,507	-3.6%
Waterbury	921	898	852	800	844	5.5%

Source: Fall 2016 Tenth Day University Census, Frozen 9-12-16

UConn Stamford: Campus Housing



<http://stamford.uconn.edu/campushousing>

UConn Stamford: In the News

**stamford
advocate**

News

Sports

Business

Entertainment

Living

Obituaries

Blogs

UConn called key to Stamford's business future

By Paul Schott Published 12:00 am, Sunday, September 25, 2016



Working with University and External Partners to create programming that benefits our students, alumni, and community.

<http://www.stamfordadvocate.com/business/article/UConn-called-key-to-Stamford-s-business-future-9242621.php>

UConn
UNIVERSITY OF CONNECTICUT

Avery Point Update:

1. New Director

2. Partnership with Mystic Aquarium

- Aquarium research operations located on the campus
- 5 Mystic Aquarium Scientists in UConn classrooms
- Collaborative research (e.g. Long Island Sound/local marine environment, aquatic animal health/ecosystems, oceans/human health)
- Seminar on Marine Mammals
- Mystic Aquarium Intern Program



Innovative Faculty

- Dr. Michael Finiguerra

- Twitter assignments
- Clickers
- Case Studies
- Snorkeling
- Field trips
 - Camping in New Hampshire
 - Mystic Aquarium



- Dr. Jamie Kleinman

- Named to the Prezi Educators Society
- Was one of 74 out of more than 1500 applicants around the world for using Prezi exclusively for her lectures since 2012
- One of four professors in the US to participate in a research study for their new product

New Hartford Campus overview:

<https://youtu.be/NyZbJn9j0gU>

UConn Waterbury

- A UConn campus has been in Waterbury for over 70 years
- Our incoming freshman enrollment increased by 12.7%
- Currently offer 8 undergraduate majors and coursework in 3 graduate programs
- 45% of incoming students are from underrepresented groups
- Students reside in over 50 surrounding cities and towns



Campus Update

- ❖ New academic building, the Rectory, opened in Spring 2016.
- ❖ Starbucks License Agreement approved - opening fall 2017.
- ❖ Student friendly housing by private investors anticipated fall 2017.
- ❖ Office of Special Programs established in fall 2015 focuses on retention and graduation goals. Percentage of probationary students retained after probation semester increased from 47% in fall 2015 to 71% in spring 2016.
- ❖ Campus Retention Committee formed in spring 2016, with a new tutoring center opened in fall 2016
- ❖ Art Program – Fall 2016 campus admitted studio art students. Currently offering first two years of the program.
- ❖ Engineering – Fall 2016 campus expanded Engineering offerings into the sophomore year.



As of September 1, 32 students from Torrington campus changed to Storrs, 10 students to Hartford, 1 student to Stamford, 49 students changed to Waterbury, and 7 had not yet indicated their final decision or were taking classes across two campuses. Another 10 students did not return to UConn and 2 students were dismissed. These numbers are similar to the number of students who traditionally exit the Torrington campus. We have called students who told us that they were not returning several times to ask if they need help and support. Most students either have not returned our calls or indicated that they did not need our assistance.

Fall 2016 Total Undergraduate Enrollment at the Regional Campuses for Minority

IPEDS Ethnicity	AVYPT	HRTFD	STMFD	WTBY	Grand Total
1.NRA	1	16	108	7	132
2.Latino	67	187	377	132	763
3.Nat Amer		2	1		3
4.Asian Am	49	216	148	74	487
5.Black	34	172	145	85	436
6.Hawaii/Plsle		1	1		2
7.White	492	574	641	493	2200
8.Multi	30	38	38	24	130
9.Unknown	30	46	48	29	153
Grand Total	703	1252	1507	844	4306
Number Minority	180	616	710	315	1821
Percent Minority	25.6%	49.2%	47.1%	37.3%	42.3%

Fall 2015

	AVYPT	HRTFD	STMFD	WTBY	Grand Total
	22.6%	47.4%	44.1%	34.4%	39.8%

**University of Connecticut
Retention Rates and Graduation Rates for Entering Freshmen Classes
By Campus as of Fall 2015**

Storrs Campus

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

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

Total Five Regional Campuses

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

Stamford Campus

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

Avery Point Campus

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

Torrington Campus

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

Hartford Campus

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

Waterbury Campus

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

University of Connecticut
Fall 2015 First-time Full-time Entering Freshmen Cohort Retained Fall 2016
By Regional Campus

DRAFT

Avery Point Campus

Ethnicity¹	Number Retained	Percent Retained	Number Not Retained	Percent Not Retained	Total Count
1.NRA	1	100.00%		0.00%	1
2.Latino	20	76.92%	6	23.08%	26
4.Asian Am	14	100.00%		0.00%	14
5.Black	10	90.91%	1	9.09%	11
7.White	150	82.42%	32	17.58%	182
8.Multi	6	100.00%		0.00%	6
9.Unknown	13	81.25%	3	18.75%	16
Grand Total	214	83.59%	42	16.41%	256

Avery Point % Minority Retained 88%

Hartford Campus

Ethnicity¹	Number Retained	Percent Retained	Number Not Retained	Percent Not Retained	Total Count
1.NRA	5	1.15%	2	0.46%	7
2.Latino	56	12.93%	13	3.00%	69
4.Asian Am	72	16.63%	3	0.69%	75
5.Black	46	10.62%	17	3.93%	63
7.White	166	38.34%	24	5.54%	190
8.Multi	7	1.62%	1	0.23%	8
9.Unknown	17	3.93%	4	0.92%	21
Grand Total	369	85.22%	64	14.78%	433

Hartford % Minority Retained 84%

University of Connecticut
Fall 2015 First-time Full-time Entering Freshmen Cohort Retained Fall 2016
By Regional Campus

DRAFT

Stamford Campus

Ethnicity¹	Number Retained	Percent Retained	Number Not Retained	Percent Not Retained	Total Count
1.NRA	43	11.56%	11	2.96%	54
2.Latino	70	18.82%	10	2.69%	80
4.Asian Am	42	11.29%	6	1.61%	48
5.Black	32	8.60%	3	0.81%	35
7.White	113	30.38%	18	4.84%	131
8.Multi	4	1.08%	2	0.54%	6
9.Unknown	13	3.49%	5	1.34%	18
Grand Total	317	85.22%	55	14.78%	372

Stamford % Minority Retained 88%

Waterbury Campus

Ethnicity¹	Number Retained	Percent Retained	Number Not Retained	Percent Not Retained	Total Count
1.NRA	3	1.37%	1	0.46%	4
2.Latino	28	12.79%	3	1.37%	31
4.Asian Am	24	10.96%	2	0.91%	26
5.Black	18	8.22%	1	0.46%	19
7.White	104	47.49%	20	9.13%	124
8.Multi	4	1.83%	1	0.46%	5
9.Unknown	8	3.65%	2	0.91%	10
Grand Total	189	86.30%	30	13.70%	219

Waterbury % Minority Retained 91%

¹ There were no American Indian or Alaska Native or Native Hawaiian or Other Pacific Islander freshmen in the Fall 2015 cohorts.

University of Connecticut

Retention and Graduation Rates¹

All Freshmen and Minority Freshmen, Storrs Campus, 1983-2015

All Freshmen

Minority Freshmen

Entering Freshmen Class:	Retention after One Year	Retention after Two Years	Retention after Three Years	Graduated in Four Years	Graduated in Five Years	Graduated in Six Years
Fall 1983	87%	79%	76%	41%	66%	70%
Fall 1984	85%	76%	73%	38%	62%	66%
Fall 1985	88%	79%	75%	36%	64%	69%
Fall 1986	86%	79%	75%	37%	64%	68%
Fall 1987	89%	81%	77%	42%	68%	72%
Fall 1988	87%	78%	75%	40%	64%	68%
Fall 1989	87%	80%	76%	40%	65%	70%
Fall 1990	86%	77%	73%	39%	63%	68%
Fall 1991	87%	77%	73%	40%	63%	68%
Fall 1992	85%	76%	72%	40%	62%	66%
Fall 1993	88%	78%	75%	38%	64%	68%
Fall 1994	86%	76%	73%	38%	63%	68%
Fall 1995	87%	78%	75%	43%	66%	70%
Fall 1996	87%	77%	73%	43%	66%	69%
Fall 1997	87%	78%	75%	46%	66%	70%
Fall 1998	86%	79%	75%	45%	67%	71%
Fall 1999	88%	79%	75%	50%	69%	72%
Fall 2000	89%	80%	78%	53%	71%	74%
Fall 2001	88%	81%	78%	54%	72%	75%
Fall 2002	88%	82%	79%	56%	74%	76%
Fall 2003	90%	84%	80%	61%	76%	78%
Fall 2004	92%	85%	83%	66%	79%	81%
Fall 2005	93%	88%	86%	68%	81%	83%
Fall 2006	93%	87%	85%	67%	81%	82%
Fall 2007	93%	88%	86%	68%	81%	83%
Fall 2008	92%	87%	85%	67%	80%	81%
Fall 2009	93%	88%	85%	70%	81%	83%
Fall 2010	92%	87%	85%	70%	81%	
Fall 2011	93%	87%	85%	70%		
Fall 2012	94%	90%	88%			
Fall 2013	93%	89%				
Fall 2014	92%					

Retention after One Year	Retention after Two Years	Retention after Three Years	Graduated in Four Years	Graduated in Five Years	Graduated in Six Years
84%	68%	62%	24%	47%	53%
71%	56%	51%	18%	35%	39%
83%	67%	62%	18%	39%	47%
84%	69%	61%	23%	48%	53%
84%	73%	68%	26%	52%	57%
88%	71%	67%	24%	47%	53%
82%	72%	64%	27%	47%	51%
80%	73%	66%	24%	50%	57%
85%	74%	65%	24%	47%	54%
82%	76%	71%	27%	53%	59%
85%	72%	68%	28%	53%	58%
84%	73%	68%	26%	49%	58%
88%	80%	71%	32%	58%	65%
86%	77%	71%	33%	59%	65%
90%	81%	76%	36%	62%	69%
88%	80%	75%	38%	62%	67%
87%	80%	73%	42%	62%	66%
89%	79%	77%	44%	65%	69%
87%	78%	76%	43%	64%	68%
88%	78%	75%	42%	66%	70%
89%	82%	77%	51%	69%	72%
93%	82%	77%	54%	69%	72%
91%	85%	81%	55%	73%	74%
91%	83%	82%	57%	75%	77%
92%	88%	86%	60%	79%	82%
94%	88%	85%	59%	75%	78%
92%	85%	81%	60%	73%	77%
92%	85%	82%	61%	74%	
91%	84%	81%	61%		
91%	86%	84%			
93%	88%				
90%					

¹ Graduation rates are calculated according to Federal Student Right to Know legislation guidelines of the U.S. Department of Education, and the NCAA Graduation Rates Policy. Graduation rates include students graduating in the summer session of the sixth year of study.

University Update



Outstanding Academic Quality

16/17 - A - 66

Despite cuts in State funding and ongoing fiscal pressures, the University has made significant gains and improved academic quality over the last few years.

UConn successes:

- Top 25 Public National University (19th) in *U.S. News and World Report*
- Decreased average time to degree to 4.2 years
- Increased number of class offerings by 33%
- Increased academic quality of students
- More than one in three CT high school seniors applying to UConn
- Over 36,000 applicants for the Fall of 2016, a record number
- Applications from all 50 states, Puerto Rico and 109 countries
- Fall 2015 entering class includes 68 valedictorians and 76 salutatorians
- SAT score is 3 points higher among applicants for Fall 2016

FY16 UConn Operating Budget vs. Actuals ^{16/17 - A - 67}

In the face of \$17.4M of mid-year State cuts, with careful management, UConn ended FY16 with a small net gain of \$2.7M

	FY16 Budget (\$M)	FY16 Actuals (\$M)	Favorable / (Unfavorable)
Revenues:			
Appropriation	243.1	240.6	(2.5)
Fringe Benefits Reimbursements	153.5	143.9	(7.7)
Total State Support	\$ 396.7	\$ 384.5	\$ (12.2)
Tuition	346.8	353.4	6.6
Fees	117.4	124.3	6.9
Grants & Contracts	68.8	82.1	13.2
Foundation/Endowment	18.4	23.8	5.4
Sales & Service Education	18.4	20.5	2.1
Auxiliary Enterprise Revenue	215.7	214.5	(1.2)
Other Revenue	10.7	12.4	1.8
Total Operating Fund	\$ 1,192.8	\$ 1,215.4	\$ 22.7
Research Fund	101.8	105.8	3.9
Total Current Funds Revenues	\$ 1,294.6	\$ 1,321.2	\$ 26.6
Expenditures:			
Personal Services	507.8	496.7	11.1
Fringe Benefits	259.3	239.5	19.8
Other Expenses/Equipment	212.1	231.4	(19.3)
Energy	24.5	19.7	4.7
Student Financial Aid	146.5	150.8	(4.2)
Debt Service/Projects	38.0	82.1	(44.1)
Total Operating Fund	\$ 1,188.2	\$ 1,220.3	\$ (32.1)
Research Fund	104.2	98.2	6.0
Total Current Funds Expenditures	\$ 1,292.4	\$ 1,318.5	\$ (26.1)
Net Gain/(Loss) Loss	\$ 2.2	\$ 2.7	\$ 0.5

Note: Use of decimals may result in rounding differences.

FY17 University Operating Budget ^{16/17 - A - 68}

Despite continued fiscal pressure, UConn has a balanced budget for FY17.

Revenues (\$M)

Appropriation	223.0
Fringe Benefits & Adjustments	146.9
Total State Support	\$ 369.9
Tuition	372.7
Fees	124.5
Grants & Contracts	79.3
Foundation/Endowment	20.0
Sales & Service Education	19.8
Auxiliary Enterprise Revenue	210.7
Other Revenue	18.3
Total Operating Fund	\$ 1,215.2
Research Fund	104.6
Total Operating Revenues	\$ 1,319.8

Expenditures (\$M)

Personal Services	502.2
Fringe Benefits	258.3
Other Expenses	226.9
Equipment	13.9
Energy	25.2
Student Financial Aid	161.6
Debt Service/Projects	24.9
Total Operating Fund	\$ 1,213.1
Research Fund	106.3
Total Operating Expenditures	\$ 1,319.3
Net Gain/(Loss)	\$ 0.4

Note: Use of decimals may result in rounding differences.

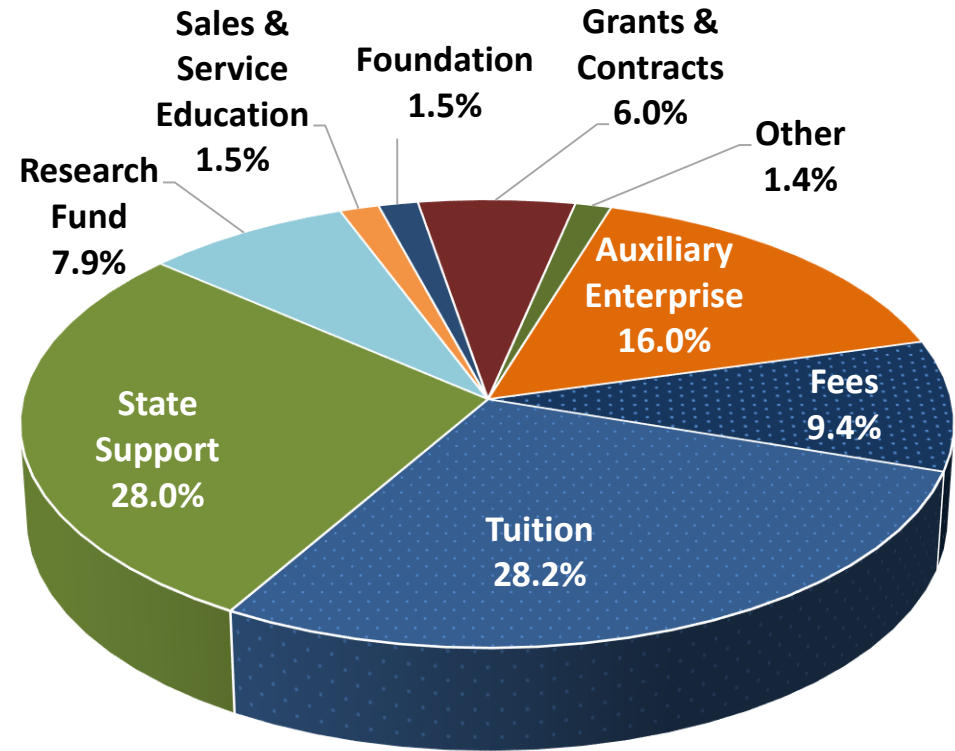
Total State Support includes cut of (\$11.4M) given after budget was passed by legislature.

FY17 Revenue Budget

In FY17, tuition will be the largest revenue source, surpassing State Support.

Revenues (\$M)

Appropriation	223.0
Fringe Benefits & Adjustments	146.9
Total State Support	\$ 369.9
Tuition	372.7
Fees	124.5
Grants & Contracts	79.3
Foundation/Endowment	20.0
Sales & Service Education	19.8
Auxiliary Enterprise Revenue	210.7
Other Revenue	18.3
Total Operating Fund	\$ 1,215.2
Research Fund	104.6
Total Operating Revenues	\$ 1,319.8



37% of total revenue is funded by students and their families through tuition and fees.

Note: Use of decimals may result in rounding differences.

Cuts to State Support

In FY17, UConn has already been cut \$11.4M and is at risk for an additional \$19.0M. Since FY10, UConn has sustained \$86.9M in State reductions*, lost fringe and fund sweeps.

UConn - Reductions, Fringe (Lost) and Fund Sweeps (\$M)							
	Appropriation	Reduction	Lost Fringe due to Reduction	Fund Sweeps	Total Cut		
FY10	\$ 235.3	\$ (2.3)	\$ (1.2)	\$ (8.0)	\$ (11.5)		
FY11	233.0	(0.4)	(0.2)	(15.0)	(15.6)		
FY12	207.7	(2.1)	(1.1)	-	(3.2)		
FY13	206.1	(10.3)	(5.2)	-	(15.5)		
FY14	203.4	(0.8)	(0.4)	-	(1.2)		
FY15	229.6	(7.4)	(3.7)	-	(11.1)		
FY16	243.2	(2.6)	(1.6)	(13.2)	(17.4)		
FY17**	229.9	(6.9)	(4.5)	-	(11.4)		
TOTAL		\$ (32.8)	\$ (17.9)	\$ (36.2)	\$ (86.9)		

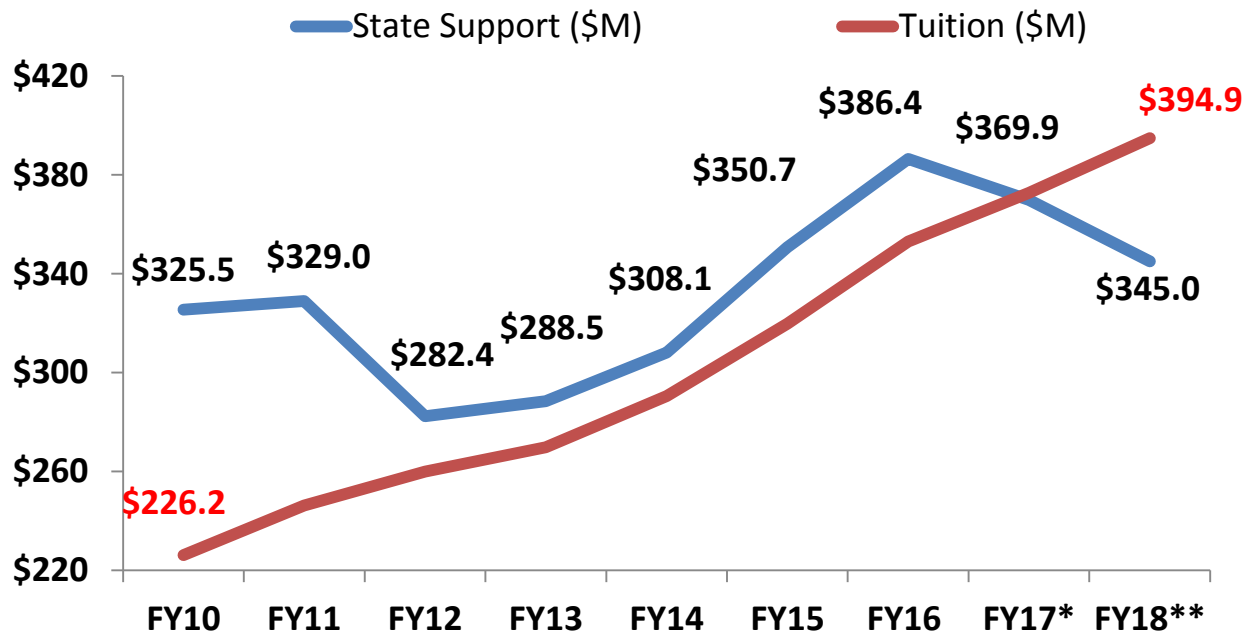
In addition to cuts already received, should the State budget dip into deficiency during FY17, the Governor has authority to make rescissions up to 5% or \$19.0M.

Note: Use of decimals may result in rounding differences.

Tuition is Largest Revenue Source

16/17 - A - 71

Starting in FY17, tuition is the largest revenue source, surpassing State support. Based on current projections, the gap will continue to grow in FY18.



*FY17 includes the appropriation and lapses as of 9/27/16.

**FY18 includes a 10% or \$36M assumed reduction from FY17 base appropriation per OPM letter dated 6/8/16.

Next Generation Connecticut Operating Budget

10/17/18 72

Given the State's fiscal challenges, the FY15, FY16 & FY17 NextGen operating funds were significantly reduced compared to the plan.

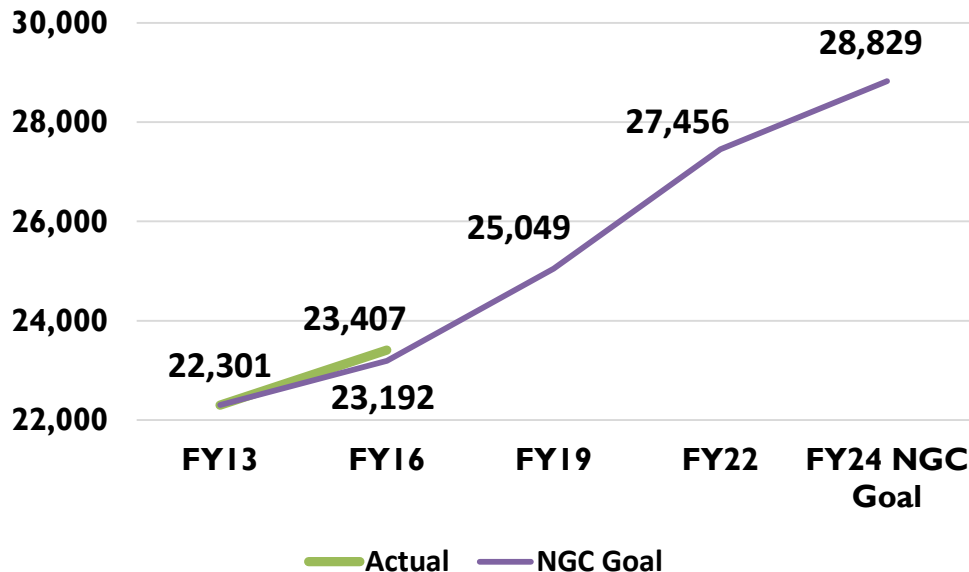
\$M	Original Plan	Actual (to date)	Change
FY15	\$17.4	\$7.6	(\$9.8)
FY16	\$33.8	\$19.1	(\$14.7)
FY17	\$54.0	\$18.5	(\$35.5)

The reduction in funding has negatively impacted our capacity to hire new faculty and will create significant challenges in meeting the original enrollment goals of the initiative. In FY17, 3,822 new freshmen were admitted, the same number as in FY16.

UConn NextGenCT Student Growth ^{16/17 - A - 73}

Since FY13, total undergraduate enrollment has increased by 1,106 students or 5% and is above the NextGenCT planned increase, despite NextGenCT operating fund shortages.

Undergraduate Enrollment

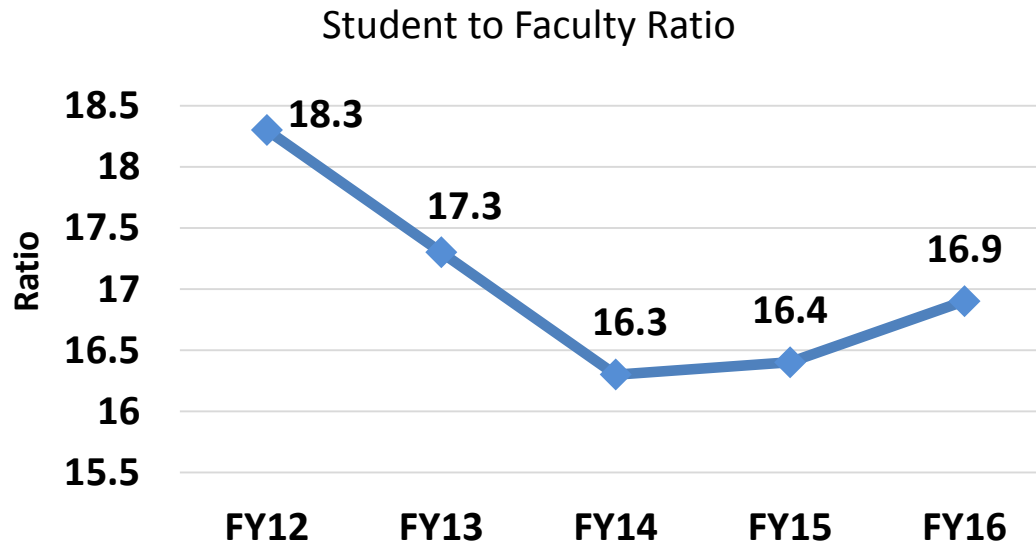


- Storrs undergraduate STEM enrollment increased by 22% since FY13.
 - 809 of the STEM students are in engineering which has increased by 41%.
- Fall of 2016 enrollment is 23,630, up over 200 from the prior year.

Budget Impact on Faculty and Students ^{16/17 A-74}

While the University continues to prioritize student and faculty needs, the impact of the budget cuts are being felt around campus.

The student to faculty ratio has increased to 16.9:1. This could potentially have an impact on retention and graduation rates and overall rankings.



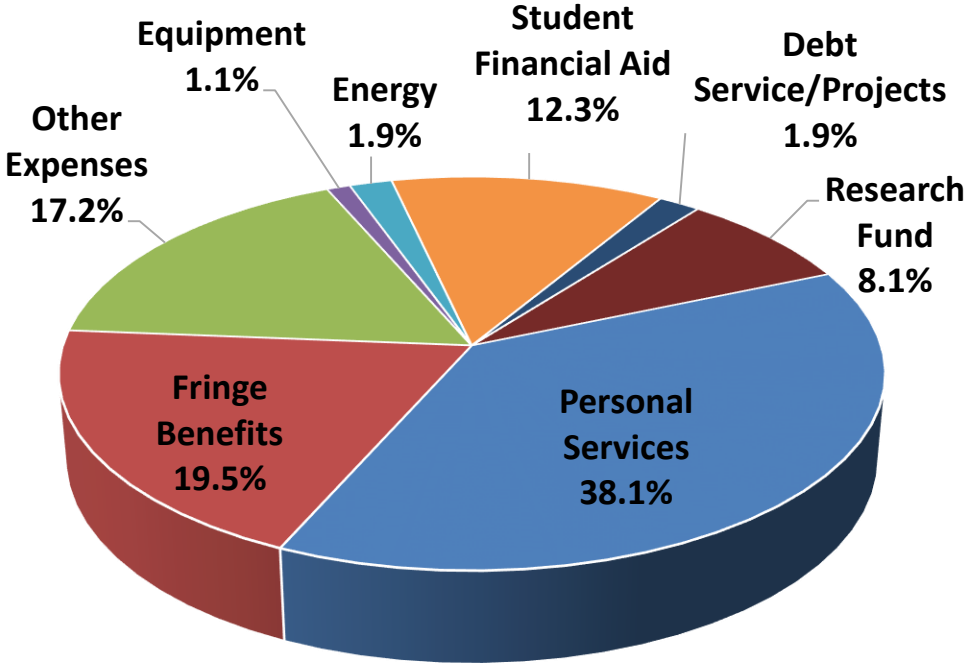
UConn's goal is to reach a Student to Faculty Ratio of 15:1

FY17 Expense Budget

Operating expenses are budgeted to increase \$13M or 1.0% over the FY16 forecast.

Expenditures (\$M)

Personal Services	502.2
Fringe Benefits	258.3
Other Expenses	226.9
Equipment	13.9
Energy	25.2
Student Financial Aid	161.6
Debt Service/Projects	24.9
Total Operating Fund	\$ 1,213.1
Research Fund	106.3
Total Operating Expenditures	\$ 1,319.3

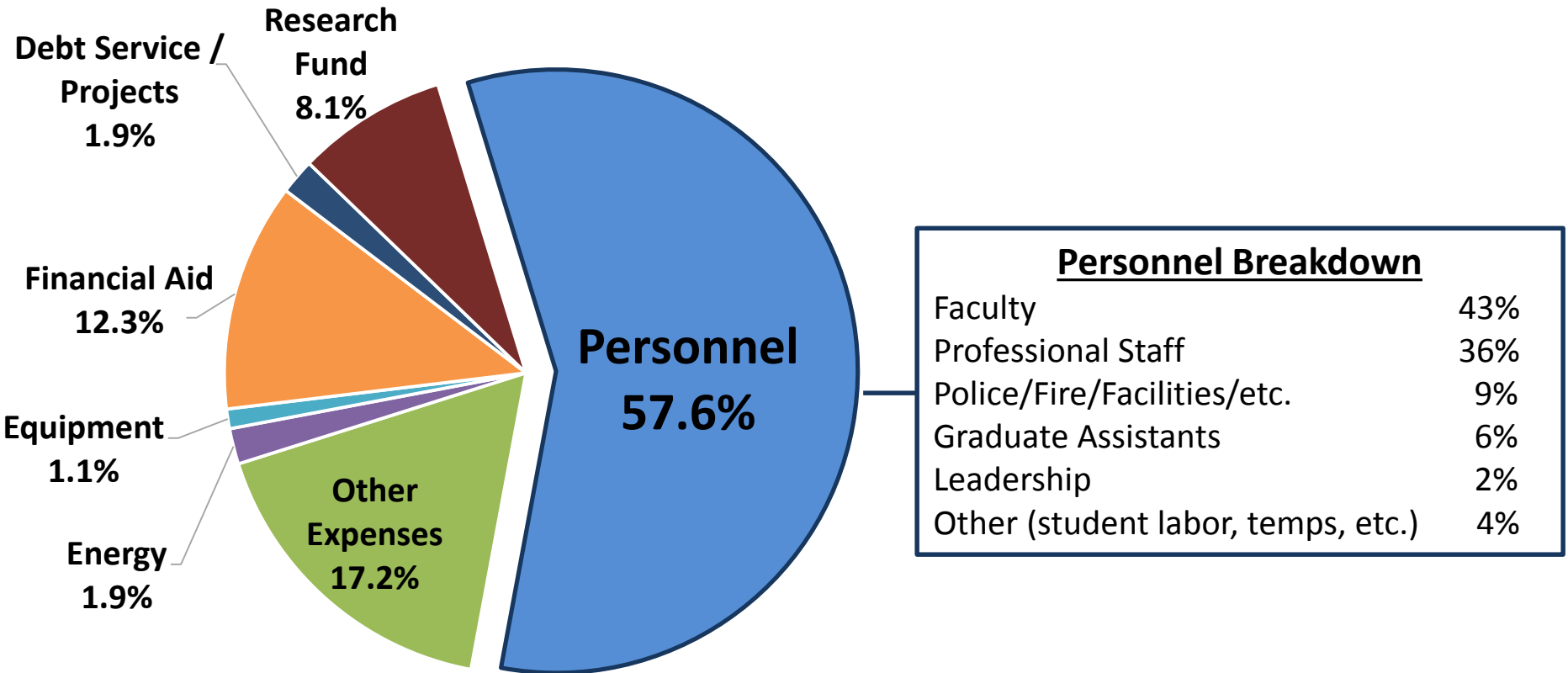


*Personal Services includes all salary costs for faculty, staff, graduate assistants, etc.

Note: Use of decimals may result in rounding differences.

Personal Services & Fringe Benefits

Personnel costs, including salaries and fringe benefits, account for almost 58% of UConn's total operating budget.



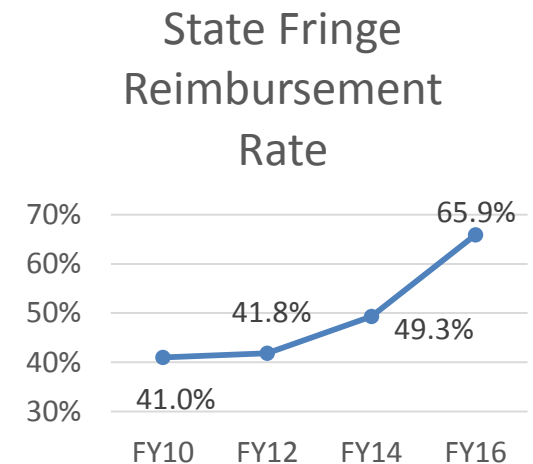
The State Appropriation covers about 56% of permanent employees

Note: Use of decimals may result in rounding differences.

Fringe Benefit Expenses

Total fringe benefit costs have grown by \$88M since FY13. The State Comptroller sets fringe rates, including retirement rates.

Fringe Benefits (\$M)	FY13	FY17	FY13-17 Change
Total Fringe Benefit Expenses	\$170.3	\$258.3	\$88.0
State Fringe Reimbursement	\$88.9	\$146.9	\$58.0
UConn Fringe Responsibility	\$81.4	\$111.4	\$30.0
% of Expense State Pays	52.2%	56.9%	



Even though UConn's State fringe reimbursement rate has increased over the past few years, UConn's share of the fringe cost remains high at \$111.4M in FY17.

Fringe Benefit Rates

The State Comptroller develops and pushes out the fringe benefit component rates to all of higher education.

FY17 State Component Rates

Retirement (SERS)	54.99%
FICA SS	6.20%
FICA Medicare	1.45%
Unemployment Compensation	0.06%
Group Life Insurance*	~0.20%
Health Insurance*	~31.60%
	94.50%
*Rates vary according to coverage selected	

Classified employees do not have the option of choosing other retirement plans and must be enrolled in the State retirement plan.

Other retirement options are available, however almost 50% of our current employees are on the SERS State plan.

ARP Rate = 11.93%

Teachers Rate = 9.87%

Of the State retirement component rate of 54.99%, approximately 29% is attributable to covering the State's overall unfunded liability.

Fringe Benefit Rates

For simplicity and predictable budgeting for University departments, UConn develops average rates.

University Program Rate Category	FY13	FY14	FY15	FY16	FY17	FY13–17 Change
Faculty	36.7%	44.2%	44.2%	47.0%	50.6%	13.9%
Professional	47.3%	53.6%	57.2%	59.5%	63.5%	16.2%
Classified	79.6%	92.1%	92.1%	92.1%	94.5%	14.9%
Sponsored Program Rate Category	FY13	FY14	FY15	FY16	FY17	FY13–17 Change
Faculty	40.9%	33.49%	35.35%	51.9%	55.8%	14.9%
Professional	50.5%	42.59%	52.75%	69.9%	66.9%	16.4%
Classified	50.5%	42.59%	52.75%	69.9%	66.9%	16.4%

The impact on Sponsored Programs is felt two years after the impact on University rates. The large increases in the FY14 University rates were evident in the FY16 Sponsored rates.

Financial Aid Expense

UConn remains committed to supporting students and is providing an additional \$11.2M in financial aid for FY17.

- The percentage of need-based financial aid to gross tuition is growing to 17.5% which is greater than last year and over the State's requirement of 15%.
- Need based financial aid is \$62.4M out of the \$95.9M University supported total.

Financial Aid (\$M)	FY14	FY15	FY16	FY17 Budget	FY16-FY17 Change
University Supported	\$77.9	\$83.5	\$84.5	\$95.6	\$11.1
State	9.4	11.2	14.0	13.3	(0.7)
Federal (Pell/SEOG)	24.3	25.6	26.0	27.8	1.8
Other *	20.5	\$22.4	26.5	24.9	(1.6)
Total Aid in Budget	\$132.1	\$142.7	\$151.0	\$161.6	\$10.6

*Other funding comes from the Foundation, Endowments and other University self-supported areas

Operating Budget Risks

- State cuts have totaled \$86.9M since FY10, including the largest cut coming in FY16 at \$17.4M. UConn has already received additional cuts in FY17 through lapses of \$11.4M and are at risk for a maximum of \$19M more in cuts during the fiscal year.
- NextGenCT operating funding has not kept up to planned amounts. In FY17, UConn will receive \$18.5M, which is (\$35.5M) less than promised.
- Reduction in state funding has impacted our ability to hire new faculty and is impacting our faculty to student ratio.
- NextGenCT capital funding is more critical than ever to ensure faculty have labs/equipment needed to compete for grants, STEM students and faculty have great facilities to support research & education, and STEM scholarships and financial aid are funded.