

**MINUTES OF THE UNIVERSITY SENATE  
November 3, 2014**

1. The regular meeting of the University Senate of November 3, 2014 was called to order by Moderator von Hammerstein at 4:02pm.
2. Approval of the Minutes  
Moderator von Hammerstein presented the minutes of the October 6, 2014 meeting for review and noted a correction to Section 6, Report of the Scholastic Standards Committee. "The motion carried" has been removed as the report included presentations only.

**The minutes were approved with corrections as presented.**

3. Report of the President

President Herbst opened by acknowledging the absence of several administrators who were attending the Annual Meeting of the Association of Public Land-Grant Universities in Orlando, FL. She then noted that her recent state of the University address is available on line for those who were not able to attend. The Master Plan was featured in this recent address. Most of this plan is available on the website. There are some areas of the plan which are very much set while others remain open for discussion and feedback. The draft plan will be available for the community in December and will then be presented to the Board of Trustees.

President Herbst acknowledged several philanthropic gifts to the University. Most recently, the University received an eight-million dollar gift from UConn alum Tony Rizza for a new soccer complex. This is one of the largest gifts given to a soccer program in the country. The newly constructed basketball practice facility has been named for Peter J. and Pamela H. Werth who donated seven million dollars for this purpose. She also noted a 12 million dollar donation to the Health Center by the Loveland family, 5 million of which was earmarked for medical student scholarships. She then referred to a recent newspaper article that talked about UConn scholarship fundraising efforts. She noted that scholarship fundraising is not a new idea and that the University strives to set higher standards for financial aid and student scholarships.

Ebola remains a leading news story. President Herbst noted this is a concern for UConn as it is for every university. The office of the Vice President of Student Affairs is working closely with Public Safety, Facilities and other departments to create an emergency plan. An Ebola FAQ information flyer has been created and is available on the website.

The search for a new EVP/CFO is coming to a close with an announcement expected within the next few weeks. President Herbst thanked Vice Provost Amy Donahue and the search committee for their excellent work on this search.

Senator Armstrong, referring to the proposed Master Plan, noted that there was some question about the location of the new hockey rink during the presentation to the Mansfield Council last week. President Herbst called upon Chief Architect and Master Planner Laura Cruickshank for response. Ms. Cruickshank clarified that the presentation was an open invitation to the entire Mansfield community to hear about the Master Plan. She stressed that, although there are strong and valid reasons to put it on that corner, they are listening to other ideas. She noted

that it will be designed so that it does not affect the moss sanctuary. President Herbst asked about the status of the plaza near E.O. Smith. Ms. Cruickshank replied that the work was scheduled to be completed by mid-November and, as it stands, should be done by the end of the month. She also shared that the steam line project on the corner of 195 and North Eagleville should be done by the end of November. The steam will need to be turned off in order to reconnect the new pipes. This will be done during the Thanksgiving break so as to have the least effect on student life.

4. Senator Polifroni presented the Report of the Senate Executive Committee.

(Attachment #14)

5. Moderator von Hammerstein called upon Senator Hubbard to note a change in the Nominating Committee Consent Agenda

Senator Hubbard noted the change in Item #2. The committee moves to appoint the noted faculty members to the General Education Oversight Committee rather the GEOC sub-committees.

The Senate voted to approve the Nominating Committee report with the change noted.  
(Attachment #15)

The Senate voted to approve the Curricula & Courses Committee report as posted.  
(Attachment #16)

6. Senator Livingston presented the Report from the Scholastic Standards Committee

(Attachment #17)

ACTION on the motion to amend the By-Laws, Rules and Regulations of the University Senate, II.B.11. Withdrawals and Leaves of Absence

**Without discussion, the motion to amend carried.**

ACTION on the motion to amend the By-Laws, Rules and Regulations of the University Senate, II.E.15. Scholastic Probation and Dismissal.

**Without discussion, the motion to amend carried.**

Presentation of a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.E.12, Semester Examinations and Final Assessments.

#### **II.E.12. Semester Examinations and ~~Final~~ Assessments**

~~It is required that all Instructors of undergraduate courses shall provide a clear form of final-assessment of student work-at the end of the semester, the assessment that shall be consonant-consistent with and sufficient for the learning goals of the course. Such assessment may include but is not limited to proctored in-class examinations, projects in~~

~~project based courses, portfolios in writing intensive courses, and take-home finals, for example.~~

During the semester or term, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule ~~can~~ may be granted by the deans or designees of the school or college in which the course is offered. Sections of cCourses for which such exception has been granted shall carry a footnote to that effect in the published Directory of Classes. In the event of student absences from in-class assessments examinations given during the semester, decisions regarding possible make-up examinations shall be the prerogative of the instructor.

~~In all undergraduate courses the final assessments must be due at the times scheduled by the university during the week set aside for final assessments, and at no other times, so as not to compromise instructional time at the end of the semester. In the case of in-class and other proctored final examinations, these examinations must be given in the places and at the times scheduled by the uUniversity. For all in-class final examinations and for all final assessments that are assigned during the last week of classes, the university's bunched final examination policy will apply.~~

Each instructor shall determine ~~in~~ for his or her own courses the weight to be assigned to the final ~~examination~~ assessment in computing the semester grade of a student. Each instructor in charge of a course ~~is expected to~~ will assume responsibility for proctoring ~~semester examinations~~ in-class assessments, including the ~~final examination~~ those during finals week.

~~The requirement for a final assessment may be waived in the case of independent studies as defined by the departments and in other special cases, such as lab courses, where a convincing argument is made that a discrete, final assessment is not the best method of evaluation for the course. Such cases require approval of the department and of the dean of the school or college before the beginning of the semester in which the course will be offered.~~

A student who is prevented by sickness or other unavoidable causes from ~~attending~~ completing a scheduled ~~exam~~ final assessment must apply to the ~~Office of Student Services and Advocacy~~ Dean of Students or designee ~~for an excuse for validation~~ that will authorize the student's instructor to give a ~~makeup~~ substitute assessment. A student whose absence is excused by the ~~Office of Student Services and Advocacy~~ Dean of Students or designee shall have an opportunity to ~~take an examination~~ complete a substitute assessment without penalty. A student whose absence from a scheduled final examination assessment is not excused in this way shall receive a failure for this examination assessment.

Senator Schultz referred to paragraph two when asking for clarification as to what the Directory of Classes is. He noted knowledge of a Directory of Courses but is unclear as to what is meant by Directory of Classes. Senator Livingston called upon Senator & University Registrar DiGrazia for clarification. Senator DiGrazia responded that this is not referring to the course catalog but,

instead, the schedule of classes. Senator Schultz then questioned the timeline for requesting exceptions as the paragraph states that permission must be granted by the dean or designee of the school or college and that a footnote to that effect must be published in the Directory of Classes. The implication, he stated, is that permission must be sought prior to the semester. He suggested that it may be appropriate to specify a time period.

Senator Bramble inquired as to whether this change related to her questions about assessments for wholly online or hybrid courses from the last Senate meeting. Senator Livingston replied that those issues are being considered as part of the bunched final conversation which is not related to the presentation brought forth today.

7. Budget Office Director Katrina Spencer presented the Annual Report on the University's Budget (Attachment #18)
8. Vice Provost Reis presented an update on New England Association of Colleges and Universities (NEASC) reaccreditation.

(Attachments #19 & 20)

The UConn NEASC team has been hard at work. Information was included in the Senate agenda for this meeting and is posted on the Senate website. The NEASC site visit is being planned for September 2016. The preparation is an open process and faculty participation is encouraged. Vice Provost Reis then introduced Yuhang Rong to offer more details on the timeline.

Assistant Vice Provost Rong shared that information throughout this process will be available at [neasc.uconn.edu](http://neasc.uconn.edu). The self-study from 2006 is available for reference, as is the 2011 mid-report. This can provide a good historical reference. There will be raw materials for the 2016 study available in the coming weeks and the input and feedback of UConn community will be sought. The first draft will be due in spring 2015. These drafts will then receive one edit to create a one voice document.

Senator Polifroni asked if this study involved both undergraduate and graduate programs. Vice Provost Reis replied in the affirmative. Senator Polifroni followed up with a question about OATS and if that is still being used as an assessment of student learning. Senator Reis shared that this topic was a central concern of the conversation at the NEASC meeting earlier this afternoon. A new assessment plan, focusing on general education and self-reported departments goals, is under review. At this time, it is believed that we will not be asked for new tests or information. She noted that further information and guidance is expected from NEASC.

Senator Schultz noted that in the previous round, NEASC standards focused heavily on assessment plans. Are there any changes in standards this time around? Vice Provost Reis replied that NEASC is still deliberating on additional standards changes and that we should have the standards by spring 2015. She further noted that if there are any changes, they will likely

involve assessments. The OATS standards have not gone away and may be used, if needed however; the goal is to make the process simpler using a matrix sampling process based on syllabi.

9. Moderator von Hammerstein called for any new business.  
There was no new business brought forth.
  
10. Moderator von Hammerstein called for a two minute recess at 5:15pm
  
11. The Senate was called to order at 5:17pm.
  
12. UConn Foundation President and CEO Josh Newton presented the Annual Report of the UConn Foundation

(Attachment #21)

Following the presentation, Senator Caira thanked Mr. Newton for the excellent presentation. She asked for his vision of the next five years. Mr. Newton replied that upon arriving at UConn he heard many comments about the ability to be a 100 million dollar per year and billion dollar endowment foundation. He has completed extensive data analysis and believes this is attainable. He suggested that endowment building must be balanced with current needs and expectations. Part of the strategy must be investment management and not only additional gifts through growth. He is considering if we have the experience to internally manage our investments or if this should be outsourced. He is also looking at increasing our total gift revenue.

Senator Clausen noted that when we speak of donor engagements, there are no faculty mentioned. Mr. Newton shared that we need a stronger partnership with the alumni association to then engage faculty. He acknowledged that faculty members play a significant role in alumni relations and will integrate this into a process but that a formal process is needed first.

Senator Darre asked about regional front line Foundation representatives. Mr. Newton shared that the Foundation has 27 front line fundraisers. Some of these representatives are assigned exclusively to departments or units. Recognizing that UConn has strong possibilities in certain areas, the Foundation is hiring or considering hiring representatives who will be based in the Northeast, DC, the Southeast, the Midwest, and the West, . This will allow our first time donors to be visited more frequently as well as the 10 year donor and even the non-donor. Which of these donors may have the ability and interest to give at a higher level? Having a dedicated representative in that area will help us determine the answer. When a Dean or Administrator visits that area, this person may also help coordinator a donor event.

Senator Nunnally asked if donors have expressed what they expect to see in return for their donation. Mr. Newton replied they do at a minimum level. He noted that there are graduates from 10 to 30 years ago who have not heard from us at all. We need to build these relationships

from the beginning. In general, people don't want to make a general donation to UConn. They want to say what school, college or program the donation is for. We need to report back to our donors and tell them "this is what we did with that money." We need to form a relationship where we are staying in touch with the donors, not just re-soliciting them.

Senator Beall, following up on previous comments, noted that it sounds as if the faculty needs to be involved with the former students' gift giving. He stated that there is interest and value among the faculty. He feels that it could be beneficial to have a higher level of involvement from faculty by speaking with former students and saying, "This is where your donation can help in our field." Mr. Newton felt that this was somewhat premature at this point, as it is currently a resource allocation issue. There is a great cost attached to holding donor receptions around the country, and there would be a question of who would pay for those events. It would be beneficial to know when/where faculty are traveling professionally to help create opportunities for engagement.

13. There was a motion to adjourn.

**The motion was approved by a standing vote of the Senate.**

The meeting was adjourned at 5:52pm

Respectfully submitted,

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

The following members were absent from the November 3, 2014 meeting:

Accorsi, Michael  
Ammar, Reda  
Bansal, Rajeev  
Barker, Keith  
Becker, Loftus  
Benson, David  
Bradford, Michael  
Brenick, Alaina  
Brown, Stuart  
Carrillo, Ellen  
Chazdon, Robin  
Chinchilla, Rosa  
Choi, Mun  
Clokey, David  
Cobb, Casey  
Coundouriotis, Eleni  
Croteau, Maureen

Desai, Manisha  
Dey, Dipak  
Ego, Michael  
English, Gary  
Fernandez, Maria-Luz  
Fischer, Mary  
Gianutsos, Gerald  
Gordina, Maria  
Jain, Faquir  
Kashi, Hootan  
Kendig, Tysen  
Libal, Kathryn  
Lillo-Martin, Diane  
Love, Cathleen  
Luxkaranayagam,  
Brandon

Machida, Margo  
McDonald, Deborah  
Ng, Colin  
Raheim, Salome  
Rios, Diana  
Sanchez, Lisa  
Scruggs, Lyle  
Seemann, Jeffrey  
Simsek, Zeki  
Skoog, Annelie  
Teitelbaum, Jeremy  
Teschke, Carolyn  
Torti, Frank  
Van Heest, Jaci  
Volin, John  
Weidemann, Gregory  
Yelin, Susanne

Senate Executive Committee Report  
To the University Senate  
November 3, 2014

The Senate Executive Committee has met twice since our October 6<sup>th</sup> meeting of the University Senate.

On October 24 the SEC met in closed session with Provost Choi. Following that meeting, we met with the Chairs of the Standing Committees to receive reports and plan the agenda for this meeting.

The Faculty Standards Committee discussion centered around PTR. Schools and departments are crafting written frameworks of criteria for PTR to create a specific pathway for faculty as they progress. The accompanying university guidelines document is being developed at the Provost level and will then be reviewed by the FSC and schools & colleges from there. The timeline shows the document will be available for the PTR forum meetings in April. It is expected that it will be presented at a Senate meeting early next year.

A second PTR issue is the tenure processes when a delay is mandated due to pregnancy or other life changing events. Discussion ensued whether it is considered early tenure if one is reviewed at the date that is in the original letter of appointment even if they take the family time. It was asked that a FAQ section about early tenure and the associated timing be posted on the Provost's page or a direct link from the Work Life page be made available. Currently, the information is housed on the work life webpage under employees and then flex time, but it is not an intuitive path to look there for information. A third PTR issue is the substantive change in the process so that the 3<sup>rd</sup> year will now be at the start of the 4<sup>th</sup> making it a true 3-year review. The broad approach for this change is being drafted at the Vice Provost level. It will be forwarded to schools and departments for review and input. The FSC will deliberate the actual form and present to SEC for review in December. It is anticipated that the Senate will review also early next year.

Scholastic Standards has met twice since our last Senate meeting. As you recall from October, the committee was examining class attendance for all students engaging in university sanctioned and supported activities. Ellen Tripp and Scott Brown joined the first of these meetings to discuss class attendance of the student athlete. Further discussions will be held to examine the issue in its totality from all perspectives and will be reported on at the conclusion.

A lively discussion at our last Senate meeting led to the motion on Semester Examinations and Final Assessments to be sent back to the committee for further work. The committee recognized that the topic needed to be addressed in two parts; the faculty's responsibilities to determine final assessment for their course and the topic of bunched finals. That conclusion will be addressed in today's meeting.



Other upcoming meetings of the Scholastic Standards Committee will include discussions on class withdrawal and editing by-laws which refer to the regional campuses & their Dean of Students offices as they do not exist on the regional campuses.

The Student Welfare Committee reported that USG and student services are working together to form The Regional Campus Student Welfare Task Force. Bob Tilton has agreed to chair this task force so that the voice of the regional campuses will be present and audible.

Student Welfare is also examining, in collaboration with USG, the timeliness of faculty notifying the co-op of the textbook decision for the next semester so that students can receive the maximum rate for return of the book. If textbook or other course materials are used in subsequent terms, the students are able to sell their books back to the co-op for a greater return. Therefore, it is imperative that faculty notify the co-op of textbooks needed for the next semester ASAP so students can receive the maximum return on their investment. For this semester, the due date was 10/17 but please notify them now if you have not already done so. As an FYI, less than 30% of the faculty complies with the date and this disadvantages students.

The Student Welfare Committee was tasked with reviewing a letter received from a CCSU representative of the Board of Regents. They have asked for our support in a resolution to allow undocumented immigrant students in Connecticut to have access to state financial aid. We will hear more about this in subsequent meetings.

This past Friday the SEC met alone to discuss several topics. I shared with the committee that Bob McCarthy has been appointed to Chair the newly formed Committee on Inter-professional Excellence in Healthcare. The committee has completed a strategic plan and has inquired about incorporating inter-professional activities into the PTR process. The SEC believes that given the interdisciplinary mandates in the 2014 Academic Plan it is appropriate to consider the recognition and reward of all such activities not only those related to health. Within this broader context, we refer this issue to the Faculty Standards committee for their review and a report to the Senate in spring 2015.

An issue which surfaced in 2014 is the current by-laws and Committee of Three processes. There is some inherent lack of clarity between the role of the Committee of Three vis a vis the role of AAUP as a contractual entity. In the coming months we will examine this in greater detail and report to you as soon as possible. General Counsel Richard Orr's input will be sought as well as that of others.

The SEC then met in closed session with UConn Foundation President Joshua Newton. Mr. Newton will present the annual report of the UConn Foundation later in this meeting.

Following that session, the SEC met with administration to receive updates from their departments.

Provost Choi shared the academic pre-proposal process is underway and pre-proposals are due by November 14. A record number of proposals is expected. Provost Choi noted this has created an excitement and shows that the university is serious about our academic plan by making the funding available. The review criteria were shared with the University Senate on Friday and will be posted in the Daily Digest.

The Provost also shared that the newly created Diversity Task Force, co-chaired by Daniel Weiner and Dana Wilder, held their first meeting on October 30. He reported that a lively discussion took place at that meeting as the history of diversity on our campus was explored. He charged the committee with defining what diversity means to our community and, once defined, identify metrics that will help us work toward the goals set. He issued a timeline which calls for initial findings by January with monthly updates thereafter until May 1 when the final report is expected.

University Budget Office Director Katrina Spencer gave us a preview of the report she will present this afternoon.

Vice President for Student Affairs Michael Gilbert enthusiastically shared with us how pleased he is to have a full, permanently appointed staff in the area of Wellness and Prevention. Wellness & Prevention has contact with all students in their first semester through mandatory alcohol and other drugs education classes and FYE classes. They offer extensive programming in residence halls, 1:1 sessions with at risk students and a peer education program that is strong and robust. They will continue to assess the programs and services offered by this department with the goal of engaging students in education that leads to responsible decision making. This will help our students to be successful both personally and academically. VP Gilbert stressed that the Dean of Students office is also an excellent resource for students as well as faculty & staff.

Vice President Gilbert also shared that a full time interpreter coordinator position will soon be posted. Recognizing that providing adequate interpretation services to our graduate students studying in specialized fields has been challenging, this position will serve that area of acute concern. On-site interpreter services will now be available for general university events as well coordinated through Student Affairs

Vice President Gilbert told us about a roundtable event hosted by Senator Richard Blumenthal. This well attended event including students, faculty and staff produced a meaningful conversation about sexual assaults, campus safety and civility.

Master Planner & Chief Architect Laura Cruickshank shared with us classroom design guidelines, space management guidelines and space management policies which were recently sent to the members of SARCC (space architect renovation & construction committee) for their review and input. This will be shared with Deans, as well, with a request for their feedback.

Ms. Cruickshank shared an update from a previous meeting. Seven firms were interviewed this past Monday and Tuesday for the science plan study. The top two firms have been chosen and will be asked to provide proposals. Ms. Cruickshank confirmed that plans are on target; 2015 is a planning year. Additionally, the SEC recommends to the community that the items shared on the Master Plan are options; final decisions on location of anything other than Science 1 and the honors residence hall have not been determined. The plan is still fluid. Your input is welcome and is considered in the process. The videos of the town halls are on the master planning website and there is another town hall 11/17.

Vice President for Communications Tysen Kendig updated the SEC on UConn items in the media and referenced 12 recent articles from news/media outlets. With the new team of research writers in place, his department is able to be more aggressive in this area. In one month. More articles were picked up about UConn researchers than had been done in the prior year.

VP Kendig then spoke to us about the University's preparedness for the much-publicized Ebola virus. He has taken part in many multi-departmental meetings to be sure that UConn has a well thought out plan in place should a UConn community member present with Ebola or Ebola-like symptoms. Tysen noted that this has been an excellent learning process for all involved and will help us prepare for other emergency situations.

Vice Provost for Graduation Education and Dean of the Graduate School Kent Holsinger shared that the first orientation for Graduation Students held this fall and was a success. Another such program will be offered in the spring. Sexual violence prevention training for teaching assistants also began this fall. Collaboration with the University Library has allowed for shared workspace for groups & activities for graduate students. The multicultural scholars program has changed its name to reflect contributions of historical figures in society and in UConn. Crandall Cordero and Giolas Harriet; Tom Giolas was Dean when the program began and was the first recipient of the program.

Vice President for Research Jeffrey Seeman updated the SEC on the research excellence letters of intent. As you recall, the research excellence awards are now an annual rather than a twice a year process. Approximately the same number of letters of intent for this single process have been received equal to that of the two processes in prior year. The letters of intent enable Vice President' Seeman's office to create robust review panels for the proposals. He also discussed financial conflict

of interest flowchart, available on the OVPR website under compliance and conflict of interest, to guide faculty in decisions re financial conflicts. Financial conflicts are neither unavoidable nor necessarily negative. The key is appropriate management of such conflict which starts with disclosure. Full disclosure protects the faculty member .

Again, I want to thank our committee chairs, and members as well as our administrators for their committed efforts in addressing the important issues noted in my report this afternoon. Our next Senate meeting will be Monday, December 1 which will be after the Thanksgiving break, so let me be the first to wish everyone a restful and happy thanksgiving.

Respectfully submitted,

E. Carol Polifroni  
Chair, Senate Executive Committee  
November 3, 2014

Nominating Committee Report  
to the University Senate  
November 3, 2014

1. We move to appoint the following faculty and staff members to the named committees effective immediately with a term ending June 30, 2014:

Jeanne Martin to Growth & Development as representative from University Budget  
Michael Bradford to Diversity as representative from University Budget  
Marcy Balunas to Growth & Development as representative from Faculty Standards  
Cathleen Love to the Diversity Committee  
JC Beall to the Faculty Standards Committee

2. We move to appoint the following faculty members to the General Education Oversight Committee:

Eliana Rojas  
Manuela Wagner

3. For the information of the Senate, Francoise Dussart and Del Siegle have been elected to the Faculty Review Board effective immediately with a term expiring on June 30, 2017.

Respectfully submitted,

Andrea Hubbard, Chair  
Rajeev Bansal  
Marie Cantino

Teresa Dominguez  
Hedley Freake  
Katharina von Hammerstein

**University Senate Curricula and Courses Committee  
Report to the Senate  
November 3, 2014**

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

- A. SOCI 2705 Sociology of Food  
*Proposed Catalog Copy*  
SOCI 2705 Sociology of Food  
Three credits. Open to sophomores or higher. Not open for credit to students who have passed SOCI 3271 when offered either as Food or as Sustainability. Recommended preparation: SOCI 1001.  
Social factors shaping the human relationship to food production, with a critical focus on the industrial food system as well as possible alternatives.
- B. URBN 2302 Qualitative Methods in Urban and Community Studies  
*Proposed Catalog Copy*  
URBN 2302 Qualitative Methods in Urban and Community Studies  
Three credits. Open to sophomores or higher.  
An introduction to qualitative methods used in urban social research. Interdisciplinary techniques for data collection and analysis, including visual and narrative analysis, participant observation, interviewing, and archival research.
- C. LLAS 2012 Latinos in CT: Writing for the Community  
*Proposed Catalog Copy*  
LLAS 2012 Latinos in CT: Writing for the Community  
Four credits. Open to sophomores or higher. Recommended preparation: LLAS 2011W.  
Students partner with Latino agencies to apply research and writing skills to community needs. Community theory, digital literacy, historical background of CT Latinos, contemporary issues that impact the population. Service learning component.
- D. HIST/MAST 2210 History of the Ocean  
*Proposed Catalog Copy*  
HIST 2210 History of the Ocean  
(Also offered as MAST 2210) Three credits.  
Cultural, environmental, and geopolitical history of the ocean from prehistory to the present. Examines the impact of migration, industrialization, modernization, and globalization on the relationships between people and oceans.  
  
MAST 2210 History of the Ocean  
(Also offered as HIST 2210) Three credits.  
Cultural, environmental, and geopolitical history of the ocean from prehistory to the present. Examines the impact of migration, industrialization, modernization, and globalization on the relationships between people and oceans.
- E. LLAS/SPAN 1009W Latino Literature, Culture, and Society

*Proposed Catalog Copy*

LLAS 1009W. Latino Literature, Culture, and Society

(Also offered as SPAN 1009W.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Knowledge of Spanish is not required. Taught in English.

Critical approaches to Latinos/as and cultural representation, production, and agency, as impacted by globalization and local dynamics. Will engage the value and function of race, gender and sexuality in popular culture, literature, film, music, digital culture, visual arts, and urban culture.

SPAN 1009W. Latino Literature, Culture, and Society

(Also offered as LLAS 1009W.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Knowledge of Spanish is not required. Taught in English.

Critical approaches to Latinos/as and cultural representation, production, and agency, as impacted by globalization and local dynamics. Will engage the value and function of race, gender and sexuality in popular culture, literature, film, music, digital culture, visual arts, and urban culture.

F. SPAN 1020 Fashion, Design, Art and Identity in Spain

*Proposed Catalog Copy*

SPAN 1020 Fashion, Design, Art, and Identity in Spain

Three credits. Taught in English; Spanish not required; does NOT fulfill foreign language requirement.

Interdisciplinary approach to fashion, design, and art, and their connection to politics, society, and culture in Spain and in the world at large.

G. SOCI 2709W Society and Climate Change

*Proposed Catalog Copy*

SOCI 2709W Society and Climate Change

Three credits. Prerequisite: Open to sophomores or higher. ENGL 1010 or 1011 or 2011.

Recommended Preparation: SOCI 1001. Not open for credit to students who have passed SOCI 3271 when offered as Society and Climate Change.

Sociological perspectives on the social, economic, political, and environmental causes and consequences of anthropogenic global climate change.

H. EPSY 2810 Creativity: Debunking Myths and Enhancing Innovation

*Proposed Catalog Copy*

EPSY 2810 Creativity: Debunking Myths and Enhancing Innovation

Three credits.

Introduction to the science of creativity and to strategies for enhancing creativity in self and others.

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

A. NUSC 2245 Profession of Dietetics

**III. The Curricula and Courses Committee recommends approval to REVISE the following 1000- or 2000-level courses:****A. EPSY 3120W Fundamentals of Assessment in Special Education (level change)***Current Catalog Copy*

EPSY 3120W Fundamentals of Assessment in Special Education

Prerequisite: ENGL 1010 or 1011 or 2011; must be enrolled in Special Education Teacher Preparation Program.

Diagnosis of students with special needs, use of test data in planning instruction and report writing.

*Revised Catalog Copy*

EPSY 4120W Fundamentals of Assessment in Special Education

Three credits. Prerequisite: ENGL 1010, 1011, or 2011. Open only to students enrolled in the Integrated Bachelors/Masters program in Comprehensive Special Education.

Introduction to assessment in special education focusing on current purposes, policies, and practices in schools.

**B. MARN 2002 Coastal Systems Science I (pre-reqs)***Current Catalog Copy*

MARN 2002 Coastal Systems Science I

(210) Second semester (Avery Point). Three credits. Prerequisite: MARN 1002 or 1003 and any two of the following: BIOL 1107, 1108, CHEM 1127Q, 1128Q, PHYS 1201Q, 1202Q, 1401Q, 1402Q. McManus187

Biological, chemical, physical, and geological structure and function of coastal systems; a worldwide survey with emphasis on important coastal habitats and processes.

*Revised Catalog Copy*

MARN 2002 Coastal Systems Science I

(210) Second semester (Avery Point). Three credits. Prerequisite: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q.

Biological, chemical, physical, and geological structure and function of coastal systems; a worldwide survey with emphasis on important coastal habitats and processes.

**C. MATH 2010Q-2011Q Fundamentals of Algebra and Geometry (enrollment restriction)***Current Catalog Copy*

MATH 2010Q-2011Q Fundamentals of Algebra and Geometry

(247Q-248Q) Three credits each semester. Prerequisite: PSYC 1100 and three credits of Mathematics. Not open for credit to students who have passed MATH 2110, 2410, 220, 2130, or 2143. May not be counted in any of the major groups described in the Mathematics Departmental listing.

The development of the number system with applications to elementary number theory and analytic geometry. This course is intended only for students in elementary education, specifically those in pre-teaching elementary and in the Neag School of Education.

*Revised Catalog Copy*



MATH 2010Q-2011Q Fundamentals of Algebra and Geometry (247Q-248Q) Three credits each semester. Prerequisite: PSYC 1100 and three credits of Mathematics. Open only to students enrolled in the Elementary Education program in the Neag School of Education or by consent of instructor. May not be counted in any of the major groups described in the Mathematics Departmental listing. Development of the number system with applications to elementary number theory and analytic geometry.

D. CE 2211 Engineering Economics

*Current Catalog Copy*

CE 2211. Engineering Economics

One credit. Prerequisite: Open only to Civil Engineering majors, instructor consent. Not open for credit to students who have taken CE 2210 or ENVE 2330.

Time value of money. Evaluation of alternative projects.

*Revised Catalog Copy*

CE 2211. Engineering Economics I

One credit. Prerequisite: Open only to Civil and Environmental Engineering majors. Not open for credit to students who have passed CE 2210 or ENVE 2330.

Time value of money. Simple, compound, nominal, and effective interest rate. Present, future, and annual worth methods. Single payment, annuity series, gradient series.

Rate of return method. Evaluation of alternative projects.

E. NUSC 2200 Nutrition and Human Development (course description)

*Current Catalog Copy*

NUSCC 2200 Nutrition and Human Development

(200) Three credits. Prerequisite: NUSC 1165.

Nutritional needs and consequences of nutritional deficiencies throughout the life cycle: periconception, pregnancy, lactation, childhood, adolescence and aging. Maternal and child public health issues in the developed and developing world.

*Revised Catalog Copy*

NUSC 2200 Nutrition and Human Development

(200) Three credits. Prerequisite: NUSC 1165.

Nutritional needs and consequences of nutritional deficiencies throughout the life cycle: preconception, pregnancy, lactation, infancy, childhood, adolescence, adulthood, and aging. Maternal and child public health issues.

**IV. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee recommend approval of the following new 3000- and 4000-level courses in the W competency:**

A. PNB 3120W Scientific Writing in Neurobiology

*Proposed Catalog Copy*

PNB 3120W Scientific Writing in Physiology and Neurobiology

One credit. Prerequisite: One 2000-level course in PNB. ENGL 1010 or 1011 or 2011. Open to juniors or higher. Instructor consent required.

Principles of effective scientific writing focusing on the communication of physiology and neurobiology to lay audiences.

B. URBN 4497W Senior Thesis

*Proposed Catalog Copy*

URBN 4497W Senior Thesis

Three credits. Prerequisite: ENGL 1010 or 1011 or 2110. Instructor consent required. Students must have a thesis advisor and an approved thesis topic.

Research and writing of an urban and/or community focused thesis.

C. CHIN 3250W Advanced Chinese

*Proposed Catalog Copy*

CHIN 3250W Advanced Chinese

Three credits. Prerequisite: ENGL 1010, 1011, or 2011. CHIN 3210 or equivalent.

Development of advanced reading, speaking and writing competency in Chinese through modern and contemporary Chinese literature. Taught in Chinese.

**V. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee recommend approval of the following revisions to 3000- and 4000-level courses in the W competency:**

A. NRE 4000W Natural Resources Planning and Management (enrollment restriction change)

*Current Catalog Copy*

NRE 4000W Natural Resources Planning and Management.

(239W)(Formerly offered as NRME 4000W.) Three credits. Prerequisite: Senior standing; ENGL 1010 or 1011 or 2011 or 3800. Clausen

Concepts and methods of planning for the allocation, management and utilization of terrestrial and aquatic ecosystems. Techniques and methods of managerial decision making. Written technical reports required.

*Proposed Catalog Copy*

NRE 4000W Natural Resources Planning and Management.

(239W)(Formerly offered as NRME 4000W.) Three credits. Open only to Natural Resources and Environmental Science majors, or by instructor consent. Prerequisite: Senior standing; ENGL 1010 or 1011 or 2011.

Concepts and methods of planning for the allocation, management, and utilization of terrestrial and aquatic ecosystems. Techniques and methods of managerial decision making. Written technical reports required.

B. WGSS 3265W Research Methodology (pre-req)

*Current Catalog Copy*

WGSS 3265W Research Methodology

(265W) (Formerly offered as WS 3265W.) Three credits. Prerequisite: WGSS 1104 or WGSS 1124 or HIST 1203; ENGL 1010 or 1011 or 2011 or 3800; open only to Women's, Gender, and

Sexuality Studies majors. Women's, Gender, and Sexuality Studies majors are strongly urged to take this course as early as possible and before PHIL 3218.

Analyses of gender bias in research design and practice, problems of androcentric values, and over-generalization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies.

*Revised Catalog Copy*

WGSS 3265W Research Methodology

(265W) (Formerly offered as WS 3265W.) Three credits. Prerequisite: any 1000-level WGSS course or HIST 1203; ENGL 1010 or 1011 or 2011; open only to Women's, Gender, and Sexuality Studies majors. Women's, Gender, and Sexuality Studies majors are strongly urged to take this course as early as possible and before PHIL 3218.

Analyses of gender bias in research design and practice, problems of androcentric values, and over-generalization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies.

**VI. The Curricula and Courses Committee and the General Education Oversight Committee recommend addition of the following courses in Content Area 1 – Arts and Humanities**

- A. ANTH 3450W Anthropological Perspectives on Art
- B. DRAM 2134 Honors Core: Analyzing Sports as Performance
- C. CHIN 3250W Advanced Chinese
- D. HIST/MAST 2210 History of the Ocean
- E. LLAS/SPAN 1009W Latino Literature, Culture, and Society

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

- A. LLAS/SPAN 1009W Latino Literature, Culture, and Society

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

- A. CHIN 3250W Advanced Chinese
- B. SPAN 1020 Fashion, Design, Art, and Identity in Spain

**IX. For the information of the University Senate, the University Interdisciplinary Courses Committee and the Senate Curricula and Courses Committee approve the following Special Topics course in the INTD or UNIV designation for one offering:**

A. UNIV 1985 Special Topics: Holster Research Proposal Development

Respectfully Submitted by the 14-15 Senate Curricula and Courses Committee: Pamela Bedore – Chair (Fall 2014), Eric Schultz – Chair (Spring 2015), Marianne Buck, Marie Cantino, Michael Darre, Douglas Hamilton, Dean Hanink, Andrea Hubbard, Kathleen Labadorf, Samuel Martinez, Daniel Mercier, Shayla Nunnally, Maria Ana O’Donoghue, Jaci Van Heest, Jake Broccolo (student rep)

10/29/14

**UNIVERSITY OF CONNECTICUT**  
**Senate Scholastic Standards Committee**  
**Report to the University Senate**  
**November 3, 2014**

## **I. Semester Examinations and Final Assessments**

### **A. Background**

This proposal does not pertain to the full section of the By-Laws, Rules, and Regulations of the University Senate II.E.12. It excerpts specific language related to the authority of instructors to determine course assessments. By-Laws language related to bunched assessments was referred back to Scholastic Standards at the October 6, 2014 Senate meeting. It is thusly omitted from this proposal; however, language on bunched assessments remains part of the By-Laws. Any newly proposed changes to bunched assessments language within the By-Laws will be presented at a future Senate meeting.

The changes proposed herein articulate the responsibility of instructors of undergraduate courses to provide a clear form of assessment of student work; final assessments are no longer mandated. Further, this change replaces the use of “final examination” with “final assessments, where appropriate. An earlier By-Laws change allows for the administration of assessments in lieu of final examinations; however, this change was not reflected comprehensively in the language of the By-Laws.

### **B. Current Relevant By-Laws**

By-Laws, Rules, and Regulations of the University Senate II.E.12

#### *12. Semester Examinations and Final Assessments*

a. During the semester, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule can be granted by the deans of the school or college in which the course is offered. Courses for which such exception has been granted shall carry a footnote to that effect in the published Directory of Classes. In the event of student absences from examinations given during the semester decisions regarding possible make-up examinations shall be the prerogative of the instructor.

It is required that all undergraduate courses provide a clear form of final assessment of student work at the end of the semester, the assessment being consonant with and sufficient for the learning goals of the course. Such assessment may include but is not limited to proctored in-class examinations, projects in project based courses, portfolios in writing intensive courses, and take-home finals, for example.

In all undergraduate courses the final assessments must be due at the times scheduled by the university during the week set aside for final assessments, and at no other times, so as not to compromise instructional time at the end of the semester. In the case of in-class and other proctored

final examinations, these examinations must be given in the places and at the times scheduled by the university. For all in-class final examinations and for all final assessments that are assigned during the last week of classes, the university's bunched final examination policy will apply.

The requirement for a final assessment may be waived in the case of independent studies as defined by the departments and in other special cases, such as lab courses, where a convincing argument is made that a discrete, final assessment is not the best method of evaluation for the course. Such cases require approval of the department and of the dean of the school or college before the beginning of the semester in which the course will be offered.

A student who is prevented by sickness or other unavoidable causes from attending a scheduled exam must apply to the Office of Student Services and Advocacy for an excuse that will authorize the student's instructor to give a makeup.

A student whose absence from a final examination is not excused in this way shall receive a failure for this examination. A student whose absence is excused by the Office of Student Services and Advocacy shall have an opportunity to take an examination without penalty.

Each instructor shall determine in his or her own courses the weight to be assigned to the final examination in computing the semester grade of a student.

Each instructor in charge of a course is expected to assume responsibility for proctoring semester examinations, including the final examination.

### **C. Proposal to Senate: Motion**

**To amend the By-Laws, Rules and Regulations of the University Senate as follows:** (Deleted items in ~~strikethrough~~; new language underlined).

#### **II.E.12. Semester Examinations and ~~Final~~ Assessments**

~~It is required that all~~ Instructors of undergraduate courses shall provide a clear form of ~~final~~ assessment of student work. ~~at the end of the semester, the assessment that~~ shall be ~~consonant~~ consistent with and sufficient for the learning goals of the course. ~~Such assessment may include but is not limited to proctored in-class examinations, projects in project based courses, portfolios in writing intensive courses, and take-home finals, for example.~~

During the semester or term, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule ~~can~~ may be granted by the deans or designees of the school or college in which the course is offered. Sections of cCourses for which such exception has been granted shall carry a footnote to that effect in the published Directory of Classes. In the event of student absences from in-class assessments ~~examinations~~ given during the semester, decisions regarding possible make-up examinations shall be the prerogative of the instructor.

~~In all undergraduate courses the final assessments must be due at the times scheduled by the university during the week set aside for final assessments, and at no other times, so as not to compromise instructional time at the end of the semester.~~ In the case of in-class and other proctored

final examinations, these examinations must be given in the places and at the times scheduled by the University. For all in-class final examinations and for all final assessments that are assigned during the last week of classes, the university's bunched final examination policy will apply.

Each instructor shall determine ~~in~~ for his or her own courses the weight to be assigned to the final ~~examination~~ assessment in computing the semester grade of a student. Each instructor in charge of a course ~~is expected to~~ will assume responsibility for proctoring ~~semester examinations~~ in-class assessments, including ~~the final examination~~ those during finals week.

~~The requirement for a final assessment may be waived in the case of independent studies as defined by the departments and in other special cases, such as lab courses, where a convincing argument is made that a discrete, final assessment is not the best method of evaluation for the course. Such cases require approval of the department and of the dean of the school or college before the beginning of the semester in which the course will be offered.~~

A student who is prevented by sickness or other unavoidable causes from ~~attending~~ completing a scheduled ~~exam~~ final assessment must apply to the ~~Office of Student Services and Advocacy~~ Dean of Students or designee ~~for an excuse for validation~~ that will authorize the student's instructor to give a ~~makeup~~ substitute assessment. A student whose absence is excused by the ~~Office of Student Services and Advocacy~~ Dean of Students or designee shall have an opportunity to ~~take an examination~~ complete a substitute assessment without penalty. A student whose absence from a ~~scheduled final examination~~ assessment is not excused in this way shall receive a failure for this ~~examination~~ assessment.



# University Senate Budget Update

November 3, 2014



# Agenda

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- FY14 Budget vs. Actual
- FY15 Budget
- State Support
- Personnel and Fringe Costs
- Financial Aid
- FY16 and Beyond

# Guiding Principles

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- The University has made commitments to faculty & students based on current and assumed economic conditions.
- The University, like many state agencies, has received reductions in State funding as a result of a persistent economic recession and the State's commitment to a balanced budget.
- The University will keep its commitments in the face of the economic challenges by efficiently utilizing its assets and through the continued management of expenses.

# FY14 End of Year Overview

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	Budget (\$M)	Actual Unaudited (\$M)	Variance (\$M)
Revenues	\$1,095.8	\$1,118.1	\$22.3
Expenses	<u>1,126.7</u>	<u>1,138.9</u>	12.2
Gain/Loss	(\$30.9)	(\$20.8)	\$10.1
Use of Reserves	<u>30.9</u>	<u>22.0</u>	(8.9)
Net Gain/Loss	\$0.0	\$1.2	

**University of Connecticut  
Storrs & Regional Campuses**

14/15 - A - 116

**FY14 Statement of Current Funds Budget Operations and Variance (\$M)**

	<u>Budget</u>	<u>Actual</u> <u>(unaudited)</u>	<u>Variance</u>
<b>Current Funds Revenues:</b>			
Operating Fund			
State Support	\$306.6	\$308.1	\$1.5
Tuition	288.6	290.4	1.8
Fees	107.6	106.7	(0.9)
Grants & Contracts	62.9	65.9	3.0
Foundation	18.8	18.2	(0.6)
Investment Income	0.6	0.8	0.2
Sales & Service Education	16.7	19.2	2.5
Auxiliary Enterprise Revenue	195.9	198.8	2.9
Other Revenue	<u>7.6</u>	<u>9.7</u>	<u>2.1</u>
Total Operating Fund	\$1,005.3	\$1,017.8	\$12.5
Research Fund	<u>90.5</u>	<u>100.3</u>	<u>9.8</u>
<b>Total Current Funds Revenues</b>	<b>\$1,095.8</b>	<b>\$1,118.1</b>	<b>\$22.3</b>
<b>Current Funds Expenditures:</b>			
Operating Fund			
Salaries & Wages	\$462.8	\$461.8	(\$1.0)
Fringe Benefits	203.0	212.1	9.1
Other Expenses	178.4	190.6	12.2
Energy	22.2	21.0	(1.2)
Equipment	19.0	4.4	(14.6)
Student Financial Aid	130.8	132.0	1.2
Debt Service/Other Transfers	19.0	14.5	(4.5)
Total Operating Fund	\$1,035.2	\$1,036.4	\$1.2
Research Fund	<u>91.5</u>	<u>102.5</u>	<u>11.0</u>
<b>Total Current Funds Expenditures</b>	<b>\$1,126.7</b>	<b>\$1,138.9</b>	<b>\$12.2</b>
Prior Year Funds	<u>30.9</u>	<u>22.0</u>	<u>(8.9)</u>
<b>Net Gain (Loss)</b>	<b><u>\$0.0</u></b>	<b><u>\$1.2</u></b>	<b><u>\$1.2</u></b>
Net Loss Operating Fund	(\$29.9)	(\$18.6)	\$11.3
Net Loss Research Fund	(\$1.0)	(\$2.2)	(\$1.2)

# FY14 Budget Highlights

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## Revenues

- ↑ – Tuition increased due to 6.25% rate increase coupled with an undergraduate increase of 1.4%.
- ↑ – Sales and Services Education and Other – more renewable energy credits, royalties and patents, and conference revenues.
- ↑ – Research Funds was up by \$9.8M due to higher than anticipated grant activity

## Expenses

- ↑ – Overall Fringe increase of 14.69% or \$41.8M, due to state retirement increase and individual employee elections.
- ↑ – Other Expenses high due to increases in spending for technology purchases and faculty start-up expenses.
- ↓ – Equipment less than budgeted due to decreased spending and increased use of non-operating funds for equipment purchases.
- ↑ – Research Expenditures were \$11.0M more than budgeted, which is due to higher research revenue.

**University of Connecticut  
Storrs & Regional Campuses  
Budget for 2015 (in millions)**

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	<b>FY15 Budget</b>
<b>Revenues:</b>	
State Support	\$348.7
Tuition	313.2
Fees	110.6
Grants & Contracts	85.6
Investment Income	0.6
Sales & Service Education	16.1
Auxiliary Enterprise Revenue	209.2
Other Revenue	<u>8.8</u>
Total Operating Fund	\$1,092.8
Research Fund	<u>96.0</u>
<b>Total Current Funds Revenues</b>	<b>\$1,188.8</b>
 <b>Expenditures:</b>	
Personal Services	\$489.5
Fringe Benefits	228.1
Other Expenses	188.8
Energy	23.8
Equipment	7.0
Student Financial Aid	139.2
Debt Service/Projects	<u>15.6</u>
Total Operating Fund	\$1,092.0
Research Fund	<u>96.8</u>
<b>Total Current Funds Expenditures</b>	<b>\$1,188.8</b>
<b>Net Gain / (Loss)</b>	<b>(\$0.0)</b>
Gain / (Loss) Operating	\$0.8
Gain / (Loss) Research	(\$0.8)

# FY15 Budget Highlights

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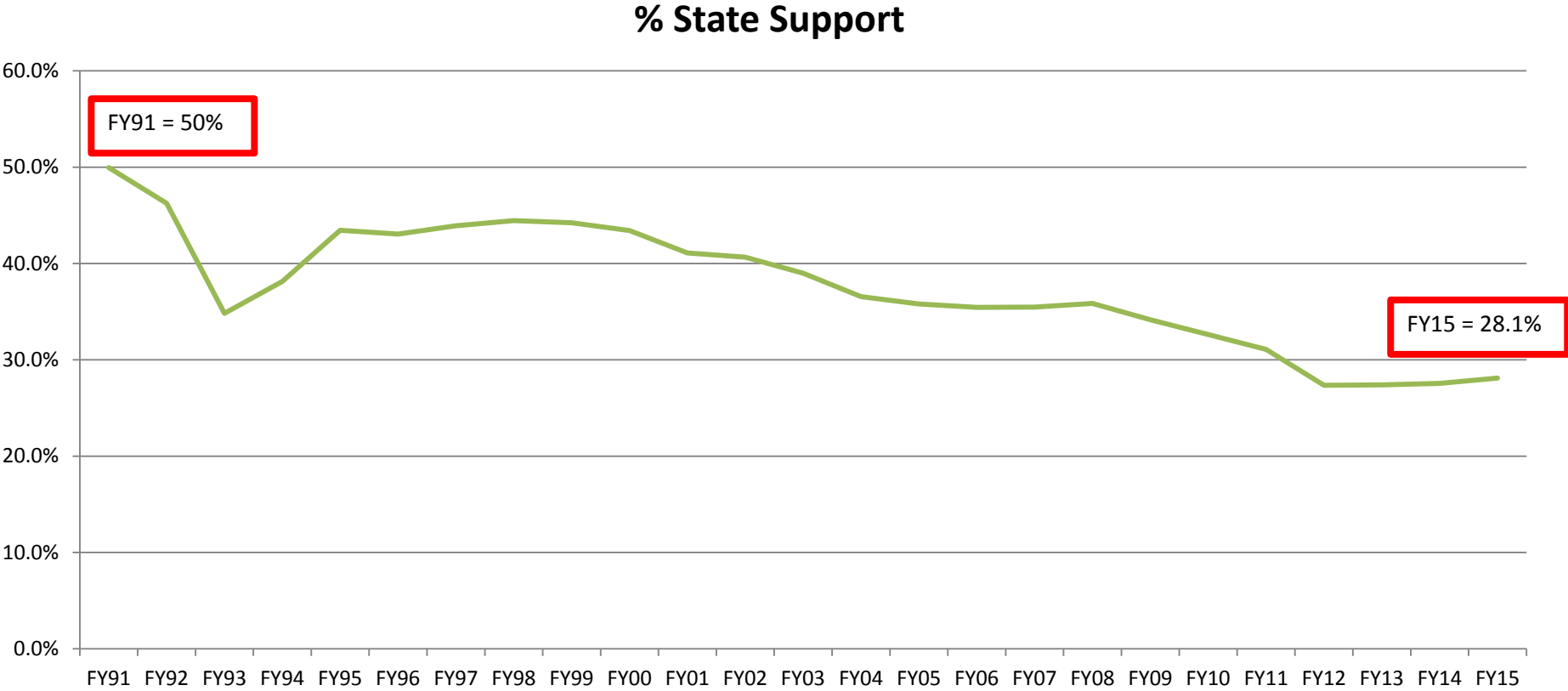
## Revenues

- Achieved balanced budget in FY15
- ↑ – Appropriated \$15M for NextGen
- ↑ – Increased enrollment

## Expenses

- ↑ – Fringe costs continue to rise, and individual elections of retirement plans has changed
- ↑ – Union Mandated Increases (CBI's – SEBAC) required 5% raise in FY15 which is much higher than the increase in State support

# Decrease in State Support



FY15 State support as a % of total revenues excluding *Next Generation Connecticut* is 28.1%. Including *Next Generation Connecticut* is 29.3%.



# Budget Impact: Personnel Costs

Salaries & Fringes are expected to account for almost 66% of the operating budget expenditures in FY15

Fiscal Year	Salary (\$M)	Fringes (\$M)	Total Salary and Fringe (\$M)	Salary & Fringe % of Budget	Increase from Previous year	Fringe % of Budget
FY12	\$414.2	\$151.0	\$565.2	60.7%	\$4.0	16.2%
FY13	\$425.4	\$170.3	\$595.7	62.1%	\$30.5	17.8%
FY14	\$461.8	\$212.1	\$673.9	65.0%	\$78.2	20.5%
FY15 Budget	\$489.5	\$228.1	\$717.6	65.7%	\$43.7	20.9%

Blended fringe benefit rate for permanent and continuing employees is expected to be 54.67% for FY15 or a potential increase of 24% from the FY11 rate of 43.6%

# Financial Aid

Financial Aid included in Budget (\$M)	FY12 Actual	FY13 Actual	FY14 Actuals	FY15 Budget	FY12-FY15 % Change
Tuition Funded Need Based Aid	\$47.5	\$49.1	\$51.5	\$54.5	13%
Tuition Funded Scholarships	23.0	25.4	26.4	28.5	19%
Other Scholarships	5.1	4.7	8.1	8.8	42%
State Aid	10.7	9.5	9.4	9.3	-15%
Federal Aid	23.0	23.6	24.3	25.6	10%
Private Aid	11.8	12.8	12.3	12.5	6%
<b>Total</b>	<b>\$121.1</b>	<b>\$125.1</b>	<b>\$132.1</b>	<b>139.2</b>	<b>13%</b>

# Budget Challenges for FY16 and Beyond

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- Need to solve University structural deficit
- Uncertain State Appropriation funding
- NextGenCT funding
  - Level of support is uncertain
  - Scholarships require a 4 year commitment
  - Faculty hiring needs to be determined a year in advance
- Fringe Rates
  - Given to us by State at end of June for fiscal year starting July 1
  - Continued conversion from ARP to Hybrid Plan
- Collective Bargaining Agreement ends in FY16
- Tuition – end of 4 year tuition plan in FY16

## MEMORANDUM

**To:** Carol Polifroni

**From:** Sally Reis

**Date:** November

**RE:** NEASC Accreditation Visit 2016

We write to inform the University Senate and the community that the University's regional accreditation agency, the New England Association of Schools and Colleges (NEASC), will conduct its regular 10-year accreditation visit on campus from September 25<sup>th</sup> through September 28<sup>th</sup>, 2016.

Based on our successful review in 2006 and the subsequent 2011 interim report, we have convened a working committee to draft the 2016 Self Study. Yuhang Rong, Assistant Vice Provost for Global Affairs, has agreed to serve as the University's Accreditation Liaison Officer to the NEASC, and help to coordinate the work of the committee with his Co-Chair, Professor Suresh Nair, Associate Dean of the Business, who has been serving the NEASC as a reviewer. Thulasi Kumar, Assistant Vice Provost for the Office of Institutional Research and Effectiveness, will provide both data and advice on institutional assessment and data analysis. The committee list is below and we have already met twice: in May 2014 and November 2014.

The committee has established a timeline for the tasks to be completed in the next year that is also attached. All of the committee drafts and progress to date will be posted on the UConn NEASC website for comments from our entire community. The website is accessible by using your University's user ID and password at: [www.neasc.uconn.edu](http://www.neasc.uconn.edu).

Yuhang Rong and I will attend the November 3<sup>rd</sup> Senate Meeting to provide further details and to answer any questions that any of you may have.

Thank you.

SR/yr

Enclosures

c. T. Kumar  
S. Nair  
Y. Rong

## 2016 NEASC 10-Year Reaccreditation Review Self-Study Committee

### Steering Committee:

Brandon Murray, Administrative Assistant to the Vice Provost for Academic Affairs  
 Suresh Nair, Professor, Operations and Management Systems; Associate Dean, School of Business, Co-Chair  
 Sally M. Reis, Professor, Educational Psychology; Vice Provost for Academic Affairs  
 Yuhang Rong, Accreditation Liaison Officer, and Assistant Vice Provost, Global Affairs, Co-Chair  
 Kumar Thulasi, Assistant Vice Provost, Institutional Research and Effectiveness

### Standard Committee Chairs:

#### *Standard 1: Mission and Purposes*

Lawrence Silbart, Professor, Allied Health; Vice Provost for Strategic Initiatives

#### *Standard 2: Planning and Evaluation*

Preston Britner, Professor, Human Development and Family Studies

#### *Standard 3: Organization and Governance*

Jeremy Teitelbaum, Professor, Mathematics; Dean, College of Liberal Arts and Sciences

#### *Standard 4: The Academic Program*

Andy Moiseff, Professor, Physiology and Neurobiology; Associate Dean, College of Liberal Arts and Sciences

- Undergraduate Degree Programs—Jennifer Lease Butts, Assistant Vice Provost for Enrichment Programs; Director, Honors Program
- General Education—Hedley Freake, Professor, Nutritional Science
- Major or Concentration—Shirley Roe, Professor, History; Associate Dean, College of Liberal Arts and Sciences
- Graduate Degree Programs—Sandra Chafouleas, Professor, Educational Psychology; Associate Dean, Neag School of Education
- Integrity in the Award of Academic Credit—Mark Overmyer-Velazquez, Professor, History
- Assessment of Student Learning and Institutional Effectiveness—Kumar Thulasi, Assistant Vice Provost, Institutional Research and Effectiveness

#### *Standard 5: Faculty*

Mark Boyer, Professor, Political Science

#### *Standard 6: Students*

Michael Gilbert, Vice President for Student Affairs

*Standard 7: Library and Information Resources*

Scott Kennedy, Senior Director, Undergraduate Education and Access Services,  
University Libraries

*Standard 8: Physical and Technological Resources*

Michael Mundrane, Vice Provost and Chief Information Officer

*Standard 9: Financial Resources*

Suresh Nair, Professor, Operations and Management Systems; Associate Dean, School of  
Business

*Standard 10: Public Disclosure*

Patti Fazio, Assistant Vice President for Brand Strategy

*Standard 11: Integrity*

Kimberly Fearney, Director of Compliance and Ethics Liaison

# UNIVERSITY OF CONNECTICUT

## NEASC Accreditation 10-Year Review Work Plan

REVISED, May 22, 2014

<b>Tasks</b>	<b>Facilitator(s)</b>	<b>Timeline</b>	<b>Milestone</b>
Select and appoint members of the steering committee and the 11 standard sub-committees	Sally, Yuhang, Mun Choi, Suresh	January-April 2014	Steering committee and all 11 subcommittees established and announced
Provide steering committee and subcommittee orientation and training	Sally, Kumar, Suresh, and Yuhang with Pat O'Brien from NEASC	May 2014	Committee activities assigned and training conducted. Meeting structured and times scheduled
Inform the University community through President/Provost, Deans Council, Senate Executive Committee, GEOC, Board of Trustees, and other entities	Sally, Kumar, Suresh, and Yuhang	January-May, 2014	University community informed
Gain letter from President Herbst	Sally	June 2014	Letter signed
Launch the NEASC 10-year review website	Brendon, Kumar, Suresh, and Yuhang	May-June 2014	Website updated with letter from President Herbst
Discuss assessment strategies	Kumar	January-May 2014	University student learning outcome assessment plan (DRAFT) in place
Complete a draft of the Data First Forms	Kumar	May-September 2014	A draft of Data First Forms completed and provided for review by the steering and sub-committees
Establish key bullets for narratives under each standards for the Self Study	Standard Sub-Committee Chairs	May-August 2014	A draft of key bullets for narratives under each standard completed
Post key bullets for narratives on the website for University community comments	Sally, Kumar, Suresh and Yuhang	September 2014	Key bulleted items posted on the website

## NEASC 10-YEAR REVIEW WORK PLAN 05-22-2014

<b>Tasks</b>	<b>Facilitator(s)</b>	<b>Timeline</b>	<b>Milestone</b>
Collect University community feedback on the bulleted items	Standard Sub-committee Chairs	September-November 2014	Feedback collected, reviewed, and incorporated into the final list of bulleted items
Finalize assessment strategies and Data First Forms	Kumar	September-November 2014	University student learning outcome assessment plan in place; Data First Forms completed
Administer assessments and collect data	Kumar	January-May 2015	Student learning outcome assessed, data collected, analyzed, and reported
Complete the 1 <sup>st</sup> draft of the Self-Study	Standard Sub-Committee Chairs	May-August 2015	1 <sup>st</sup> draft of the Self Study completed
Post the 1 <sup>st</sup> draft of the Self-Study for University community comments	Sally, Kumar, Suresh, and Yuhang	September 2015	1 <sup>st</sup> draft of the Self Study posted on the website allowing comments from University community
Collect University community feedback on the 1 <sup>st</sup> draft of the Self Study	Standard Sub-committee Chairs, and Sally, Kumar, Suresh, and Yuhang	September-November 2015	Feedback collected, reviewed, and incorporated into the final version of the Self Study
Edit and complete the 2 <sup>nd</sup> draft of Self Study including another review of all Data First Forms	Standard Sub-Committees Chairs, Sally, Kumar, Suresh, and Yuhang	December 2015-January 2016	2 <sup>nd</sup> draft of Self Study completed
Send 2 <sup>nd</sup> draft of Self Study for review by NEASC staff	Sally, Kumar, Suresh, and Yuhang	February-March 2016	2 <sup>nd</sup> draft of Self Study sent to NEASC and NEASC staff feedback received
Review and incorporate comments from the NEASC staff	Standard Sub-committee chairs, Sally, Kumar, Suresh, and Yuhang	April-May 2016	Self Study finalized and completed
Gain University official approval to Submit Self Study	Sally, Kumar, Suresh, and Yuhang	May 2016	Self Study submitted (with appropriate number of hard copies)
Post Self Study and other appropriate information on website	Sally, Kumar, Suresh, and Yuhang	May 2016	Self Study and all pertinent materials posted on website
Finalize all logistical arrangements for the site visit	Sally, Kumar, Suresh, and Yuhang	June-August 2016	Visit dates secured, all arrangements made (interview schedules, lodging, transportation, technology, etc)
Host visit	Steering Committee	Fall 2016 (TBA)	Visit hosted
Follow up	Sally, Kumar, Suresh, and Yuhang	Spring 2017	Any outstanding issues addressed





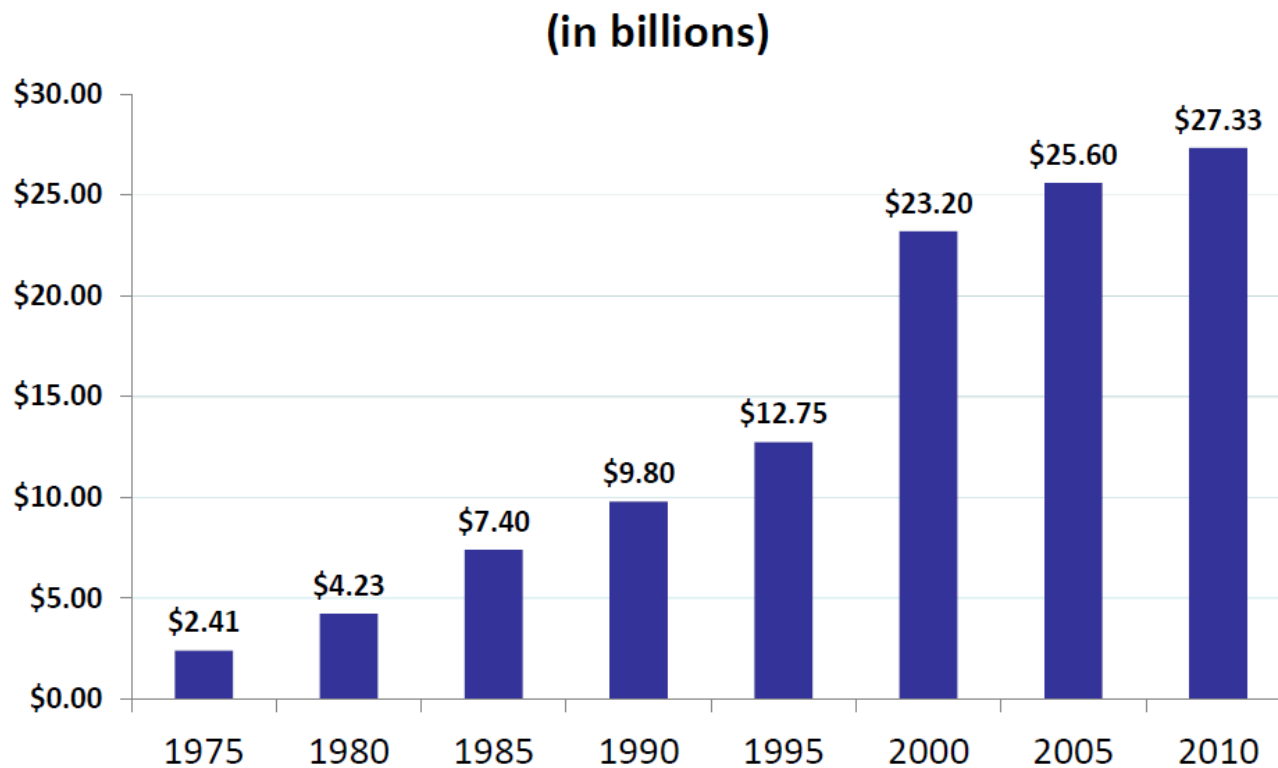
opportunity  
**UNLEASHED**

Supporting UConn through Philanthropy

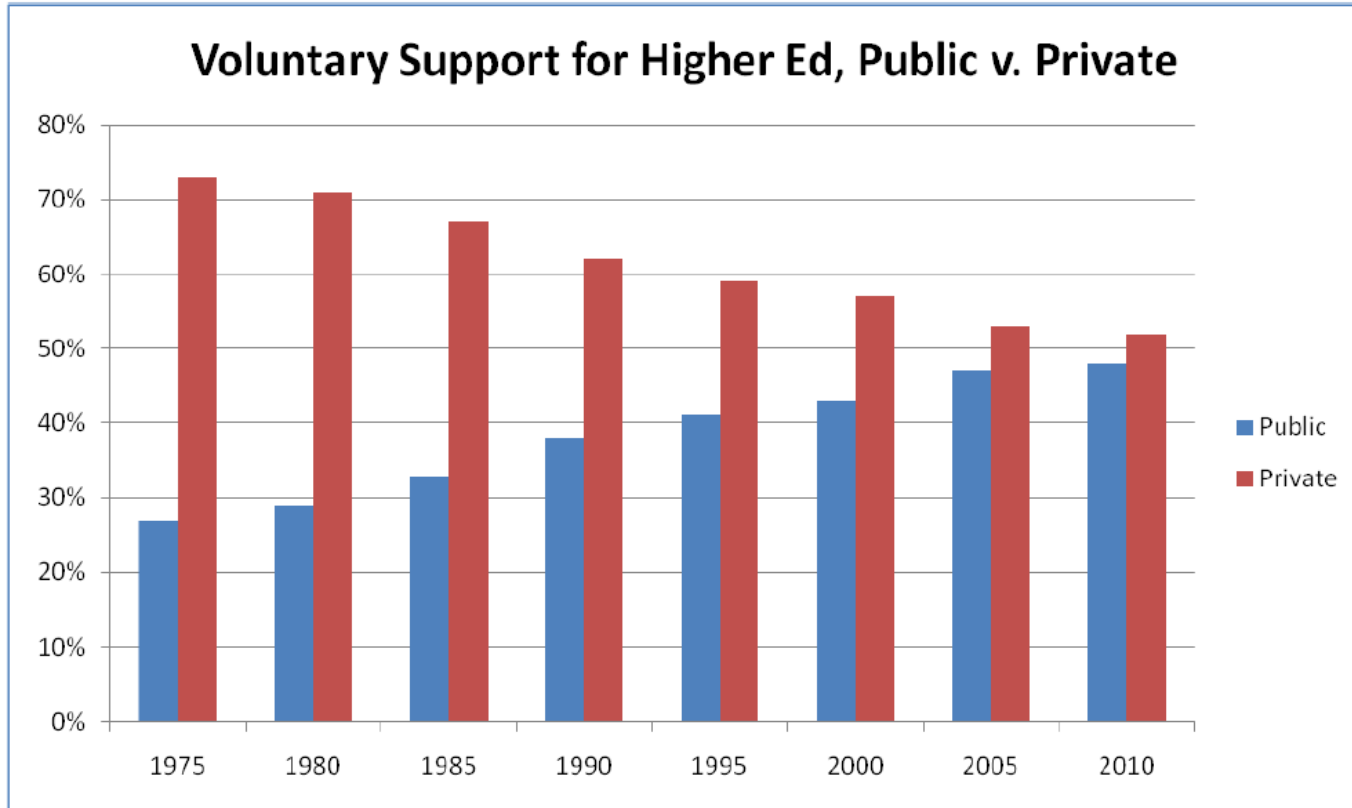
# **University Senate**

**Foundation President's Report  
November 3, 2014**

**Josh Newton  
President & CEO**



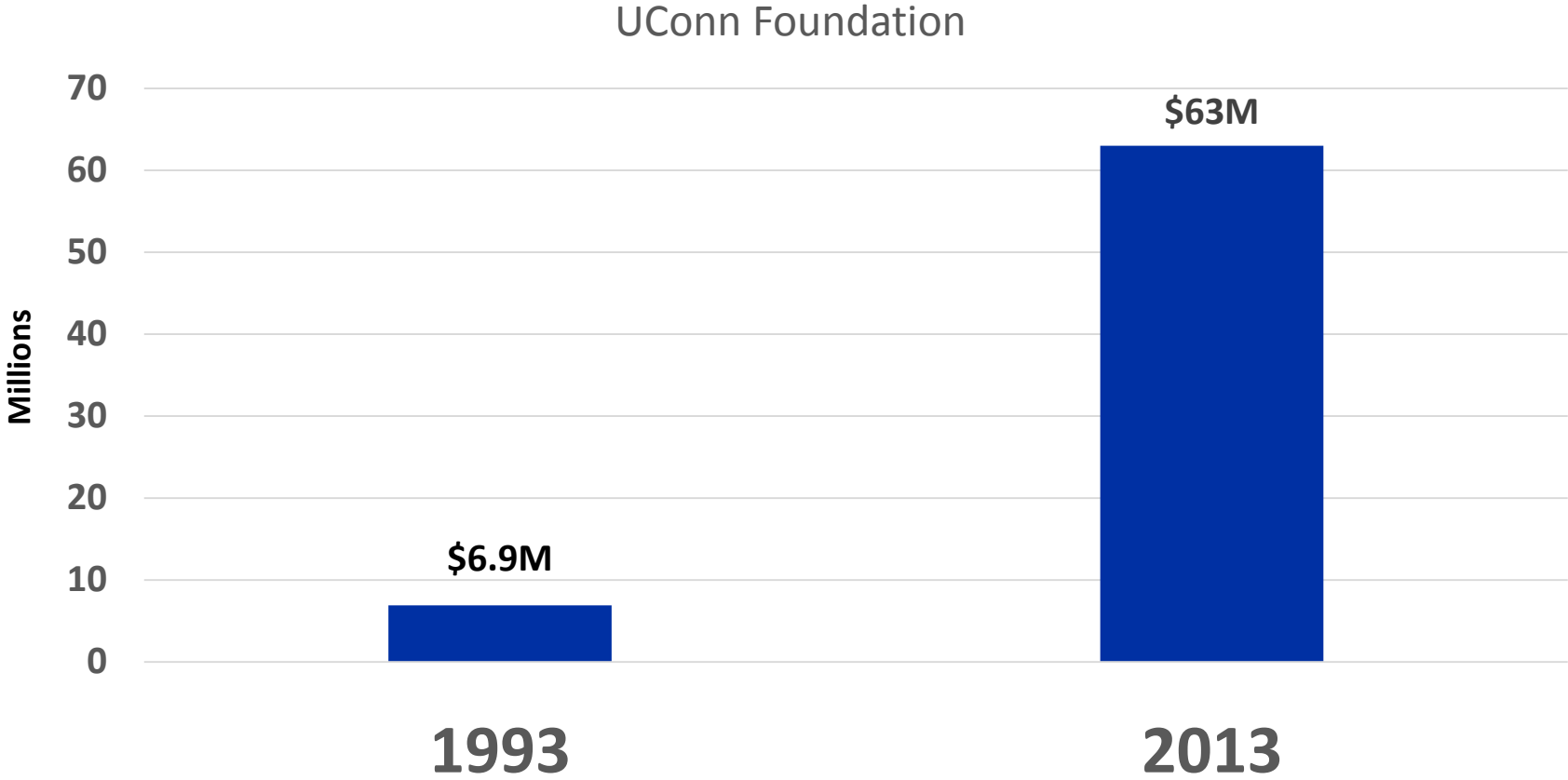
## Growth of Public Higher Ed Fundraising



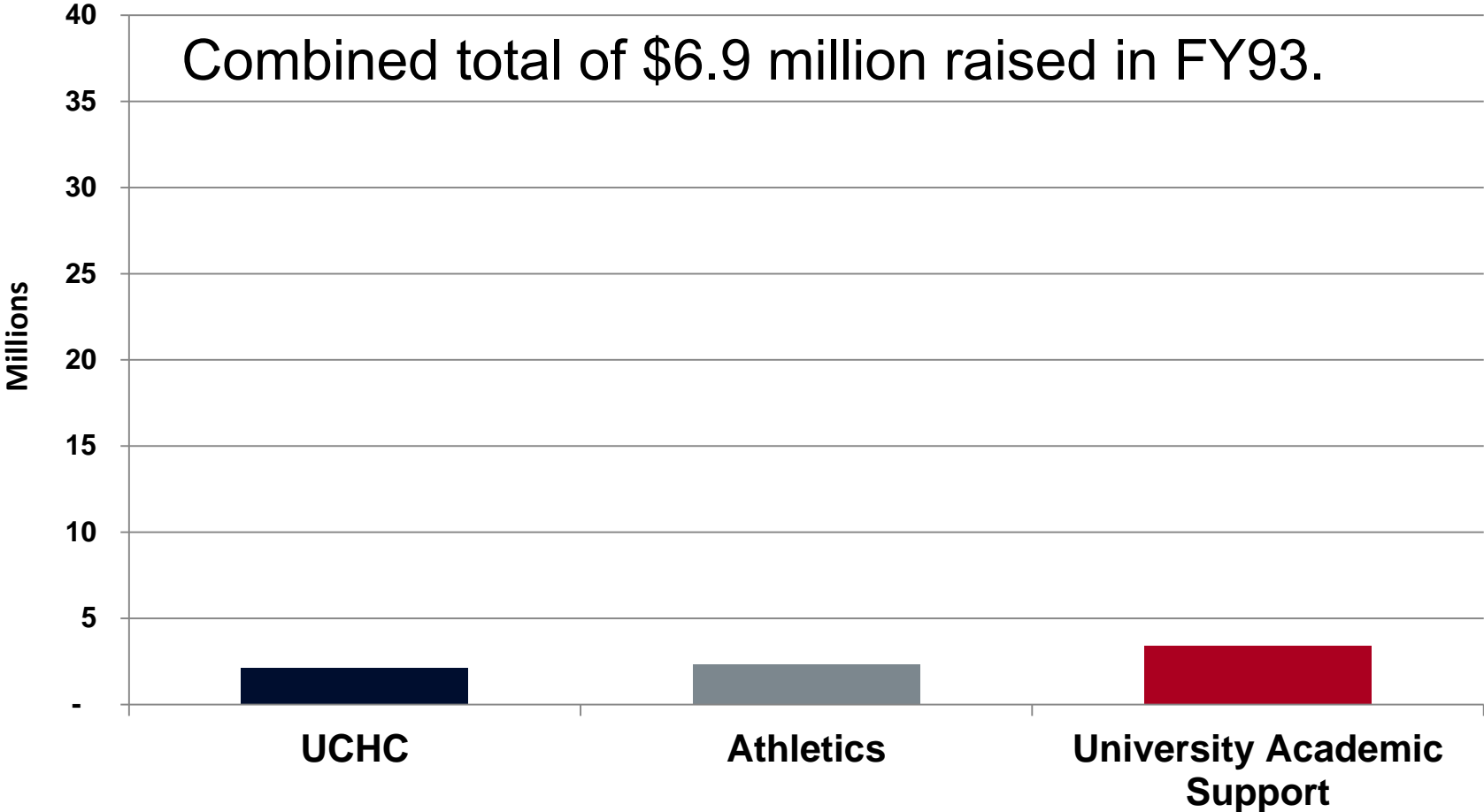
# Public vs. Private Giving

\$5M+ Gifts to Higher Education in 2012		
	Public	Private
# of Gifts	123	115
Average Gift Size	\$20,832,033	\$20,020,870
Total \$	\$2,562,340,000	\$2,302,400,000
% of Total \$	53%	47%

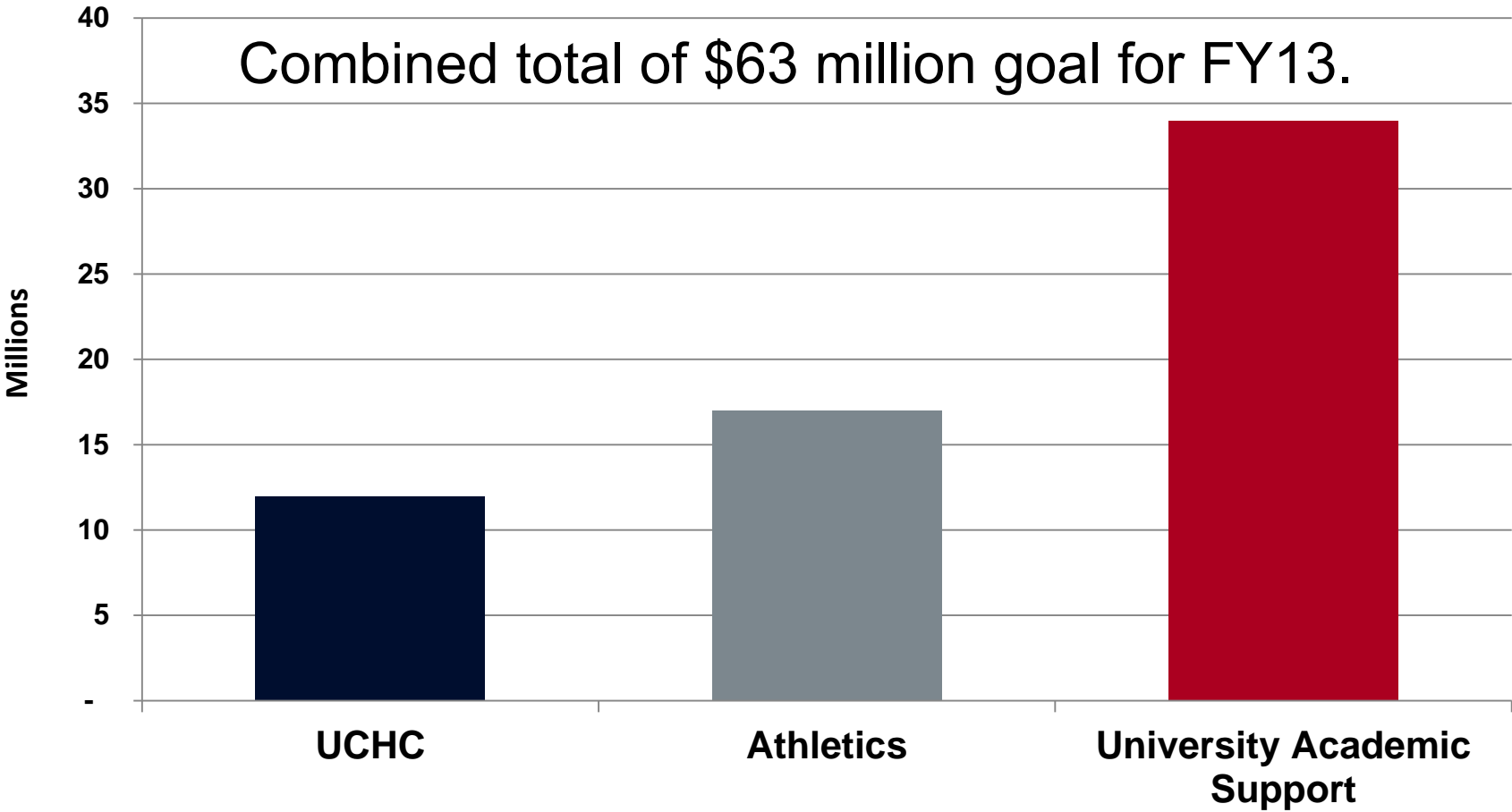
# Fundraising Results



# Fundraising Results by Program FY93



# Fundraising Results by Program FY13



# Foundation Reorganization Based on 4 Key Principles

1. Increase Donor Engagement
2. Increase Operational Efficiencies
3. Align Fundraising with University Priorities
4. Enhancing External Relations and Communications