

**MINUTES OF A MEETING OF THE UNIVERSITY SENATE**  
**September 11, 2006**

1. President Austin officially called the regular meeting of the University Senate of September 11, 2006 to order at 4:04 p.m. in Room 7 of the Bishop Center.
2. Election of the Moderator - Senator DeWolf nominated Senator Brenda Murphy as Moderator of the University Senate for the 2006/2007 academic year. The Senate approved by voice vote without dissent.
3. Election of the Secretary - Senator Fox nominated Robert Miller as Secretary of the University Senate for the 2006/2007 academic year. The Senate approved by voice vote without dissent.
4. Senator Murphy requested each Senator introduce themselves and state their department affiliation.
5. Approval of minutes

Senator Murphy presented the minutes from the regular meeting of May 1, 2006 for review.

The minutes were approved without modification.

6. Report of the President

President Austin welcomed Senators back for another academic year. He introduced Barry Feldman, Interim Vice President and Chief Operating Officer.

President Austin announced that the university's biggest budget objective was to add 150 new faculty. 75 to be funded by the state and 75 funded by fungible money from UConn. The Health Center is a different matter as it has not always been funded at the level needed; the hospital has been very efficient and has made up for this funding need. The hospital is profitable (\$7 million) but not enough to close the gap. So Legislature has been asked for \$15 million to help fill that gap. The hospital is 35 years old and is in need of renovations and updating in order to attract surgeons. There are projections that over the next decade there will be an increase in the demand for beds by approximately 250. The general perception is that UConn has done very well. The hospital must be maintained in order to keep the medical school in business. President Austin stated his optimism on the chances for success.

President Austin stated the Public Health Initiative proposals, which came from both Storrs and the Health Center, are still seen as important but this is not the time to propose adding a new School of Public Health.

President Austin updated the Senate on two decennial accreditations that are either underway or about to start. Senator Karla Fox is heading the New England Association of Schools & Colleges (NEASC) accreditation. Ron Schurin is heading the NCAA accreditation. President Austin expressed his confidence in the many people working on accreditation and the eventual outcome.

7. The Report of the Senate Executive Committee was presented by Senator DeWolf.  
(See Attachment #1)

8. The Report of the Nominating Committee was presented by Senator Bansal.  
(See Attachment #2)

a) We move the following faculty/staff deletions to the named Standing Committee:

- Arnold Dashefsky from the Curricula & Courses Committee
- John DeWolf from the Scholastic Standards Committee
- Gary English from the Growth & Development Committee
- David McChesney from the Student Welfare Committee
- Sally Reis from the Scholastic Standards Committee
- Lawrence Silbart from the Scholastic Standards Committee
- Erling Smith from the Faculty Standards Committee
- Moira Veiga from the Scholastic Standards Committee

**The motion carried.**

b) We move the following faculty/staff additions to the named committees:

- Keith Barker to the Curricula & Courses Committee, ex-officio, non-voting member
- John Bennett to the Scholastic Standards Committee
- Thomas Cooke to the Growth & Development Committee as representative of the Enrollment Committee
- Bruce DeTora to University Budget Committee, ex-officio, non-voting member
- Dolan Evanovich to the Enrollment Committee, ex-officio, non-voting member
- Gerald Gianutsos to the Growth & Development Committee as representative of the Scholastic Standards Committee
- Lynn Goodstein to the Scholastic Standards Committee, ex-officio, non-voting member
- Diane Lillo-Martin to the Scholastic Standards Committee
- Sally Reis to the Faculty Standards Committee
- Suman Singha to the Faculty Standards Committee, ex-officio, non-voting member
- Gaye Tuchman to Growth & Development Committee as representative of the Faculty Standards Committee
- Dana Wilder to the Growth & Development Committee, ex-officio, non-voting member
- Lee Williams to the Student Welfare Committee, ex-officio, non-voting member

**The motion carried.**

c) We move to add John Bennett, Marie Cantino, Anne D'Alleva, Arnold Dashefsky, Clare Eby, Peter Gogarten, Dean Hanink, William Lott, and Manuela Wagner to the General Education Oversight Committee for two-year terms.

**The motion carried.**

d) We move the following undergraduate student addition to the named Standing Committees:

- Shannon O'Reilly as representative to the Student Welfare Committee

**The motion carried.**

- e) For the information of the Senate, the Undergraduate Student Government has named Erica Broadbent, Bradford Cook, Katherine Etter, Andrew Marone, and Colleen Velluro to membership on the Senate for a one-year term.
9. The Report on Undergraduate Education and Instruction was presented by Senator Makowsky.  
(See Attachment #3)

Senator Makowsky introduced the report by saying that people are now looking for ways of assessing what effect colleges and universities actually have on students. She then introduced the staff and services provided by the Center for Undergraduate Education (CUE), and she attributed much of our reputation as a leader in undergraduate education to the existence of this center. She then reviewed the university's goals designed to raise our rankings and stated that UConn is within striking distance of becoming one of the best places for undergraduate education in the nation.

Senator Marsden asked if the various components of the learning activities would be tracked. Senator Makowsky said it was a good idea.

Senator Hiskes asked if it was possible to increase enrollment from students from developing nations in light the expense. Senator Makowsky stated her office is exploring fund raising and asymmetrical exchanges.

Senator Zirakzadeh praised the idea of inclusive excellence. He then expressed concern that Makowsky seemed to be marginalized from the actual allocation of faculty positions. Senator Makowsky stated there are many factors that go into faculty allocation, and she only has one part of this allocation. She expressed the hope that when departments hire, they carefully consider the applicant's teaching ability

Senator Schaeffer offered that student-to-faculty ratios should be reported by departments and programs rather than college-wide. Senator Makowsky stated the data is available in that way.

10. Senator Evanovich presented a verbal report of the findings of the "Admitted Student Questionnaire."
11. Senator Kerntke presented the Final Information Technology Strategic Plan.  
(See Attachment #4)
12. Senator Fox reported the Capital Projects Planning Advisory Committee (CPPAC) would be meeting on Thursday, September 14<sup>th</sup> at 3:30 p.m. in room 7 of the Bishop Center. Senator Fox stated the meetings are open to the public and encouraged others to attend. There will be presentations on the new classroom building, the landscaping of the main quadrangle behind the Student Union as well as an update on building projects that are currently underway.

13. The Annual Report of the General Education Oversight Committee was presented by Senator Freake.

(See Attachment #5)

Senator Hiskes asked if GEOC was considering special approval of online courses. Senator Freake answered affirmatively.

14. The Report of the Curricula & Courses Committee was presented by Senator Jeffers.

(See Attachment #6)

- a) The committee recommends the approval of the following new 200s-level courses open to sophomores:

1. GEOG 241. Visualizing Geographic Data  
Second semester. Three credits. Open to sophomores. R. Cromley  
Survey of methods for representing geographic data in tables, graphs, and maps emphasizing proper application, integration, and interpretation of methods in data visualization.

**The motion on GEOG 241 carried.**

2. PHAR 202. Human Physiology & Anatomy I  
First semester. Three credits. Three lecture hours.  
Prerequisites: Biol 107, Chem 127, Chem 128, Phys 127.  
Open to sophomores; open only to pre-pharmacy students; others by permission.  
Staff.  
Part I of a two-part course in human physiology and anatomy. Structure and function of the skin, bone & muscle systems, the nervous system, special senses and the endocrine system emphasizing proper application, integration, and interpretation of methods in data visualization.
3. PHAR 203. Human Physiology & Anatomy II  
Second semester. Three credits. Three lecture hours.  
Prerequisites: Biol 107, Chem 127, Chem 128, Phys 127, Phar 202  
Open to sophomores; open only to pre pharmacy students; others by permission.  
Staff.  
Part II of a two-part course in human physiology and anatomy. Structure and function of the cardiovascular system, the lymphatic system, the respiratory system, the gastrointestinal system, the renal and reproductive systems.

**The motion on PHAR 202 and PHAR 203 carried together.**

- b) New Course Numbering - The Committee has reviewed the renumbering of Mathematics courses for the new system. These courses will now be 2xxx and were 200s level but not open to sophomores in the current system. These courses are recommended for approval:
1. MATH 200 and 201W will become MATH 2294, 2394W.
  2. MATH 242W will become MATH 2720W.

3. MATH 236 will become MATH 2610.
4. MATH 247-248 will become MATH 2010, 2011.
5. MATH 285 will become MATH 2620.

**The motion carried.**

Senator Jeffers offered comments on renumbering and asked that if a Department submits a new course in the near future the proposal should include both a three digit number and a four digit number to accommodate the new numbering system.

15. The Report of the Scholastic Standards Committee was presented by Senator Moiseff.  
(See Attachment #7)

- a) **Motion:** To revise the existing bylaw as shown. (Underlining included only to indicate the added sentence.)

II.B.6. Auditing Courses Without Credit

Full-time students registering as course auditors must obtain consent from the course instructors. After the second week of classes, course audits require the same authorizations as add/drop transactions. Part-time students must pay the regular fee to audit courses and must follow the consent rules above. (See also Laws, By-Laws and Rules of the Board of Trustees, XV.N.) The instructor may disenroll a student not meeting the auditing criteria set forth by the instructor.

**The motion carried.**

- b) For the information of the Senate, Scholastic Standards has approved BADM289 had been approved for S/U grading.

16. Unfinished business - none.

17. New business - none.

18. There was a motion to adjourn.

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

The meeting adjourned at 5:52 p.m.

Respectfully submitted,  
Robert Miller  
Senate Secretary

The following members and alternates were absent from the September 11, 2006 meeting:

Aronson, Lorraine  
Becker, Loftus  
Bergman, Theodore  
Bull, Nancy  
Callahan, Thomas  
Croteau, Maureen  
Engel, Gerald  
Etter, Katherine

Facchinetti, Neil  
Franklin, Brinley  
Gianutsos, Gerald  
Gine-Masdeu, Evarist  
Gramling, Lawrence  
Holgerson, Kathleen  
Kelly, Kristin  
Kendall, Debra

Myers, Kathryn  
Olson, Sherri  
Reis, Sally  
Smith, Winthrop  
Taylor, Ronald  
Vinsonhaler, Charles

**ATTACHMENT #1****Report of the Senate Executive Committee  
for the September 2006 University Senate Meeting**

The Senate Executive Committee welcomes the Senators to the beginning of another academic year. We look forward to a year in which we will discuss and debate issues that are before the Senate and in which we will continue our efforts to provide input into the workings of the University.

The Senate Executive Committee has met twice since the May 1<sup>st</sup> meeting of the University Senate. On September 1<sup>st</sup> the Senate Executive Committee met in closed session with Provost Nicholls. Afterwards the SEC met with the Chairs of the Standing Committees to plan for the agenda of this meeting and to coordinate the activities between the committees. Some of the discussions included the opening of the semester, the status of the course renumbering underway (which is expected to go into effect in the 2008/2009 catalog), and current efforts to put into place an assessment program at the University. The Senate Executive Committee and Chairs discussed the request from Vice Provost Makowsky to add representatives from the Senate to the intersession faculty oversight committee now being formed. We are recommending representatives from Scholastic Standards, Faculty Standards, Growth and Development and the General Education Oversight Committee.

On September 8<sup>th</sup>, the Senate Executive Committee met in closed session with President Austin. Afterwards we met with President Austin, the newly appointed Interim Chief Operating Officer Feldman, and Vice President for Student Affairs Saddlemire. The discussion included the opening of the semester, including the expansion of the Student Union and the status of student housing. There was also an update on the status of the building projects on campus, including work completed this past summer to bring campus housing up to current design standards and campus traffic issues. Following the meeting with the University Administrators, the Senate Executive Committee met to prepare the ballot for the President's Athletic Advisory Committee and to review by-law changes needed as a result of the changes to electronic voting. These will be recommended for approval at the October Senate meeting.

The Senate Executive Committee is grateful to Senator Brenda Murphy for serving as moderator of the Senate this academic year and to Robert Miller for serving as secretary. We could not function without all that Ms. Tammy Gifford does for us, and if you have not had a chance to get to know her, please do so. The Senate Office is always available to provide assistance.

Respectfully submitted,  
John DeWolf  
Chair, Senate Executive Committee  
September 11, 2006

**ATTACHMENT #2****NOMINATING COMMITTEE REPORT**

September 11, 2006

1. We move the following faculty/staff deletions to the named Standing Committee:

Arnold Dashefsky from the Curricula & Courses Committee  
 John DeWolf from the Scholastic Standards Committee  
 Gary English from the Growth & Development Committee  
 David McChesney from the Student Welfare Committee  
 Sally Reis from the Scholastic Standards Committee  
 Lawrence Silbart from the Scholastic Standards Committee  
 Erling Smith from the Faculty Standards Committee  
 Moira Veiga from the Scholastic Standards Committee

2. We move the following faculty/staff additions to the named committees:

Keith Barker to the Curricula & Courses Committee, ex-officio, non-voting member  
 John Bennett to the Scholastic Standards Committee  
 Thomas Cooke to the Growth & Development Committee as representative  
     of the Enrollment Committee  
 Bruce DeTora to University Budget Committee, ex-officio, non-voting member  
 Dolan Evanovich to the Enrollment Committee, ex-officio, non-voting member  
 Gerald Gianutsos to the Growth & Development Committee as representative  
     of the Scholastic Standards Committee  
 Lynn Goodstein to the Scholastic Standards Committee, ex-officio, non-voting member  
 Diane Lillo-Martin to the Scholastic Standards Committee  
 Sally Reis to the Faculty Standards Committee  
 Suman Singha to the Faculty Standards Committee, ex-officio, non-voting member  
 Gaye Tuchman to Growth & Development Committee as representative  
     of the Faculty Standards Committee  
 Dana Wilder to the Growth & Development Committee, ex-officio, non-voting member  
 Lee Williams to the Student Welfare Committee, ex-officio, non-voting member

3. We move to add John Bennett, Marie Cantino, Anne D'Allewa, Arnold Dashefsky, Clare Eby, Peter Gogarten, Dean Hanink, William Lott, and Manuela Wagner to the General Education Oversight Committee for two-year terms.

4. We move the following undergraduate student additions to the named Standing Committees:

Shannon O'Reilly as representative to the Student Welfare Committee

5. For the information of the Senate, the Undergraduate Student Government has named Erica Broadbent, Bradford Cook, Katherine Etter, Andrew Marone, and Colleen Velturo to membership on the Senate for a one-year term.

Respectfully submitted,

Rajeev Bansal, Chair  
 John DeWolf  
 Harry Frank  
 Karla Fox  
 Anne Hiskes  
 Robert Tilton



**ATTACHMENT #3**

Veronica Makowsky, Vice Provost for Undergraduate Education  
and Regional Campus Administration

**Undergraduate Education and Instruction**

Report to the University Senate

September 11, 2006

*Aspiration: For undergraduate education, to rank with the best public research extensive universities in the country.*

**UEI Goal 1: Individualized Experiential Learning for Every Student: A Model of Inclusive Excellence**

- Creation of Enrichment Programs as UEI unit—2004 (working closely with faculty in all schools and colleges)
- Support of enriching educational experiences for undergraduates
  - Creation of Office of National Scholarships—2004 (1 Udall Scholar, 1 Goldwater Scholar; 1 Goldwater Honorable Mention, 2 Marshall finalists since inception)
  - Expansion of Individualized Major to Individualized and Interdisciplinary Studies Program—2004
  - Expansion of Office of Undergraduate Research
  - Expansion of Study Abroad Opportunities
  - Development of Honors Program
- Service Learning Initiatives
  - Task Force—2004 -05;
  - Grant proposals and university resources to support service learning at Storrs and Hartford campuses
  - Ongoing Service Learning Advisory Board

**UEI Goal 2: Engaged Learning**

- A. Provost's Task Force on Teaching Learning and Assessment
  - 1) Subcommittee on the Evaluation of Teaching
  - 2) Subcommittee on Professional Development
  - 3) Subcommittee on the Value of Teaching
- B. Assessment
- C. Gateway/Killer Courses: UEI/CLAS Task Force
  - 1) Preparation for/ Admission to courses
  - 2) Assistance for students during courses
  - 3) Role of the Instructor and Course Design
- D. Sophomore Strategy
- E. Living Learning Communities

**UEI Goal 3: Developing Global Citizens ([www.provost.uconn.edu](http://www.provost.uconn.edu)):**

- 1) Recruitment and Retention of international undergraduates
- 2) Study Abroad
- 3) Curriculum
- 4) Living Learning Community

## Undergraduate Education

Welcome to the Office for Undergraduate Education and Instruction at the University of Connecticut. Undergraduate Education and Instruction is a collection of student and faculty support services and programs under the direction of the Vice Provost for Undergraduate Education.

### Undergraduate Education



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### Enrichment Programs



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### General Education Oversight Committee



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### Institute for Student Success



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### Institute for Teaching & Learning



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### Documents

1. UEI Strategic Plan (PDF: 19 KB)
2. Report to the Provost from the Developing Global Citizens Task Force (PDF: 261 KB)
3. Provost's Response to the Developing Global Citizens Task Force (PDF: 63 KB)

### Awards

1. Outstanding Faculty Advisor Award
2. Outstanding Professional Advisor Award

#### Enrichment Programs

- Honors Program
- Individualized & Interdisciplinary Studies Program
- Individualized Major Program
- Office of Undergraduate Research
- Study Abroad

#### General Education Oversight Committee

#### Institute for Student Success

- Academic Center for Entering Students
- Center for Academic Programs
- First Year Experience
- Peer Education Programs
- UConn CONNECTS

#### Institute for Teaching & Learning

- Instructional Design & Development
- Instructional Resource Center
- Learning Resource Center
- Quantitative Learning Center
- Teaching Assistant Programs
- University Center for Instructional Media & Technology (UCIMT)
- University Writing Center

## **Strategic Goals**

### **Undergraduate Education and Instruction**

**Mission:** To promote excellence in engaged learning and teaching in synergy with the goals and resources of a Research Extensive University.

Undergraduate education can attain greatness *because* UConn is a Research Extensive University, not *despite* that fact, through taking advantage of the resources of a research institution while pursuing the strategic goals that we list below.

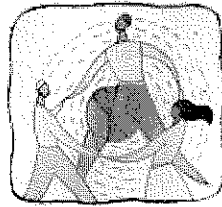
#### **I. Goals for all of Undergraduate Education**

- A. An **individualized experience** for each undergraduate:
  - 1) Advising plans and curricula that meet the needs and interests of each undergraduate, and that include at least one form of experiential learning, such as internship, undergraduate research, study abroad, service learning, thesis or capstone project, etc.
  - 2) Efforts to measure the extent to which current students are engaged in various types of individualized learning, and a plan to track improvements in these measures over time.
- B. A **Learning Paradigm** that shifts the focus from the teacher as instructor to the student as learner, with the ultimate goal of promoting lifelong learning.
  - 1) Pedagogy and advising that encourages engaged learning, giving students the tools they need to take charge of their educations.
  - 2) Courses and curricula within majors that help students understand learning goals and accomplish specific learning outcomes for each course as well as for the major as a whole.
  - 3) Provision of a culminating capstone experience to help students integrate their learning across courses and levels.
- C. **An Academic Culture that Promotes Global Citizenship:**
  - 1) Internationalizing the undergraduate experience by enhancing the curriculum with advising plans for various forms of global education including general education clusters, minors, majors, interdisciplinary programs, the study of languages, undergraduate research, study abroad, service learning, and internships.
  - 2) Integration of global issues into program curricula that provides a thread through the program but not necessarily in every course.

- II. **Support the Schools and Colleges in Their Strategic Plans for Undergraduate Education.** (More after the Deans present their Strategic Plans on September 23<sup>rd</sup>: we need to target our resources to meet the needs of the Schools and Colleges. We consider the need for more tenured and tenure-track faculty a resource problem in achieving our goals. We must also consider our needs for space as a resource issue.)
- III. **Partner with Student Affairs, the Library, Enrollment Management, and the Office of Multicultural and International Affairs,** and others to insure that the academic experience, while paramount, is part of a holistic undergraduate experience that develops responsible, culturally aware, fulfilled, and intellectually curious citizens.
- IV. **Enhance UConn's international and national reputation** in undergraduate education by disseminating best practices through conferences (some held at UConn), publications, and other venues.

# Developing Global Citizens

## A Report to the Provost



May 9, 2006

Dr. Peter Nicholls  
Provost

Dear Provost Nicholls:

I am pleased to present to you the report of the Provost's Task Force on Developing Global Citizens in response to your charge of February 2006. The Committee members, listed within the report, demonstrated remarkable energy, enthusiasm, commitment, insight, and industry, as you will see when you read the subcommittee reports. We appreciate your interest in this initiative and hope that you will see fit to capitalize on the momentum that has been generated by enacting the recommendations of the Task Force.

Sincerely,

A handwritten signature in cursive script that reads "Veronica Makowsky". The signature is written in black ink and is positioned above the typed name and title.

Veronica Makowsky  
Vice Provost for Undergraduate Education  
and Regional Campus Administration

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### **Provost Nicholls' Charge to the Task Force**

I would like the Task Force to present to me by May 2006 a five-year plan that would include but not be restricted to:

- 1) Recruiting at least one hundred international undergraduates;
- 2) Increasing the percentage of UConn students studying abroad to 30%;
- 3) Developing an international living learning community;
- 4) Inventorying the curriculum, organizing what we have into clusters, plans, minors, or majors, and identifying our curricular needs.

As you work on this charge, please determine how these components can also support the other two main goals of undergraduate education: an individualized experience for each undergraduate and the promotion of engaged learning.



## **Mission Statement**

Globalization has given new meaning to higher education. The University of Connecticut is committed to providing our undergraduates with the knowledge, skills, and cultural competence to meet the challenges of an increasingly complex and interconnected world as responsible, informed and engaged global citizens.

Those goals would be achieved by:

- ❖ An undergraduate curriculum that offers an array of global, multicultural, and international opportunities.
- ❖ Enhanced opportunities for study abroad.
- ❖ An increased number of students from abroad studying at UConn.
- ❖ Co-curricular activities that promote global learning including Living Learning Communities.

## Executive Summary

**The recommendations of the Provost's Task Force on Developing Global Citizens are directed toward implementing the Mission Statement.**

**The four subcommittee reports are highly synergistic.** For example, in order to recruit and retain international students, a Global Living Learning Community is vital. In turn, a Global Living Learning Community contains students who are participating in a global curriculum, as well as pre- and post-study abroad students and international students. Study abroad students profit from their contacts with international undergraduates in the Global Living Learning Community and from a curriculum that contextualizes their experiences in another country. And so forth.

**The Task Force Recommendations** fall under these broad and mutually reinforcing categories.

- \* Promotion of awareness and discussion of developing global citizens throughout the UConn community.

- \* Faculty development through research opportunities abroad and support for developing relevant curricula.

We also would like the needs of the Developing Global Citizens Initiative to be considered in the New Faculty Initiative (175 faculty).

- \* Curricular opportunities and paths for undergraduate students, at UConn and abroad, that include and organize our many existing international courses, as well as some carefully selected new ones.

- \* Co-curricular support for undergraduate students such as the global living learning community and informed and enthusiastic advising.

- \* Attracting international undergraduates by demonstrating the ways that we can incorporate them as integral members of the UConn community.

### **Action Items:**

**Provost:** Appoint a small (about 6-member) Global Citizens Oversight Committee to coordinate the initiative for 2006-2007. The implementation committees of the units below will report to this committee twice in Fall 2006 and twice in Spring 2007.

**Undergraduate Education & Instruction, Student Affairs, and International Affairs:** Implement the Global Living Learning Community.

**Enrollment Management, Student Affairs, Undergraduate Education & Instruction, and International Affairs:** Implement the recruitment and retention initiative.

**Study Abroad Director and Study Abroad Advisory Committee (of Undergraduate Education & Instruction):** Implement the Study Abroad Strategic Plan.

**Vice Provost for Undergraduate Education:** In order to implement the recommendations of the Curriculum Subcommittee, 1) establish a university-wide global citizens curriculum committee; 2) coordinate the staff and resources of **Undergraduate Education & Instruction** in support of this initiative.

## Report of the Student Recruitment and Retention Subcommittee

### DEFINITIONS

1. **Definition of International Student:** For the purpose of measuring UConn's progress in recruiting, enrolling, and retaining international undergraduate students, "international student" will be defined as "full-time, degree-seeking, undergraduates who are not US citizens or permanent residents."
2. **Admission Standards:** Given the variety of high school systems, some standards of evaluation need to be developed for converting these myriad standards and systems into a UConn admission standard. For example, many European high school diplomas may be ahead of US diplomas, while other countries are behind. Thus, in addition, UConn may also need to develop modified programs of study based on diploma levels.
3. **Target Countries:** UConn should develop a hierarchy of countries to target based on cultural (and possibly economic) diversity as well as likelihood of recruitment success. (see Recruitment #2(c&f))

### RECRUITMENT

**1. Financial Assistance:** A majority of those present proposed that need- and merit-based financial assistance be made available that is specifically targeted for international students. One justification is the special contributions that international students would make to the UConn community. Further, financial assistance should be used to develop economic diversity as well as international cultural diversity.

Some *options* discussed in this regard include the following:

- a. *Merit based scholarship and/or full tuition waiver:* Based on competitive criteria, scholarship and tuition waivers should be made available to highly qualified international students.
- b. *Tuition reduction:* Current tuition for out-of-state students is approximately \$19,500/year. The amount of financial assistance suggested ranged from out-of-state tuition waivers (in-state tuition is approximately \$7,000/year) to financial assistance as little as \$1,000/year.
- c. *Discounted accommodation.*
- d. *More on-campus jobs* (also relates to retention).
- e. *Other sorts of financial assistance* such as work-study programs for international undergraduate students (also relates to retention).
- f. *Summer internships* with industry, possibly as independent study courses (also relates to retention).
- g. *A discount on total cost alone.* This would significantly increase the number of international students; however, need-based aid may not be as attractive to international students who generally have much lower university tuition than in the US (thus, independent of income/need). One suggested compromise might be a blanket partial reduction plus some free summer courses. These free summer courses might be English language courses (see 2b).
- h. *Gather more study abroad organization information about tuition levels from peer institutions,* including information from IIE.org and from the Study Abroad Director. This should include comparisons to other peer public universities as well as private institutions.
- i. *Financial aid support from sources external to the university,* including an international student alumni group, industry, and foundations. Funds for international student financial aid/scholarships could be earmarked as such within the development office.

**2. Increase International Outreach:** Several complementary proposals were made to increase the visibility of UConn worldwide.

a. *Survey current international students* to determine how they learned about UConn and why they chose to attend. This would inform the development of the outreach and recruitment program.

b. *Expand and strengthen the links to English as a Foreign Language (EFL) programs in the US.*

- i. Enhance University of Connecticut American Language Institute (UCAELI) summer program at UConn. There were some concerns that this may not work as well here as in other universities because Storrs has a limited community in which to conduct English language activities.
- ii. Link free UCAELI summer programs or courses to admission. One suggestion was for UConn to provide a free English course for admitted international students who attend UConn. The students would start during the summer before they arrive for their first Fall semester. This would support international students who have learned English in their home schools but need/desire the extra boost to be really fluent. (UCAELI will need reimbursement for “free” classes given to international students as it is a self-supporting program.)
- iii. Work with US EFL programs as in the *USA Study Guide* <http://www.usastudyguide.com/eslschoolsinusastates.htm>. For example, in Connecticut the University of Bridgeport, or MA Intensive English Language Institute at Worcester State College, The New England School of English, Boston School of English, and the American Language Programs, Inc. Bring those students to campus to see what UConn has to offer.
- iv. Develop outreach programs to international high school exchange programs for international students currently in the US including linking to the organizations that facilitate these exchanges. It may also include developing a campus Visit Day for international exchange students.

c. *Develop specific international student recruitment materials* that recruiters and faculty can distribute when visiting other countries. These could expand beyond print to electronic formats, like DVDs. Currently, UConn does mailings to approximately 225 international schools, embassies, and other international contacts. There were some concerns that recruitment is most effective when there is direct recruitment by UConn personnel; materials alone make only a small difference in recruitment. (See 2d).

- i. It was suggested that UConn develop a hierarchy of countries to target based on cultural (and possibly economic) diversity as well as likelihood of recruitment success (see Definitions #3).
- ii. It was further suggested that identifying and promoting “signature programs” that might attract any student, but especially international students, would aid recruitment. The scope of “signature programs” still needs further discussion.

d. *Develop direct recruitment by UConn personnel.* UConn should develop a recruitment program for international students similar to the current program developed for recruiting out-of-state students in the US. This could include participating in existing international student tours of regional universities (e.g., Big East or New England), developing international and foreign school faculty/counselor visitation days at UConn, and developing targeted international and foreign school recruitment tours by UConn personnel. It was roughly estimated that for UConn to break even on recruitment expenses and scholarships, UConn would need to recruit an additional 15 international students at full out-of-state tuition for every \$6,300 spent on recruiting. It was further suggested that UConn faculty already in a foreign country on other (non-recruitment) business should be compensated (hotel, per diem, etc.) to allow for additional stays of an extra day or two in the foreign country in order to promote recruitment.

e. *Expand and strengthen the Study Abroad Program at UConn.* Utilize the resources and established vehicles under the UConn Study Abroad program to promote and recruit students.

f. *Establish working relationship with selected universities and colleges in various countries* and have special programs such as students/faculty exchanges. UConn could have academic programmatic relationships with selected universities and colleges all over the globe. This may included aligning course curricula for compatibility, setting up a process for transfer credits, offering summer internship opportunities, and having exchange program between students and faculty members.

g. *Develop an International Student Alumni Group* that is a subset of the UConn Alumni Association.

3. **Link with International Living Learning Community at UConn:** Formally linking international students with the international living community at UConn would be an effective means for providing international students with systemic support for social, non-academic issues.

### **RETENTION**

1. **Understand Current UConn Retention Support:** Through the Department of International Services and Programs. The key to retention is proactive support that reaches out to international students often and in multiple ways.

2. **Link with International Living Learning Community at UConn:** This link, noted above in #iii for Recruitment, will also impact retention.
3. **Create Proactive Human Links within UConn:** This suggestion was meant to counteract international student loneliness and confusion. All suggestions include training and support for the faculty, staff, and community members who participate. It would also include some system for facilitating people matches.
- a. Social Connections
    - i. Faculty advisors targeted to small groups of international students
    - ii. Host Families for invitations to events, holidays, and family meals
    - iii. Individual “student buddies” for each international student (can also include an academic component)
    - iv. Links with student cultural centers and clubs on campus
    - v. Planned activities, including field trips, events, etc.
  - b. Academic Connections
    - i. Orientation materials targeted for international students (will likely include social and financial connections too)
    - ii. Sections of the First Year Experience classes and the Senior Year Experience classes especially for international students
    - iii. Mentoring services targeted for or sensitive to international students
      1. Small group faculty advisors
      2. Tutorials
      3. Proactive general academic checks
  - c. Financial Connections: This relates to and continues the financial support under recruitment.
    - i. Scholarships assist both recruitment and retention, especially for low-income students
    - ii. Proactive on-campus work assistance both during the school year and during the summer. This can assist both financially and with social and cultural adjustment.

## Report of the Study Abroad Subcommittee

**Goal: To increase the number of UConn students who graduate with an international experience to 30% annually by Academic Year 2010-11.**

With an average graduating class of 4000 students, 30% translates numerically into 1200 students. Since 2002-03, the percentage of students participating in study abroad has grown from just under 7% to just over 12%, or from 270 to 500 students.

**Strategic Initiative #1: To increase the number of UConn students who participate in short-term (eight weeks or less) study abroad programs to 450 annually by Academic Year 2010-11.**

**Strategic Initiative #2: To increase the number of UConn students who participate in semester or academic year programs to 750 students annually by Academic Year 2010-11.**

### Recommendations:

- **Increase to 750 students annually (approximately 63.5% of all study abroad students) participating in semester or academic year programs by 2010-11, distributed as follows:**

- 1. Proprietary program participation goal: 310**
- 2. Exchange/direct enrollment participation goal: 150**
- 3. Third-part program participation goal: 290**

### Obstacles to Increasing Enrollments:

**a. Affordability.** The average cost of a proprietary or third-party semester-long study abroad program is more than twice that of the cost of spending a semester at UConn for in-state students.

#### Recommendations:

1. Conduct financial analysis to determine the average debt load of students who study abroad;
2. Raise scholarship funds through a combination of private donations and university resources;
3. Eliminate Continuous Registration and Infrastructure Fees for study abroad participants.

**b. Degree Progress.** There is a wide-spread perception among students and academic units that studying abroad for a semester delays graduation.

#### Recommendations:

1. Conduct study to determine average time to graduate for UConn students who study abroad;
2. Introduce new course numbers for study abroad courses that are linked with the new General Education Requirements;
3. Encourage departments to approve course credit based on syllabi and course descriptions rather than review of work completed upon return; take to Senate Scholastic Standards Committee for discussion.
4. Expand system for precedents to all departments for courses that have already been awarded credit;
5. Encourage departments to find equivalency credit for courses taken abroad: standard of 60% overlap may be used;
6. Publicize more broadly that study abroad courses can substitute for General Education requirements;
7. Develop and implement review system for predated courses (courses previously awarded credit);
8. Standardize and deploy grade conversions according to country;

9. Record study abroad grades on transcript but cease factoring them into GPA; take to Senate Scholastic Standards Committee for discussion;
10. Empower Study Abroad Advisory Committee (SAAC) to implement new study abroad program proposal process and to review existing programs on regular basis using Forum on Education Abroad's *Standards of Good Practice*.

**c. Charging Tuition for Non-Exchange Programs: UConn in London and UConn in Granada.** In contrast to other research extensive public universities, UConn charges study abroad participants UConn tuition on top of operating costs, i.e., the costs of hiring local instructors, renting classrooms and office space, excursions, etc. As a result, the costs of our programs average about \$3,000-\$4,000 more than those of our peers.

**Recommendations:**

1. Cease charging tuition and replace with departmental course buy-outs, as is already the case for UConn-UNH in Granada;
2. Do not introduce tuition for new faculty-led proprietary programs.

**d. Start-up costs for International Field Seminars.**

**Recommendations:**

1. Provide Faculty Incentives for Running International Field Seminars;
2. Provide Departmental Incentive (Course Buy-Outs) for Releasing Faculty;
3. Raise Endowment for International Field Seminar Program.

**e. Too few exchange partners; hard to find exchange partners.**

**Recommendations:**

1. Introduce 20 more exchange agreements;
2. Introduce asymmetrical exchange agreement model of 2:1, whereby 1 student from developing country receives tuition dollars of second UConn student as scholarship;
3. Change status of incoming exchange students from non-degree to visiting, thus guaranteeing on-line registration of courses;
4. Hire staff to develop co-curricular program for incoming exchange students;
5. Invite incoming exchange students to live in Global Living Learning Community
6. Count incoming exchange students as international students, alongside international degree-seeking students;
7. Deepen relationships with exchange partners to include faculty exchanges, graduate student exchanges, symposia, etc.

**f. No incentives for faculty to lead short-term study abroad programs.**

**Recommendations:**

1. Include study abroad courses as part of faculty teaching load;
2. Provide faculty start-up funds for course development on competitive basis.

**g. High operating costs of short-term programs.**

**Recommendations:**

1. Set standard salary for teaching short-term study abroad courses at level independent of summer school;
2. Do not charge summer tuition for short-term study abroad programs.

**h. Too few students from underrepresented groups.**

**Recommendations:**

1. Develop independent outreach plan for minority students;
2. Provide scholarship funds for minority students.

## **Report of the Global Living-Learning Center Subcommittee**

### **Introduction**

The Global Living-Learning Center (GLLC), a residential learning community, will house a mix of domestic students and international students who have expressed interest in international issues, languages, and experiences.

GLLC supports a variety of University priorities, including:

- Increasing global awareness among all members of the University community by
  - Promoting Study Abroad
  - Promoting language study
  - Promoting intercultural communication skills
  - Providing opportunities for interaction between domestic and international students
- Recruiting high-ability students who have demonstrated interest in international studies
- Providing support and coordination of activities (programs, speakers, cultural events) that are planned by multiple offices across campus but often are disadvantaged by a lack of coordination
- Providing a “home” for international students that coordinates services that these students need during transition to the US.

### **Participation Levels**

Many students may have interests related to global issues, but their choice of major or other obligations keeps them from full participation in this program. For that reason, GLLC offers a continuum of involvement for students. Some may choose to live in GLLC (“Fellows”) and be fully involved in co-curricular and curricular opportunities. Others may choose to live elsewhere but participate fully in co-curricular and curricular activities. Still others may choose to participate in limited curricular or co-curricular opportunities. All of these students will benefit in some significant ways from their participation.

Students may apply to be a Fellow for a second year, and hopefully GLLC will be able to accommodate all who are interested in doing so. Some students may have less involvement in their first year (perhaps choose not to live in the GLLC), but then decide they want a deeper level of involvement in a second year.

Students can continue to participate in GLLC activities and curriculum throughout their matriculation, helping to build a long-standing community of well over a hundred students and faculty deeply committed to issues of global importance. Students involved in language study will especially be encouraged to continue their participation in order to improve their fluency in a supportive environment.

Options for participation will be developed in detail by the Planning Team.

### **Curriculum**

GLLC will require its Fellows to take a 1-credit INTD colloquium. The Advisory Team will develop a coherent course that will either cover one topic per semester related to an issue of international significance or a set of topics that cohere around permanent and visiting faculty. Examples include child labor, water rights and use, sustainable development, human rights, and might include field trips to places such as the United Nations. While there would be one instructor of record, there might be several guest lectures. GLLC Fellows will also be required to take a certain number of globally-focused courses during their residency. These courses should support the variety of majors expected to be represented in GLLC.

Non-residents can also join GLLC and participate in the curriculum and co-curricular activities.

### **Co-curriculum**

GLLC will take advantage of the wide range of activities already planned through academic and student life programs related to international and global issues (examples include the Human Rights Institute, International Affairs, various area studies programs). Student Activities and Residence Life will develop meaningful co-curricular opportunities, especially involving leadership development and student organizations. The Planning Team will work with partners across campus to develop and coordinate these opportunities. An area of special interest will be language study in a co-curricular context, with activities planned that will allow students studying language to spend time together to improve their fluency with one another and with instructors.



### Faculty Involvement

GLLC will be led by a Faculty Director who will be advised by an Advisory Team. The Director's specific job responsibilities will be developed by the Planning Team. Ideally, this will be a tenured faculty member who will serve a specific term as director. Other faculty will be recruited to serve as GLLC faculty, teaching one of the courses in the designated curriculum (which could also be open to non-GLLC students), perhaps for a specific term as well.

### Residential Life Involvement

A staff member from Residential Life will serve on the Planning Team. S/he will coordinate with Residential Life to identify the best location and staff for this project. Senior administrators will provide this staff member with appropriate authority to advocate for the program within the department. Details about location and staffing will be determined by the Planning Team.

### Proposed Budget: Global Fellows Living Learning Community

This budget represents plans to spend 2006-2007 planning the implementation of the Global Fellows Living Learning Community (GFC). During the planning year, a lead faculty planner will coordinate all aspects of this effort, supported by an advisory group of faculty and staff (Academic Affairs, Student Affairs, and Admissions). Planning year activities may include an intensive curriculum planning retreat and a focused visit by a consultant.

The program will be implemented in Fall, 2007. The budget assumes enrollment of 40 students (a mix of first-year US and international students). The second year assumes that a second class of 40 will be brought in, and another 40 will include returnees and new students recruited from currently enrolled students.

Beyond 2008-2009, the program may remain capped at 80, or depending on University needs, grow incrementally, requiring additional funds.

Two models are presented: one assumes the Faculty Director will be bought out from his/her home department with an agreement to serve for three years. The other assumes the Director's salary is shared with a home department. Other possibilities include providing housing and/or a meal plan as part of a compensation package, which may reduce this salary.

Global Fellows stipends are optional. If the planning committee chooses to eliminate these, all budget projections below (except for the planning year) can be reduced by \$20,000.

Some programming and activities funds can be raised through a fee charged to students to live in the Global House. Residence Life may also contribute to programming funds.

*Note: The Task Force wishes to extend its heartfelt thanks to Dean of Students Lee Williams for the leadership, knowledge, and experience essential to this report.*

### 2006-2007 (Planning year)

Lead Faculty Planner buyout (1 course x 2) (LFP will undertake significant role in convening the faculty planning team, enlisting campus partners, researching, developing budget, overseeing appointment of Program director)	\$10,000
Curriculum Planning Retreat (October)	\$1400
Consultant visit	\$3000
Administrative costs (materials, etc)	\$500
Marketing (material, postage)	\$1500
<b>Total</b>	<b>\$16,400</b>

**2007-2008 (First Year, 40 students)***Model A*

Faculty Director (half-time, 3-year appointment) buyout (1 course x 2) (advising, recruiting and marketing, curriculum planning, faculty recruiting)	\$10,000
Graduate Teaching Assistant (teach 1-credit "colloquium", oversee co-curricular programming details)	\$20,000
Programs and activities	(\$100 x 40 students) \$4000
UConn Global Student Fellows Stipends*	(\$500 x 40 students) \$20000
Administrative costs	\$2000
Marketing (material, postage)	\$1500
<b>Total</b>	<b>\$57,500</b>

\*optional

*Model B*

Faculty Director (half-time, salary shared with home department, teaches 1-credit colloquium in addition to other responsibilities listed in Model A)	\$50000
Program Coordinator (Residential Life employee, shared position) to oversee co-curricular programming details	n/c (salary and benefits paid by HRL)
Programs and activities	\$4000
UConn Global Student Fellows Stipends* (given to first-year residential students only, to be used for academic and travel costs)	\$20000
Administrative costs	\$2000
Marketing costs	\$1500
<b>Total</b>	<b>\$77,500</b>

In either model, additional costs supported by Student Affairs: student staff stipends, hall director salary (special hire done in collaboration with Global House), additional costs for keeping residence open during Thanksgiving, Winter and Spring Breaks.

**2<sup>nd</sup> year (80 students) and beyond (80 students)***Model A*

Faculty Director (half-time, 3-year appointment) buyout (1 course x 2) (advising, recruiting and marketing, curriculum planning, faculty recruiting)	\$10,000
Graduate Teaching Assistant (teach 1-credit "colloquium", oversee co-curricular programming details)	\$20,000
Faculty buyout (one additional course each semester)	\$10,000
Programs and activities	(\$100 x 80 students) \$8000
UConn Global Student Fellows Stipends*	(\$500 x 40 students) \$20000
Administrative costs	\$3000
Marketing (material, postage)	\$1500
<b>Total</b>	<b>\$72,500</b>

*Model B*

Faculty Director (half-time, salary shared with home department, teaches 1-credit colloquium in addition to other responsibilities listed in Model A)	\$50000
Faculty buyout (one additional course each semester)	\$10000
Program Coordinator (Residential Life employee, shared position) to oversee co-curricular programming details	n/c (salary and benefits paid by HRL)
Programs and activities	\$8000
UConn Global Student Fellows Stipends*	\$20000
Administrative costs	\$3000
Marketing costs	\$1500
<b>Total</b>	<b>\$92,500</b>

\*optional

## Report of the Curriculum Subcommittee

The report of this subcommittee is last, but not least. In fact, curricular planning for developing global citizens is so intricate and so profound in its impact that a detailed plan will need another year of work.

Transforming a curriculum in order to develop global learning is a large endeavor that many institutions across the country are undertaking. The curriculum subcommittee considered reports of internationalization initiatives from various universities in the attempt to define global learning. It appears that no consensus has emerged on the meaning of this concept and a thoughtful and deliberate process will be required to establish precise criteria for “global learning” courses at UConn. It is clear that no single type of course produces global learning. Courses on global issues, such as environmental sustainability, analyze issues that transcend national boundaries. Courses on one or more countries outside the United States, such as language courses, help students gain knowledge, perspectives, and skills to understand and contribute to today’s complex and pluralistic world. Further, there is an intimate connection between interdisciplinary courses and global learning.

An extensive inventory of undergraduate courses, which can be broadly categorized as global learning courses, was undertaken by the curriculum committee based on previous work in International Affairs by Elizabeth Mahan. This undertaking revealed that significant faculty expertise and professional interest in undergraduate courses, which enhance global learning, exist. It also underscored the substantial intellectual resource available to the University to move toward the goal of developing global citizens. However, such a goal needs to be communicated to the various components of the University: departments, colleges, faculty, and administration, so that a coordinated and sustained effort can be made for undergraduate global learning.

There are at least three different ways in which courses may contribute to global learning.

1. They may provide content and knowledge about other places and cultures.
2. They may give insight into the processes that are important to the global context and understanding of how the world works.
3. They may provide tools necessary for functioning in the world, e.g. language, cultural competence.

It is important that students develop a broad view of the world and that this view contains an awareness of their own situation within the world. Global citizens understand themselves and how others perceive them, their country, and their culture. This understanding contributes to their competence and leadership potential in a globalized world.

A number of critical steps are required to promote global learning at UConn.

1. Promote discussion around the university on what is meant by global learning and its value to students. Develop a list of learning outcomes expected of globally educated students. Such a list will need to be flexible, to take account of the rapidly changing global situation and the needs of individual students.
2. Create an inventory of classes that could be part of a global learning curriculum.
  - a. Develop criteria for inclusion of courses, e.g. they provide content, understanding of process or tools relevant to global learning; they inform contemporary issues.
  - b. Create list in consultation with schools/colleges/departments.
  - c. Ensure that courses on this list are offered regularly and are available at the regional campuses.

A key question requiring resolution here is the proportion of a course that needs to be dedicated to global issues in order for it to warrant inclusion on this list.

3. Create global learning pathways/streams for students. These would be in the form of advising documents that would assist students in course selection in the context of their other program requirements.

Such pathways would include:

- a. GenEd pathway
- b. Arts and humanities pathway
- c. Social science pathway
- d. Science, engineering, and technology pathway

The first pathway would use global learning to provide greater coherence to the students' general education programs. The latter three pathways would be selected by students in the cognate disciplines to bring a global focus to their major field of study.

4. Enhance and support existing programs that emphasize or contribute to global learning. Some of these are based within departments, while others are interdisciplinary. Consideration should also be given to the creation of new interdisciplinary programs, e.g. Global Environment, International Business and Multinational Corporations, provided appropriate resources and supervisory structures are available.
5. Include the ability to contribute to global learning at the university as one criterion to be considered when filling new faculty positions.
6. Provide training and development opportunities to faculty who wish to enhance the global content of their course(s). These would include:
  - a. ITL-sponsored workshops and learning communities.
  - b. Short and long-term faculty exchanges with institutions in other countries.
  - c. Mechanisms to promote collaborative research with investigators/institutions abroad.
  - d. Mechanisms to encourage faculty to participate in study abroad courses/programs.
  - e. Use of the Fulbright Senior Specialist's program or CIEE Faculty Development Seminars to expand overseas experience of faculty.
7. Work with the Study Abroad Advisory Committee to develop curricular structures at UConn that support and enhance study abroad programs, both prior to and after the experience.
8. Explore the creation of courses that will provide interaction on the web between UConn students and students from one or more other countries.
9. Develop and support co-curricular activities that promote global learning and encourage more interaction between diverse cultural groups. Establish a colloquium fund.

#### Timeline

- a. A priority for the first year is to initiate broad discussion across the university about the value of developing global competence in our students and to define the characteristics of that competence.
- b. By the end of year one, a set of learning outcomes we expect of our globally-educated students should be developed. This will then allow the articulation of criteria for courses that deliver these outcomes to be included in the global curriculum.
- c. Simultaneously, the faculty development initiatives need to be pursued, since these will strengthen the whole program.
- d. An advisory structure should be established through Undergraduate Education and Instruction, including the University Advising Counsel, that will inform freshmen, sophomores, and juniors about global learning courses and the pathways they can choose to pursue their special global interest.

## Members of the Developing Global Citizens Task Force

Veronica Makowsky, Chair  
 Norma Bouchard  
 Diane Burgess  
 Eleni Coundouriotis  
 Anne D'Alleva  
 Françoise Dussart  
 Hedley Freake  
 Lynne Goodstein  
 Eric Haas  
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 Elizabeth Hanson  
 Kathryn Hegedus  
 Munir Islam  
 Ross Lewin  
 Barbara Lindsey  
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 Jeffrey Rummel  
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### Subcommittees:

#### **Recruitment and Retention**

Françoise Dussart  
 Eric Haas  
 Kathryn Hegedus  
 Ramesh Malla  
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#### **Study Abroad Liaison**

Diane Burgess  
 Anne D'Alleva  
 Lynne Goodstein  
 Ross Lewin

#### **Global Living Learning Community**

Eleni Coundouriotis  
 Barbara Lindsey  
 Elizabeth Mahan  
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 Mark Wentzel\*  
 Lee Williams\*

#### **Curriculum**

Norma Bouchard  
 Hedley Freake  
 Douglas Hamilton  
 Elizabeth Hanson  
 Muhammad Islam  
 Jeffrey Rummel  
 Alexander Vias

*\*provided significant supplemental assistance on subcommittee- not member of primary Task Force*



University of Connecticut  
*Office of the Provost*

June 28, 2006

Dear Colleagues:

I would like to thank all of you for the substantial effort that you have put in as members of the Task Force on Developing Global Citizens. I gave you your charge in February of this year and by May you came up with a thoughtful and very practical report that lays out blueprints for progress in several areas. You have arrived at recommendations which will enable the University to promote awareness of these issues, which lays out opportunities for faculty development, which addresses curricular opportunities for undergraduate students, and which addresses co-curricular support such as living learning communities and mechanisms to attract international undergraduates to our community. For all of this work, I thank you.

The executive summary of your report contains several action items. I have been over these with Vice Provost Makowsky and we have developed plans to attend to these action items in an engaged and timely manner. In particular, we will be appointing a small global citizens oversight committee to coordinate activities for the next academic year and I will be working with various offices on campus to implement the various recommendations that you have made.

Your work has helped the University set the stage for a significant improvement in the international experiences available to our students and, for this work, I thank you.

Yours sincerely,

A handwritten signature in black ink that reads "Peter Nicholls". The signature is written in a cursive, slightly slanted style.

Peter Nicholls

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## **University of Connecticut Information Technology Strategic Plan**

### *Executive Summary*

A modern comprehensive University must ensure that Information Technology (IT) is integrated into and supports its academic mission. This integration occurs on various levels and must address faculty, staff, student, administration and visitor usability as well as brick and mortar alignment. IT permeates the fabric of our everyday lives and as such has become an expected service in one form or another. We must exercise caution in how technology is introduced into the academic environment and ensure that the management of the proper academic alignment, resource planning, evaluation procedures, and funding streams are in place. Technology should not be perceived by individuals as a disruptive element but as an enabling mechanism.

The mission of IT at the University of Connecticut is to support the faculty, students, staff, and administration in their pursuit of excellence in their respective roles.

The vision of IT at the University of Connecticut is to provide the technological infrastructure to enable the University to reach its goal of being among the top public research universities.

The University requires an IT management structure that allows for decisions and priorities to be made at all appropriate levels. The Strategic Planning process has identified eight (8) major goals for IT at the University of Connecticut for 2006-2010. Achievement of these goals needs to be overseen by a management structure that accommodates the needs of the entire University community and has the budgetary authority to ensure completion of the various projects. Constant communication among various groups will be essential so that the decisions of one group are in accord with the direction of other groups, and with the University as a whole. University-wide policy, prioritization and budget decisions, as well as the rationale for those decisions, need to be understood by the University community. A structured evaluation process needs to be in place at several levels.



### IT Strategic Goals

**Goal 1: Provide the technological tools to enable faculty, staff, and administration to perform their tasks and roles well and efficiently through the provision of an Integrated Technology Environment.**

**Goal 2: Provide the technological tools to enable students to efficiently and effectively access information and University services.**

**Goal 3: Provide a mechanism to reduce duplicate efforts, streamline work processes and commit to continuous quality improvement efforts.**

**Goal 4: Provide the infrastructure that facilitates the sharing of ideas / content, and allows for virtual gatherings.**

**Goal 5: Provide the faculty with the tools necessary to prepare students for evolving technology-driven work by exposing them to diverse technologies.**

**Goal 6: Provide adequate training for faculty, staff, students, and administration on evolving technologies.**

**Goal 7: Leverage the University's investment in technology to promote and support scholarly communications and research.**

**Goal 8: Provide a secure, responsive, reliable and redundant technology infrastructure to the UConn community.**

The new Management structure should facilitate the achievement of the goals identified for IT at the University of Connecticut during the Strategic Planning process. Priority should be given to those projects that best further the aim of the University to be among the best public research universities and create the greatest benefit for the most people within the University community.

The in-depth portion of this document outlines various objectives and strategies that should be adopted to achieve the stated goals. These strategies were identified by various task teams dedicated to particular technology subjects. Over the past several years, these technology subjects were identified by the academic deans and various administrators during their individual IT planning efforts.

The efforts of the IT Strategic Planning Committee, the various task team members, as well as many other University community members, are gratefully acknowledged.

## **University Information Technology Strategic Plan**

A modern comprehensive University must ensure that Information Technology (IT) is integrated into and supports its academic mission. This integration occurs on various levels and must address faculty, staff, student, administration and visitor usability, as well as brick and mortar alignment. IT permeates the fabric of our everyday lives and has become an expected service in one form or another. We must exercise caution in how technology is introduced into the academic environment and ensure that the management of proper academic alignment, resource planning, evaluation procedures and funding streams are in place. Technology should not be perceived by individuals as a disruptive element but as a helpful and supportive mechanism.

IT provides the tools and infrastructure that enable individuals to be effective and efficient in their jobs. As members of a scholarly community, as well as individuals working within unique departments, everyone at the University of Connecticut needs to have the appropriate level technological tools available. These tools must be as effective as possible. The University can only achieve its goal of becoming nationally recognized as a top public research university if there is a corresponding IT infrastructure.

It is understood that the University does not have the financial capacity to fulfill all of its technological demands. Funding priority should be given to those projects that have the greatest impact on enhancing the University's Academic Plan and national presence. This includes services that foster recruitment and retention of the people who make up the University community: faculty, students, staff, and administration. National presence for a public research university is based on research and scholarship; thus current areas of national strength should be enhanced and those on the verge of national presence bolstered by the deployment of appropriate technological tools. The mission of the University as Connecticut's land grant institution includes a commitment to service, outreach, and engagement of activities which also require the use of appropriate technologies; these needs should be included in IT decision making processes.

For the purpose of this document, IT refers to both centralized IT units, such as UITs and ITL (Institute for Teaching and Learning), as well as school/college/department based units. IT infrastructure refers to hardware, software and the human resources needed to adequately ensure that all appropriate tasks are able to be completed.

### **Mission**

The mission of IT at the University of Connecticut is to support the faculty, students, staff, and administration in their pursuit of excellence in their respective roles.

### **Vision**

The vision of IT at the University of Connecticut is to provide the technological infrastructure to enable the University to reach its goal of being among the top public research universities.

### **Management Structure**

#### **Issue:**

The University requires an IT management structure that allows for decisions and priorities to be made at all appropriate levels. The Strategic Planning process has identified eight (8) major goals for IT at the University of Connecticut for 2006–2010. Achievement of these goals needs to be overseen by a management structure that accommodates the needs of the entire University community and has the budgetary authority to ensure completion of the various projects. Constant communication among various groups will be essential, so that the decisions of one group are in accord with the direction of other groups and with the University as a whole. University-wide policy, prioritization and budget decisions, as well as the rationale for those decisions, need to be understood by the University community.

The mission of IT at the University of Connecticut is to support the faculty, students, staff, and administration in their pursuit of excellence in their respective roles through an integrated technology environment. In order to accomplish this mission, the management structure for IT project decisions should reflect the importance of IT users in the decision making process. It is through the users' use of technology that the University will achieve its goals. IT decisions should be made based on the potential impact on the faculty, staff, students, and administration's quest for excellence in making the University one of the top public research universities.

To facilitate an integrated IT environment, the University needs to be able to set minimum University-wide IT standards. In order to do this, input from a wide variety of faculty, academic and administrative staff, as well as IT personnel, is needed. Additionally, as technological tools change rapidly, pedagogical and business applications should be reviewed on an ongoing basis to ensure optimum use of University resources. Often particular tools, both software and hardware, appear to be solutions to current challenges. Yet when they are put into place, they create more issues than they solve. In order to address this challenge, the University needs to create an ongoing review, evaluation, and communication strategy so that people in different units can share their experiences and can jointly test/pilot potential new products/applications.

**Recommendation:**

A series of interrelated IT management committees should be formed (reconfigured):

- 1) A select higher administration *IT Steering Committee*, charged with making major decisions related to policy, prioritization and budget (this group has been formed and completed an organizational meeting on 9-14-05)
- 2) An *IT Visioning/Coordinating Committee*, charged with ensuring that the University keeps abreast of the latest applications and vet them for usefulness at the University. This should be a group of IT experimenters and first/early responders. The current IT Steering Committee could be reorganized to fill this need (this group has been renamed the *Technology Planning Committee (TPC)* as of 8-1-05)
- 3) A *Faculty User Group*, possibly a joint subcommittee of the University Senate and Research Committee, charged with ensuring faculty and student input into the decision making and priority setting process for IT. This group should keep the research and teaching needs prominently in the forefront of all decisions to ensure that the goals of the University's Academic Plan are met. This User Group should also include representation from TAs and GAs.
- 4) A *Student User Group*, comprised of undergraduate, graduate, Storrs, regional campus, full and part-time students, charged with ensuring student input into the decision making process for IT. This group should foster awareness of student user needs.
- 5) An *IT Operations Committee*, charged with ensuring that the University maintains the IT infrastructure necessary to be nationally recognized as a top public research university. This committee should incorporate the applications that the *IT Visioning/Coordinating Committee* has deemed appropriate for mainstreaming, e.g., for the establishment of a University-wide standard. The *IT Operations Committee* would utilize the representation from the current *IT Leaders Working Group*. Both the *IT Visioning/Coordinating Committee* and the *IT Operations Committee* would have representation from across the University, and should become recognized within the University community as the places for information on and sharing of IT applications. Faculty should become aware of these committees and have active roles in them, as well as on cross-campus advisory boards for specific tasks, e.g. data warehousing, campus card, wireless, e-portfolios, etc. (this group has been renamed the *Technology Implementer Group (TIG)* as of 8-1-05)

The *IT Planning Committee*, *Faculty and Student User Groups*, and the *Technology Implementer Group* should report to the new *IT Steering Committee*. At least one representative from the *IT Steering Committee* should also be on the *Building and Grounds Committee* to ensure adequate communication between these two groups. The Provost should be a standing member of the *IT Steering Committee* to ensure that the Academic Plan of the University guides major IT policy, prioritization and budget decisions. At least one member of the *Technology Implementers Group* and the *Faculty and Student User Groups* should also be on the *IT Planning Committee* for the same

reason. A UITs member should be selected to act as the official liaison for the *Technology Planning Committee* and both the *Faculty and Student User Groups*. Similarly, another UITs member should function as the liaison between the two *User Groups* and the *Technology Implementers Group*. User issues to be addressed should come from the User Group to the appropriate Technology Committee for budgetary implications – both human and hardware – and technology feasibility. The findings from the Technology Committee should then go back to the User Group who should prioritize their issues, needs, and requests before they are forwarded to the *IT Steering Committee*. Recommendations to the *IT Steering Committee* should come jointly from at least one User Group and one Technology Committee to ensure that there is input and support from both users and IT staff. Minutes from all five committees could be shared electronically to streamline communication. One of the first tasks of the five groups would be to outline specific areas of responsibility for interaction with other University departments and regional campuses. Staff and faculty should become familiar with the differing missions of the five committees and recognize which committee addresses which issues and how they interact. The *IT Steering Committee* should be responsible for making the University community aware of the changes in the IT Management structure and for obtaining feedback on the implementation process.

The key to successful implementation of the new management structure and the IT Strategic Plan is communication. To highlight the necessity of communicating what is being discussed in the committee meetings and ensuring that those meetings reflect the IT issues the University is facing, members of each of the committees have certain responsibilities. These responsibilities include:

1. Recognizing that they are representatives and spokespersons for their constituencies. Members need to find out what is working and what is not from their colleagues and bring that information to the committee meetings for discussion and possible action. They also have the responsibility to report back to their constituencies on a regular basis.
2. Acting as University stewards, and not pushing individual agendas.
3. Chairs of the Committees should get back to those who have made suggestions to let them know what action, or non-action, the Committee takes.
4. Chairs would present prioritized Committee requests to the *IT Steering Committee*.

The UITs interactive website should be expanded and publicized as the main source of information about IT at the University. The expanded website should include:

1. Minutes from all User Groups and IT Committees.
2. A comment section for use by anyone within the University community.
3. UITs should funnel the comments, queries, requests, etc. to the appropriate User Group and/or Technology Committee for discussion. Contact information for the head/chair of each User Group / Technology Committee should be clearly identified with a direct email link.

4. A FAQ page with links, including easy to follow instructions on occasionally used tasks, e.g. mail merge, setting up access data bases, etc. Items for the FAQ should come from a survey of academic and administrative support staff.
5. A link to issues for threaded discussions, chat rooms, blogs and wikis on specific items that then go to the appropriate committee for action.
6. A list of classroom based IT training sessions.
7. Contact information for “go-to” helpdesk personnel by unit.
8. Dates for annual open fora for Academic and Administrative personnel.

**Priority Setting:**

The new Management structure should facilitate the achievement of the goals identified for IT at the University of Connecticut during the Strategic Planning process. Priority should be given to those projects that best further the aim of the University to be among the best public research universities and create the greatest benefit for the most people within the University community.

**IT Strategic Goals**

The goals and attendant strategies that have been identified during the Strategic Planning process are critical to moving the University of Connecticut toward a technologically sufficient organization. The tactics to achieve these strategies which lead to attainment of the goals and the assessment measures for each of those tactics have not yet been thoroughly discussed and should be part of the structure within the appropriate management committees. It is suggested that four management committees develop the appropriate metrics and assessment measures based on the goals for each of the tactics as they relate to the separate strategies, e.g., the *IT Steering Committee* should clearly articulate what the criteria for success should be for IT applications at the University of Connecticut. The measures of success will differ depending on where the emphasis is placed among the teaching and research and administrative functions of IT. All may lead to the University becoming better recognized as a top public research university, but some projects may emphasize one element within the University more than others. This may or may not be in the best interests of the University long term and the *IT Steering Committee* should articulate the parameters under which the other committees should approach their decisions and recommendations.

**GOAL 1:**

**Provide the technological tools to enable faculty and staff to perform their tasks and roles well and efficiently through the provisioning of an Integrated Technology Environment**

**Objectives:**

- Provide a high level management group that has oversight responsibilities for the existing IT management structure and provides IT visioning and strategic planning, the prioritization of technology initiatives, the IT budget allocations, and the implementation of IT policy;
- Ensure that the needs of the faculty and staff have a forum in which to be surfaced and discussed;
- Create and implement a data model that incorporates data from disparate sources into an integrated environment that is easily accessed and utilized by necessary users (*TIG*);
- Provide for the reduction and elimination of many paper based processes;
- Create and enhance communication channels for IT related information; and
- Address research computing needs.

**Strategies:**

- Create an *IT Steering Committee* to complete the IT management structure. This group will have responsibility for overseeing IT visioning and strategic planning, the prioritization of technology initiatives, the IT budget allocations, the implementation of IT policy (*IT Steering Committee*);
- Create and implement a data model that incorporates data from disparate sources into an integrated environment that is easily accessed and utilized by necessary users (*TIG*);
- Create an interactive communications structure for faculty and staff to have input into IT plans and decisions (*Faculty User Group*);
- Create administrative structure and technological means to facilitate active learning environments (*TPC, Faculty and Student User Groups*);
- Create administrative structure and technological means to facilitate University's research agenda (*TPC and Faculty User Group*);
- Create vehicle for interdisciplinary research and teaching (*Faculty User Group and ITL*);
- Maintain ongoing discussion with University Community on technology that is currently supported, centrally and by school/college/unit, and what is anticipated (*UITS*);
- Create advisory boards and virtual learning communities for all new initiatives (*UITS*);
- Ensure IT initiatives dovetail with the Academic Plan (*IT Steering Committee*); and
- Collaborate with researchers to establish generic IT infrastructure and have specific needs be part of the grant process (*TPC and Faculty User Group*).

**GOAL 2: Provide the technological tools to enable students to efficiently and effectively access information and university services.**

**Objectives:**

- Ensure that information is timely, consistent and easily discovered and accessed;
- Ensure that the needs of the students have a forum in which to be surfaced and discussed;
- Provide for the reduction and elimination of most paper based processes;
- Create and enhance communication channels for IT related information; and
- Ensure that contemporary technology that is an expectation of the current generation of students is being offered.

**Strategies:**

- Provide improved mechanisms to enable students to self-navigate through information and services (*TIG, UITS and Student User Group*);
- Provide services that are consistent in presentation resulting in improved services, higher quality of information and improved student satisfaction (*UITS, TIG, Student Services and Student User Group*);
- Create a Student User Committee to provide an interactive communication structure for students to have input into IT plans and decisions (*IT Steering Committee*);
- Ensure that contemporary course management software is being utilized (*TPC, TIG, and Faculty User Group*); and
- Ensure that a contemporary communication infrastructure is available (*TIG, IT Steering Committee*).

**GOAL 3:**

**Provide a mechanism to reduce duplicate efforts, streamline work processes and commit to continuous quality improvement efforts**

**Objectives:**

- Ensure that information from all technology systems is integrated and utilized in the automation of processes;
- Ensure that technology equipment is integrated, interoperable and supported;
- Utilize automated workflow processes;
- Ensure the proper alignment of existing technology initiatives for the needs of the technology using community throughout the University environment;
- Provide mechanisms to ensure that University web data is managed appropriately;
- Improve the management reporting infrastructure for the University; and
- Insure a clear delineation of technology service providers and their roles and responsibilities.

**Strategies:**



- Develop mechanisms to integrate back office data with instructional data systems (*TPC and TIG*);
- Provide a communications structure for University departments to share their workflow needs, policies, procedures and technological tools (*TPC*);
- Create University advisory boards for specific tasks, e.g. student laptop initiative, wireless standards, drop boxes, etc. (*UITS*);
- Provide the infrastructure to allow for elimination of paper based processes through the use of automated workflow and storage (*TPC and TIG*);
- Ensure that IT systems provide for the seamless flow of data to and from each other (*TIG*);
- Facilitate support of equipment and systems that are compatible with other University equipment and systems (*TIG and UITS*);
- Provide better integration and efficient use of systems with UCHC, the UConn Foundation, regional campuses etc. (*TIG, TPC and UITS*);
- Standardize and propagate University web templates (*TPC and University Communications*);
- Create a University peer review process for web content (*University Communications and Faculty and Student User Groups*);
- Develop policies regarding archiving and shelf life of university data (*TPC and IT Steering Committee*);
- Support all data for differing levels of reporting sophistication (*TIG*);
- Create more user-friendly reporting environment (*TIG and TPC*);
- Establish one unit for Interactive Compressed Video (ICV) network infrastructure - *UITS (IT Steering Committee)*;
- Establish one unit for ICV program delivery – *UCIMT (IT Steering Committee)*; and
- Establish one supported online course management system - *WebCT/WebCT Vista (IT Steering Committee)*.

**GOAL 4:**

**Provide the infrastructure that facilitates the sharing of ideas/content and allows for virtual gatherings**

**Objectives:**

- Acquire and implement contemporary communications infrastructure;
- Promote the use of integrated content management;
- Investigate and promote the use of web conferencing;
- Support new broad-and-narrow-casting technologies such as podcasting; and
- Promote the use of open protocols for information sharing.

**Strategies:**

- Provide full-function email capabilities for all faculty, staff, students, and administration (*TIG*);
- Enable content sharing capabilities through the incorporation of centralized file services (*TIG*);
- Encourage interdisciplinary efforts (*TPC, Faculty User Group, ITL, IT Steering Committee*);
- Provide infrastructure that is most compatible globally (*TPC, Faculty and Student User Groups*); and
- Provide up-to-date information on available interactive web conferencing systems (*TPC*).

**GOAL 5:**

**Provide the faculty with the tools necessary to prepare students for ever evolving, technology-driven work by exposing them to diverse technologies**

**Objectives:**

- Provide contemporary course management system;
- Provide a contemporary ePortfolio system;
- Provide funding mechanism to create, enhance and maintain technology for academics; and
- Ensure that adequate technology is available to faculty and that they are constantly informed of changes.

**Strategies:**

- Provide a course management software offering that incorporates contemporary technologies (*TPC, TIG, and Faculty User Group*);
- Expand ePortfolio capabilities to faculty, staff and students (*TIG and ITL*);
- Assure that classrooms have adequate technology wherever needed (*UCIMT, TIG, IT Steering Committee*);
- Assure that faculty can access the technology they need for their teaching and research (*Registrar, UCIMT, TPC, TIG, Faculty User Group*);
- Create plan for refurbishing, updating and initiating new labs (*TPC, TIG, and Faculty User Group*); and
- Inform faculty and students of technological advances and upgrades (*UITS and Faculty and Student User Groups*).

**GOAL 6:**

**Provide adequate training for faculty, staff and students on evolving technologies**

**Objectives:**

- Ensure that a mechanism exists to inform the technology users of the existence of various technologies;
- Provide appropriate training for the various technology tools utilized at the University;
- Ensure that a baseline understanding of technology tools exists; and
- Provide for the assessment and evaluation of existing technologies.

**Strategies:**

- Provide just in time on-site, “how to do it” support (UITS and HR);
- Provide training on design and use of e-portfolios (ITL);
- Provide ongoing educational opportunities both face to face and online (ITL, UITS, HR Training Office, College of Continuing Studies Online Education Office and Professional Studies units);
- Coordinate unit trainers through user groups (UITS and ITL);
- Update HR job descriptions in a timely manner to include appropriate technological proficiency (HR and all University departments);
- Establish web-based desktop training and software for data storage and web services applications (TIG and UITS);
- Provide education on the differing pedagogical methods required by differing course delivery methods (ITL, *Faculty and Student User Groups* and CCS);
- Establish a long-term process for assessing technological competencies of graduates on a school-by-school basis (Deans and Department Heads and *Faculty and Student User Groups*);
- Maintain and improve the first year student computer competencies test (*Faculty User Group* and *TIG*) and
- Establish continuous evaluation process for assessing technology needs with input from schools and programs (*Faculty and Student User Groups*, Deans and Department Heads, *IT Steering Committee*).

**GOAL 7:**

**Leverage the University’s investment in technology to promote and support scholarly communications and research**

**Objectives:**

- Effectively manage the University’s intellectual capital.

**Strategies:**

- Utilize an institutional repository and other technological solutions to collect, preserve and make the University’s intellectual output accessible (*TPC* and Library);
- Promote the concepts of open access to digitally published research and author copyright retention among the University of Connecticut community using web

sites and other communications tools (*TPC, Library, Faculty and Student User Groups*); and

- Publicly support progressive and innovative scholarly publishing models made possible by emerging technologies (*TPC, Faculty User Group, and Library*).

**GOAL 8:**

**Provide a secure, reliable and redundant technology infrastructure to the UConn community**

**Objectives:**

- Ensure that access to University systems is controlled through the use of strict authentication processes; and
- Provide enhanced protection of University confidential data.

**Strategies:**

- Provide a single authentication system (*UITS, TIG*);
- Provide a system to protect against identity theft (*UITS, TIG*);
- Revise business practices that accommodate authentication (*TPC, IT Steering Committee*); and
- Provide alternate backup sites (*UITS*).

During the Strategic Planning process, a number of issues were identified that dovetail with the eight goals. These issues are highlighted in this report as they are crucial to the achievement of the goals and should be addressed by the *IT Steering Committee*. The major issues are:

- Developing a culture of technological innovation;
- Developing a culture of technology planning;
- Clearly articulating a delineation between centralized and decentralized IT services;
- Communication; and
- Establishing a means for priority setting and budgetary expenditure based on clearly identified measures of success.

**Technology Innovation**

**Issue:**

Current funding and staffing inhibit the amount of innovation that can be undertaken by both central and distributed IT units in many ways. Innovation is critical to the successful incorporation of new methods of utilizing technology to assist the University in reshaping its services and image.

**Recommendation:**

In order to encourage innovation in IT applications, the President's/ Provost's Office (w)(c)ould sponsor an IT innovations grant competition. The first review of grant proposals could be overseen by a joint subcommittee of the *Technology Planning Committee* and the *Faculty and Student User Groups*, who would then forward the proposals with the greatest impact on the University's goal to a special grant selection committee comprised of faculty, administrators, and students.

### **Technology Planning**

#### **Issue:**

Technology planning has been undertaken by both central and distributed IT units over the past and has resulted in the creation of thoughtful and comprehensive plans. The drawback to this approach is that the individual plans did not integrate well with each other and resulted in missed opportunities for collaboration and cooperation among the various units. The integration of these plans must occur in order for the University to realize its desired goals for IT.

#### **Recommendation:**

Units should create IT Strategic Plans based on their Academic, Research, Outreach and/or Administrative Goals with reference to how the tools enable faculty, staff and students to accomplish what they are charged to do. These plans should roll up into the University's IT Strategic Plan and be based on the Service Level Agreements (SLAs) as described in the October 2003 *Distribution of Information Technology Services* document. (See Appendix B) These plans should be overseen by the individuals in charge of the various units, the Provost or appropriate Vice President, and should also form the background for the *Technology Implementers Group* work, based on priorities set by the *IT Steering Committee*. The *Technology Implementers Group* can ensure that basic University standards are met and are consistent whenever possible, but foster local administration and flexibility. The *TIG* can also help delineate the level of complexity in services and in users, suggesting an appropriate IT training structure for the various types of users. Central IT (UITS) would be responsible for training on University-wide applications, and units would be responsible for training on their specific software/hardware needs.

Units requesting significant IT upgrades should be required to submit a plan in which they outline their goals regarding increased faculty use of technology and improved student learning outcomes over a University-wide predetermined length of time. These requests should address the advantages these technologies will provide in achieving the goals of the University's mission and the goals of the unit requesting the resources. These plans should be sent to the *IT Steering Committee* for review and prioritization; decisions should be made on the basis of the impact towards the goals outlined in the University's Academic Plan.

### **Centralized vs. Decentralized Services**

**Issue:**

At many points, confusion exists between central and distributed IT units as to who most appropriately should provide which services. In many cases these issues have to do with the priority that various units place on their service offerings and the support requirements that surround them.

**Recommendation:**

The *IT Steering Committee* should determine which specific central unit provides which specific IT service. Examples include the following: UITS is often the appropriate central IT unit for cross-campus applications, but it is not the only central unit providing IT infrastructure. ITL's mission is to help train faculty to use technology wisely and well in their classes to provide students with multiple ways of learning. WebCT is the University's chosen course management tool and it is best administered through one central unit, ITL. The College of Continuing Studies (CCS) has developed the infrastructure for student and faculty support for completely online courses to students across the globe. Online courses and programs that are based on open enrollment should be run through CCS. It is financially and administratively in the University's best interest to have one unit responsible for the course management system and one for student services at a distance. Hybrid courses, where students meet with the faculty at some point during the semester, should be treated as technology-enabled classes and not be coded as "distance" courses. Two-way video courses should be coded as distance courses, but separated from "online" courses to ensure proper reporting at both the state and federal levels.

The suggestions made in the October 2003 *Distribution of Information Technology Services* document should be implemented; albeit with an amendment to the addendum stating that Central IT unit responsibilities should also include:

- Providing recommendations to the CIO concerning campus IT Policies;
- Providing guidelines and standards surrounding IT Policies; and
- Providing options for UITS contracted services in fulfillment of unit responsibilities.

The first bullet should be the responsibility of the *IT Steering Committee*; the second should be the responsibility of the *Technology Implementers Group*, which should make recommendations to the CIO and further them to the *IT Steering Committee*. IT policies, as well as the guidelines and standards surrounding them, should be developed with input from across campus, not solely from within IT.

The main thrust of this document delineates the University-wide responsibilities of the central IT unit and the specific needs for which units are responsible. Central IT is responsible for a reliable secure network that allows for all University-wide business office, recruitment, and retention related functions to be accomplished seamlessly from one office to another. It is also responsible for ensuring that the University is in compliance with all IT related government regulations. In order to reach the goal of becoming a top public research university, business decisions, including all IT decisions, should be relationship based and data driven. While there will be occasions where the

data and the numbers do not adequately describe a given situation, the University is in need of much better, concise, accurate and timely data for management purposes at all levels of the institution.

## Communication

### **Issue:**

The University community is not always aware of various technology initiatives and how these initiatives might have an impact in their daily activities. It is also important that the University community understand what projects the central IT units (UITs, ITL, CCS Online) are working on and where those fit within both the technology goals of the schools and colleges and the greater goals for the University.

### **Recommendation:**

It is important that the University community understand what projects the central IT units (UITs, ITL, CCS Online) are working on and where those fit within the greater goals for the University. To this end, it would be beneficial to have an active web site that not only delineates current and future projects, but also allows for feedback and identifies content experts/leads for each of the projects. The web site could include, e.g.,

- Previous IT planning documents
- Info on IT Subcommittee Task Forces
- Public minutes for all IT management meetings
- Schedule of various IT management/planning meetings (with contact info)
- Discussion points draft for campus wide meetings
- Any PR articles
- Current IT projects and timeline and description of how they benefit the campus
- Recently completed IT projects and how they benefit the campus
- Recent IT purchases/licenses and contact information
- Current and upcoming online courses/programs
- Comments and Feedback section

The IT web site should help foster the goal of IT decisions and priorities being relationship based and data driven.

### **Additional Recommendations for the IT Steering Committee and HR:**

In order to accomplish the stated mission for IT at UConn, funding priorities must be set and clear delineations made between the responsibilities of central administration and that of individual units. As effective deployment of technological tools is based upon people's use, clear technological expectations of individuals within units, as well as within parts of the University community, need to be articulated and acted upon. Individual and unit performance expectations need to be aligned with the tools that are available to them, including technological tools.

In order to achieve this vision, a clear understanding of the existing technological infrastructure needs to be compared to what is anticipated to be the infrastructure of other top public research universities five to ten years in the future. This gap should create the baseline for institutional technology priority setting.



**Additional Questions for the IT Management Groups:**

The Spring '04 *Technology Needs Assessment* document raises a number of questions which were to be addressed in a later committee. Those questions include:

1. Where is the technology bar for UConn, and its expected penetration into the cultural, academic and operational environment of the University? What component does technology play in UConn's message to the state and national community?  
*(To be answered by the new IT Steering Committee)*
2. In what selective areas, if any, will UConn elect to demonstrate technology leadership in each of the academic, research, outreach, and administrative arenas?  
*(To be answered by the new IT Steering Committee and Deans' Strategic Plans)*
3. Is technology, and its scope and expectations, a University-wide target or individual targets of schools and colleges, departments, faculty and courses, administrative departments, or individual processes/services, or some predetermined mix?  
*(Will be answered by the IT Steering Committee based on the response to #1)*
4. Where will "technology standards" be applied, balancing one goal of meeting individualized and tailored needs with frequent consequences of:
  - a. Scattering the available funding;
  - b. Raising the total cost of ownership and support over the technology life cycle;
  - c. Lowering the capability for follow-on support;
  - d. Slowing the response to future change imperatives; and
  - e. Allowing low-end resources to limit future movement.*(To be answered by TPC based on input from TIG)*
5. What will be the common baseline technology services delivered to all faculty, staff and/or students, (and the University's reciprocal expectations of them), versus niche services delivered/expected of individual University constituent groups?  
*(To be answered by the TIG, based on recommendations from the TPC and IT Steering Committee policies.)*
6. What will be the expectations of technology literacy and capability of students, faculty, staff a) at entry to UConn, b) on-going during their time with the University, and c) upon graduation (students)? What will be the University's expectations for students, faculty, and/or staff for being self-sufficient and availing themselves of self-service resources versus expecting to be serviced by others?  
*(To be addressed in the revised Academic Plan)*
7. What are the expectations for technology in the University's curricula, both to a) deliver the teaching message (learning), as well as to b) prepare student for expectations of them after graduation (workforce/career preparation)?  
*(To be addressed in the revised Academic Plan)*
8. How will the University's technology be funded in the future, given the history of dealing with technology *(To be addressed by the new IT Steering Committee)*
  - a. As a specifically-funded capital expense versus embedding such costs as an ongoing operating expense/reinvestment;
  - b. Without a full review of the "Total Cost of Ownership" in commitment decisions; and
  - c. Without recognizing the amortization of these investments and built-in obligation for future renewal/replacement.

9. How will the University align staffing and funding to ensure that departments meet their portion of technology support requirements per the “Distribution of IT Roles and Responsibilities” statement adopted by the IT Executive Group?  
(To be delineated by the new IT Steering Committee)

The Spring 2004 *Technology Needs Assessment* referenced the following:

“Once an overall IT acquisition plan is determined, structuring that plan will require a more detailed consideration of:

- Priorities, from a business / institutional need perspective;
- Prerequisites and dependencies, where some investments lay a foundation for, and therefore must precede, other investments;
- Training requirements that provide the skill sets needed to successfully accomplish the investment effort (for both user and technical personnel); and
- Funding cash flow, relative to when funds are available in what amounts.

The document also identifies critical needs in order of priority:

- Human Resource and Payroll Systems;
- Consolidation of Multiple Technologies;
- Implementation of the Network Master Plan (including wireless);
- Expansion of Management Reporting Capability;
- Automated Workflow;
- Identity Management Gateway; and
- Redefining Data Architecture and Linkages Between Systems/Applications.

The “Enrollment Services IT Visioning Technology Needs” document of October 2004, identifies specific technological tasks related to recruitment and retention of students, all of which are covered in one or more of the University critical needs from the Spring document.

All of the above priorities should be reviewed by the new *IT Steering Committee* based on input from the most affected units. A standardized methodology should be employed by the *IT Steering Committee* for prioritization. One example would be the use of a logic model to determine both outputs (activities/participants) and outcomes (short, medium and long term) and the cost in terms of human capital and financial resources that are needed to obtain the outputs and outcomes.

**Bottom Line IT Service:**

Central IT should provide a competitive level of service in all areas. Investment should be made specifically in those academic, research, outreach and administrative areas that are leaders. Investments should be tied to metrics and be relationship-based data driven. The baseline IT support should at least be equal to that provided at aspirant institutions. IT’s core value must be in the ability to offer reliable secure ubiquitous communication and data exchange for mission related tasks. Units should be responsible for ensuring their faculty, students, and staff are up to date technologically and are at the level appropriate to a top research institution.

### Summary

The IT Strategic Planning Committee met over the course of a year - from fall 2004 to fall 2005 - to identify the most pressing challenges to an integrated technology environment at the University and to develop a management structure that would foster IT decisions that would allow the University to further its academic reputation. The Committee actively pursued an open communication strategy with the entire University community. Updates on the Committee's work were available on the UITS website, through discussion with student, faculty, staff and administrator groups, through open forums, and via *The Advance*, the campus newspaper. The University community was invited to participate in the discussion and provide ongoing feedback into the development of the eight identified goals and their respective strategies. Feedback was encouraged directly from the web site, as well as by phone, email, or in person with members of the Committee. The Committee synthesized all of the feedback into eight goals. They are:

- *Provide the technological tools to enable faculty and staff to perform their tasks and roles well and efficiently through the provisioning of an Integrated Technology Environment;*
- *Provide the technological tools to enable students to be successful in their scholarly pursuits through an integrated technology environment;*
- *Provide a mechanism to reduce duplicate efforts, streamline work processes and commit to continuous quality improvement efforts;*
- *Provide the infrastructure that facilitates the sharing of ideas/content and allows for virtual gatherings;*
- *Provide the faculty with the tools necessary to prepare students for an ever evolving technology driven work by exposing them to diverse technologies GOAL 5;*
- *Provide adequate training for faculty, staff and students on evolving technologies;*
- *Facilitate global scholarly activity with the best tools available; and*
- *Provide a secure, reliable and redundant technology infrastructure to the University of Connecticut community.*

In addition to the goals, a number of overarching issues surfaced repeatedly. It is strongly urged that the new *IT Steering Committee* look at ways to address the issues of:

- *Developing a culture of technological innovation;*
- *Developing a culture of technology planning;*
- *Clearly articulating a delineation between centralized and decentralized IT services;*
- *Communication; and*
- *Establishing a means for priority setting and budgetary expenditure based on clearly identified measures of success.*

The Committee is grateful to have had the opportunity to work with and across the University community to establish a plan that will take our institution to the next level based on a thoughtfully constructed IT infrastructure.

## *Appendix A*

### **Task Team Issues and Recommendations:**

A number of recommendations have been put forth after an in-depth investigation by various teams comprised of University faculty and staff. These teams were organized around topics that surfaced in interviews with the campus community over the past several years. The task team topics included:

- Campus card
- Data storage and web services
- Data warehouse – management reporting/analysis
- Distance education
  - Interactive compressed video (ICV)
  - Online
- Teaching and learning with technology
- Technologies for career paths
- Student laptop initiative
- Voice over IP
- Wireless

There were a number of commonalities among the task team recommendations. They are the need for:

- Enhanced communication on all IT projects and upgrades
- Campus advisory boards for specific tasks/projects/initiatives
- Centralized systems with basic university standards but with local administration and flexibility
- Consistent funding sources
- Delineation of the level of complexity in services and in users
- Integration of back office data with instructional data systems
- A single authentication system
- A centralized security system with backups

The individual reports are as follows:

### **Campus Card**

#### **Issue:**

Currently the University Campus Card is being used - both at Storrs and at the regional campuses - by faculty/staff and students for multiple purposes: for identification; for building/door/event access; as a meal card and a debit card (with Husky Bucks). The ID number used on all cards currently is the Social Security number. Other cards (ex. HID proximity cards) are also being used by staff/faculty for entry into buildings and/or rooms as well as for the parking garages at Storrs.

- These access systems are managed independent of each other using separate systems, servers, authentication methods, and administrative personnel. The door access identification systems in place currently include:

1. UITS - uses proximity cards in MSB, HBL, and Kennedy Buildings;
  2. Residential Life – Students and Facilities Trades (HVAC, Plumbing Electrical, and Utilities) use ID card for card swipe access to the residence halls; and
  3. Parking uses proximate cards for the North and South parking garages.
- There is no single authentication process: there are many different ID's and passwords required on a daily basis for proof of identification (ex. NetID, PeopleSoft ID, and Social Security number).
  - There are multiple data sources for information of faculty/staff and students. Because there is no one source, information must be gleaned from several different databases (Human Resources holds faculty/staff, DRL has its own database for door access, the One Card Office has its own for ID's, Husky Bucks, etc). When changes are made, one database does not communicate to other databases.
  - Numerous offices/staff must be contacted to gain access to many locked spaces (for repairs, upgrades, etc.). It is not always clear whom to contact to gain access from (department, building supervisor, etc.). Facilities and One Card Office staff encounter this situation on a daily basis; it requires problem solving to determine the appropriate office/staff member responsible for allowing access. The bottom line is that no one key/process fits all.

**Recommendations:**

- Establish a University Oversight Committee to develop and review standards, policies and procedures regarding campus card security systems. The committee should include representation from the following: Public Safety (Police and Fire), Facilities Operations, One Card Office, UITS, Purchasing, Architectural and Engineering, Environmental Health and Safety and a faculty representative appointed by the Provost. The committee would report to Buildings and Grounds.
- Install a centralized Campus Card management system with secure authentication that is based on the universal identifier and utilizes a multi-functioning card (magnetic stripe and/or proximate card) – to be determined by a thorough needs assessment for each campus.
- Create a University standard for card access security systems for exterior and interior door configuration (for new buildings, renovations and building upgrades) - including Regional Campuses.
- Eliminate traditional door keys as much as possible by extending the Campus Card to all locations. Deploy systems for exterior door access across campus (and internal access for higher level security areas – high tech classrooms, labs, mechanical and communications closets, server rooms, etc.) and other uses (parking garage access, for example). Create efficiency by having a centralized, standardized system with the option of local administration by department or building.
- Determine if the system should be wired (as is currently deployed) or whether wireless options are possible (with or without Wireless Network infrastructure).

- Create a tiered security and service model as there are likely different needs for security and service models across campus. Many locations require simple, card-only access for vending and non-secure door access, but other areas require more security. Develop a standard security model for highest-level security areas (high voltage rooms, data/telecom closets, mechanical rooms, etc.) and lower level security areas that builds on the standard for card access (exterior and interior door configurations) and establishes policies and procedures for access to higher security areas. Any new or upgraded system should have scalable security enhancements that could be deployed in higher security areas (PIN, biometrics, etc.).
- Install an On-line system accessible by authorized users anywhere on the University LAN (vs. off-line systems requiring site visits) so it is easier to update data and less burdensome on staff to manage on a regular basis.
- Install updated network equipment so all transactions (financial and access to buildings) will be as secure as possible. CC systems provide managed access to: rooms and buildings; building power and environmental controls; vending machines; and access to services. Security of the data as it is transported from controller to servers is a concern. While enhanced security for these devices is planned, there are a number of locations in the Ethernet network that need LAN equipment upgrades before enhanced security can be deployed. CC systems will benefit from concurrent plans to LAN upgrade equipment in many locations over the next 18 months, but a significant number of locations will not benefit from the additional security without additional funding and manpower to make it possible.  
Careful consideration should be given to the security needs of each CC application. An updated network infrastructure incorporating effective security mechanisms (VPN's, firewalls, VLANS, etc.) can provide the required security solutions for some applications. Security of CC servers and controllers must be managed and maintained. Some CC applications may require encrypted data transport. The ability to provide scalable security solutions should be taken into account when evaluating vendor solutions.
- Security of the management interfaces that the various CC controllers and terminal devices use should comply with accepted security standards. Physical security of the devices and wiring providing transport for CC applications must be considered. Locked, limited access communications closets are recommended and, for some applications, security for the wiring (conduit) connecting transport and terminal equipment may be necessary.
- Physical and administrative access to the management systems (servers) controlling CC applications must be limited to authorized personnel. It is also recognized that a management system that can delegate authority securely to widely distributed administrators would be very desirable. It is also recommended that the University locate servers in secure areas and install and diligently maintain host and network security systems.
- Ensure redundancy and/or failover throughout the Campus Card system (battery, data sources, storage devices, etc., whatever the system deployed) for all mission-critical processes.  
Some CC applications provide critical functions to support the daily lives of the students and staff of the University. Door access and dining services are examples.

Inevitably there will be instances where the critical components of the system of devices managing these services fail or are not able to be used. Provisions must be made to accommodate these planned or unplanned failures (extended power outages, device hardware failure). Some systems may need to operate independent of access to central server systems. Backup power technology for the various system components is essential to providing a reliable system. Backup systems and strategies for end-points, centralized servers, and network components between them must be considered.

Redundant system deployment may be necessary for some applications but the cost/benefit should be weighed carefully. Also, while it may be possible to deploy certain applications in a CC system, the technology may be better suited for other platforms.

### **Data Storage and Web Services**

#### **Issue:**

Background and Summary Overview - The Data Storage and Web Services Task Force examined issues of data storage and web services at the University of Connecticut, looking at industry trends and the impact upon UConn's technology, educational and research environment. The task force defined those services and storage mechanisms for academic and teaching related to data storage and web services delivered by the University.

Web services included academic related web support systems such as WebCT and e-Portfolio, student and faculty focused web communication such as students.uconn.edu, university calendaring systems, unit web pages and support for web development, e-policy and web based support systems. This list of web services is not all inclusive as more and more offices and departments are developing web based applications to meet their program and service needs. University housing and student residence hall assignment is just one example.

The task force examined key web service and data storage issues with the goal of addressing general issues that impact various data storage or web service systems.

The task force generated a list of various issues and needs that should to be addressed:

1. Inconsistent data backup or lack thereof;
2. Multiple databases using the same or different software, their location, and lack of integration;
3. Web forms and the software and staff knowledge to create them;
4. The inability to connect to web services and data storage (Storrs to regional for example);
5. Integration of Library data with UITS data, academic data, and Peoplesoft data;
6. Cost of buying into UITS server farm;
7. Need for secure web and data storage environments;

8. Lack of clear, coordinated policies and procedures for serving up web pages resulting in inconsistent UConn web pages;
9. Lack of staff for web services development (academic unit, staff unit, and UITS);
10. Need for all web based software to authenticate to single existing service (LDAP);
11. Multiple, redundant log in entry points;
12. Duplicate data stored and disseminated in various places;
13. Need for identity management system that is not domain specific;
14. Need to integrate key web services and databases;
15. Need for assessment and analysis of web page use and web services use;
16. Lack of central clearinghouse for web services and web product requests;
17. Clear communication site of what web services and data storage options are available at UConn;
18. Creation of a pre-University career and persistent NetID (for prospective community members, e.g. students, faculty and for alumni);
19. Identification and communication of clear legal web standards and the ability to monitor these standards;
20. Systems like housing assignment system or cold fusion applications where units develop applications using systems not supported by UITS;
21. Lack of university streaming video server;
22. The need for clarification of how library data storage and web services relate to data storage and web services supported by UITS and other units;
23. The need to merge old data with new data;
24. The need to improve the communication gap between UITS units involved in data storage and web services and UConn community members affected by UITS data storage decisions;
25. Lack of a reliable, up-to-date, institutional web server; and
26. The need for a formal, on-going strategy in web services and data storage planning and communication.

**Recommendations:**

- Develop an effective University identity management system;
- Develop a University single sign-on authentication;
- Develop an official University portal building on the work of the University;
- Develop a few standard University web templates. Distribute these templates to all University units. Encourage use of these templates for University web pages;
- Develop a University web development and web support service to support unit web development;
- Continue to develop and purchase system integrations to easily enable the movement of data from one system to another. Current ability to create and populate courses in WebCT from Peoplesoft data is an example of this system coordination and integration. Develop seamless system integrations with all of the major web services systems;
- Provide all faculty and staff with some minimum (1 GB?) of file storage accessible via high speed network. Make the storage scalable in increments (50-100 MB?) at nominal fee. This storage to be provided and backed up by UITS;



- Develop policies with and coordinate with the University Libraries for the storage of academic data. Determine UITS and University Libraries role in this data storage and support developed solutions with the necessary staff and hardware;
- Develop web based desktop training and software for data storage and web services applications;
- Develop a University peer review process for web content. This would serve to monitor standards as well as to ensure no inappropriate content (i.e. wrong information). This would also provide an acceptable alternative method for faculty to publish;
- Develop and Implement policies regarding the archiving and stored life of university data;
- Develop an e-newsletter to foster communication on the status of UITS projects; and
- Develop an ongoing data storage and web services consultation group/team.

### Teaching and Learning with Technology

#### **Issues**

This Task Team evolved from the Hybrid Classroom topic and discovered that many of the issues pertinent to/associated with the Teaching and Learning with Technology topic were being addressed by other groups or through other initiatives within the University. Additional work in the following areas is critical to a University of Connecticut plan for teaching and learning with technology:

- Established entrance expectations in computer competency areas with first year student tutorials to enable students to meet entrance expectations;
- Specific equipment for classroom design;
- e-Portfolio; and
- Laptop initiatives.

#### **Recommendations:**

A plan is needed to ensure that teaching with technology becomes an expectation for each faculty member at the University of Connecticut, based on their field of study. This cultural shift must be done in phases. As the availability of the infrastructure increases to support technology in the classroom, the expectation that faculty *use* technology appropriately should also increase.

- First, the University needs a sufficient cadre of technology-intensive classrooms, so faculty members have access should they want to use them. This will contribute to establishing a critical mass of faculty users.
- Second, we must codify the expectation of faculty participation by clearly defining the expectation that technology (appropriate to a faculty member's areas of expertise) will be incorporated in his/her teaching through a multi-phased approach:
  - Identify it as a **suggested** area to be discussed during the PTR process.
  - Identify it as **an area to be discussed** in the PTR process.
  - **Use it as a criterion** for decision making in the PRT process.

A mechanism is needed whereby units across the University can share lessons learned and best practices in the planning of renovations/new construction in Schools and Colleges and at Regional campuses. This will minimize rework and reduce the upfront time investment by each School/College during renovations/new construction.

- Today, each School/College involved in renovations/new construction is responsible for discovering state of the art technology for their classrooms.
- Currently faculty and staff are not able to capitalize easily on the lessons learned from recent projects. For example, the School of Pharmacy is reinventing the wheel rather than being able to easily capitalize on the extensive work done by the faculty and staff in the Neag School of Education.

### **Technologies for Career Paths**

#### **ISSUES:**

In asking the question, “Are we appropriately preparing students for life after UConn?” a number of appropriate responses can be garnered because the requirements vary greatly from discipline to discipline. A big difference also exists between general computer literacy requirements (which are being addressed by GEOC) and narrow professional requirements. Since a common ground among professional needs is difficult to determine, the task team chose to address the pre-professional requirements issues because they were common to all departments. The following overarching technology goals for student career paths were surfaced and guided the process. Upon graduation students should be:

- Effective communicators;
- Critical consumers of information, especially from data bases and the Internet; and
- Facile users of current technologies, (i.e., office suites, videoconferencing, etc.), and innovative adopters of emerging technologies.

#### **Recommendations:**

- It is important to develop a long-term means by which technology needs for career paths can be continually assessed. This should include input from *all* schools and programs since these needs are unique from school to school. In the long term, an awareness program should be instituted that alerts faculty of upcoming technological innovations.
- Reliable, Predictable, and Flexible Funding Stream - The lack of predictable annual funding for departmental requirements was viewed as the major stumbling block to adequately preparing our graduates for their careers. Individual departments are uniquely qualified to identify the technology needs of their future practitioners. Such funding should be flexible, allowing departments to “bank” unused funds in order to purchase more strategic, capital items. This would allow, even encourage, long-range planning at the departmental level.
- Technology Fee - Dependable funding might be achieved by imposing a student technology fee, tied to either specific high-tech intensive classes or to program populations. Such funding would be earmarked in such a way that its fungible nature could not be abused. Auditing of departments would be necessary to ensure

that the funds were used solely for undergraduate preparation for careers.

- *Communication* - Technical communication on this campus is woefully inadequate. In some cases, Departments are purchasing equipment to provide a new service at the same time that UITS or another School, College, or Department, is planning to provide, already provides, or is in the process of deploying that same service. Knowledge of this information might encourage others to seek a collaborative solution. We need better communication concerning the inventory of hardware, software expertise on campus, and existence of software licenses. Suggestions on how to achieve this ranged from creating a LISTSERV for inquiring and answering queries about current hardware/software ownership/expertise to establishing an appropriate database maintained by Purchasing/UITs. No final recommendation could be made.

### VOICE OVER IP

#### **Issues:**

A number of technology industry offerings surrounding the provisioning of telephone service over the Internet, known as VOIP, have begun being implemented by various businesses and higher education institutions as an investigation of the technology was deemed appropriate at this point. VOIP offers telephone-like services at a greatly reduced cost. A team was assembled to investigate the current state of VOIP.

During the process, it quickly became apparent that there were major issues pertaining to this technology which included:

- Quality of Service – users expect extreme reliability for the telephone systems and data indicate that VOIP currently is not mature enough to provide that level of service;
- Security – the security provided by VOIP is very immature at this point. At the same time, the data network is not yet a secure network. The current telephone system is extremely secure because it is not connected to an IP network; and
- Cost – While exact costs were not clear, what was clear is that installing new VOIP technology would be expensive.

#### **Recommendation:**

At this time it is the recommendation of the committee that we continue with our current technology and continue to monitor the VOIP technology as it matures.

## Wireless Networking

### **Issue:**

According to Student Affairs, over 70% of students now arrive at UConn with their own mobile computing device. In the future, more academic departments will require students to have their own laptops. With portable computers often coming standard with wireless data ability, more and more users expect convenient and usable data connectivity access.

The lack of UConn wireless networking has caused our users to set up over 85 wireless “rogue” non sanctioned transceivers (Access Points to the wired UConn network) and an amorphous and increasingly complex set of shadow networks. Students have currently registered 47 additional wireless routing devices. These networks, largely unregulated as they are, hold the likelihood of greater disruptions in digital communications and compromised security. Uncoordinated coverage “cells” not only limit the utility of network infrastructure but do not scale up well because of interference and other technical issues. The collision paths of large numbers of inexpensive wireless devices, and the existence of only minimal University wireless services, is a recipe for continued problems and frustration.

In addition, areas of campus where many students, staff, and faculty can’t get wireless access experience a strain on traditional networked systems. For example, visitors to the Homer Babbidge Library, which helps 4000-6000 patrons daily, can face long lines in order to use the 160 networked computers available. A hotspot located in such an area has the potential to create a more productive work environment.

Providing wireless infrastructure officially, with managed protocols, clearly offers significant benefits to non-students as well. Administrative, research, teaching, and visitor computer usage is enhanced. In addition, a well implemented wireless system reinforces the public’s views that their University is progressive and a lead educational institution. And, the network keeps pace with our advancements in computerized registration, time card submission, orientation uses, and other University information and automation efforts. Without a wireless system, a piece of our institutional functionality, credibility, and image suffer.

### **Recommendations:**

Cells or areas of coverage should allow roaming within the official campus wireless system if the segment is meant for general use. There are numerous potential “hotspot” coverage areas that could provide a positive initial impact: library areas (where students and researchers gather), those more remote locations where wireless is the most cost effective data solution, the Student Union quad, Rome Ballroom, coffee shops, and specific classrooms. Rather than waiting for more funds to create “blanket” coverage for a campus, it is suggested that a modular coordinated cell approach based on resources and impact be implemented. This suggestion should not be misunderstood to mean “take

your time” but rather be viewed as a practical approach to implement segments that are usable immediately. This is a multi-campus and multiple facility approach. Time frames and specific realistic goals become possible by “chunking” off definite projects that are not interdependent on each other.

- *Develop realistic support models.* It is important that any implementation has well developed support mechanisms, and that these have multi department and unit responsibilities. This implies a high level of coordination not just for network engineering but ease of use issues and help desk type functions. Support models should address all populations the university serves.
- *Utilize existing University and college reports to develop wireless infrastructure AND a user friendly system.* One “advantage” of having been slow to implement wireless is the current availability of documented experiences that demonstrate what does and doesn’t work. These readily available reports from other universities can be used to more rapidly develop our own tailored system. Creating a robust network is more than a set of policies and the use of technology. Wireless continues to require user knowledge for its use and can be less reliable when dealing with transitory or mobile machines. Readily available information on coverage, configurations, access, and virus protection, are particularly important for a functional wireless community system.
- *Formally assign a coordinating function for wireless networking and information.* Administrative staff should not just be pulled from other projects to create a temporary internal function. The group should include a public information webmaster/writer as well as engineers and technicians. One important responsibility should be to establish memorandums of agreement with support units, such as facilities, for maintenance, protocols, and performance standards. Wireless equipment locations and maintenance require administrative intra-unit cooperation and integration to be successful.
- *Create an advisory committee from the UConn community that reviews policy and recommendations, and proposes innovative uses and improvements.* Wireless considerations and evaluation should be integrated into campus development plans, both for campus master planning and for new and old buildings and areas. This evaluation should be a requirement for all new construction projects. By making structures and zones wireless ready (conduit, antenna location considerations, etc.), costs and disruptions will be minimized. UConn community web pages need to cover concerns such as use, policy, FAQs, safety of systems, and outage notification.
- *Develop visitor and commuter student access as a priority.* There are several technical methods that can provide basic wireless services to visitors and further authenticated access to those needing UConn networked resources. Areas of use for commuters are also of particular concern. Further “hotspot” locations could be

developed at information kiosks on campus with accompanying instructions for access.

- *Allow registration of non UITS wireless equipment.* This may be as simple as an online registration form or requiring a configuration review to verify non interference with the UConn wireless network. Potentially interfering equipment in the wireless frequency range should be registered with UITS to assist in troubleshooting. Standardized access point packages, or a “Husky wireless” standard and contract for optional department use is desirable. While coverage areas must be equipment-customized to the situation, off the shelf equipment use is often possible. Very large operations such as Student Affairs and the residence halls/apartments will require special negotiations, both for fiscal and logistical arrangements. Planning services for such uses should not be delayed.
- *Some areas of the University are already wireless ready.* Areas that had planned on wireless connectivity should be scrutinized for final equipment connection costs and getting online. Existing and partial infrastructure should be investigated and exploited for wireless use. One example of the latter are the police “blue light” emergency phone stations around campus. These could be retrofitted for wireless at less cost than setting in new structure.
- *General monitoring of the wireless system should be incorporated into operations to assist troubleshooting and future planning.* Items to monitor include traffic and mobility of users. Monitoring will assist in determining congestion and future additions to the system, and address security issues.

*Appendix B*

**October 21, 2003**

Recommended Distribution of IT Services  
By IT Governance Groups

The IT Steering Committee and the IT Leaders Working Group within the Information Technology Governance structure have, over the past several months, had discussions regarding what IT services should be offered by the University's central IT unit and what should be offered by distributed or local units. The base set of services constitutes the role that the central IT organization, UITS, needs to concentrate its resources on. These basic services should be aligned to support the overall Academic, Research and Outreach mission of the University of Connecticut.

Several responsibilities surfaced where both the central IT unit and the local units have a shared role. These roles will require cooperation between the units to provide a seamless set of service offerings to their respective customers. Two examples of this shared role are in the providing of a Help Desk function and an email / calendaring function. This approach would have central IT perform a base level of service with the distributed unit providing additional or complimentary service functions for their unit. Through this matrixed / cooperative approach a more comprehensive service offering can be provided to the University community. It should be noted that these services are not always exclusive, but can be and are different in scale and level of role.

There was a good deal of discussion concerning the point where the central basic service offering stopped and the distributed units' service offering began. This type of discussion points to the need to negotiate Service Level Agreements (SLA) between UITS and the various distributed units. This SLA would detail the level of basic service provided by the central UITS organization. Distributed units would have a clearly defined point from which they can build additional customized service offerings for their respective areas. Once this proposed definition of central vs. decentralized service offerings is adopted at the Executive level the execution of these agreements can move forward. Several of these agreements are currently in process – such as the Exchange 2000 email / calendaring service offering. This type of agreement will provide the necessary formal understandings that have hampered cooperative efforts in the past.

The central IT unit responsibilities were defined as being:

- Support for the core University computer business systems (Hardware and Software)
- Provide core network infrastructure including connections and security
- Provide course management software infrastructure
- Provide a centralized Help Desk function
- Provide Telephone services infrastructure and support
- Provide Data Warehouse infrastructure and support
- Support optional service offerings for departmental servers in central facility (housing and maintenance)
- Provide a central email / calendaring / web serving/ file sharing infrastructure and support
- Provide a central authentication and directory function infrastructure and support
- Provide a wireless networking overlay infrastructure and support
- Provide software site licensing and common desktop workstation standards (HuskyPC desktop program)
- Provide the medium, forums, to foster IT staff networking in the IT community and coordinate communication.

The local unit responsibilities were defined as being:

- Data entry of local unit data into the core University computer business systems
- Support for specialized (non standard) software / hardware as needed in unit
- Support for unit computer labs
- Unit level support for the maintenance of user accounts for departmental services (as well as University services) where possible
- Provide local training to unit users in the use of technologies
- Provide intermediate and advanced local hardware / software / IT support
- Provide classroom (non-High Tech) technical support
- Local help desk function specific to unit requirements
- Provide infrastructure and support for unit specific computer systems
- Provide ad hoc Reporting function to unit
- Research and develop unit specific IT technology
- Provide other local support services based upon agreements made with central IT for distributing these responsibilities
- Share successful innovation that has potential to be mainstreamed

The IT Leaders Group and the IT Steering Committee ask that the IT Executive group endorse the service offering distribution as noted above as a beginning step in formalizing IT services for the University of Connecticut community.



The Information Services Executive Team recommends the following additions to those noted above.

The central IT unit responsibilities should include:

- In conjunction with IT governance groups develop and provide recommendations concerning IT Policies
- Provide guidelines and standards surrounding IT Policies
- Provide options for UITS contracted services in lieu of unit responsibilities
- Provide maintenance and support for vendor supplied reports as well as critical standardized university-wide reports
- Provide central security functions for data distribution

The local unit responsibilities should include:

- Define business policies of their local units and training initiatives in support for central systems
- Provide a complimentary role in IT Policy definition and adherence
- Provide for functional IT Policy definition
- Provide user generated reports for campus use

### *Appendix C*

#### **Process in Development of IT Strategic Plan**

While UConn 2000 and 21<sup>st</sup> Century UConn are providing building funds, not all buildings are currently able to support the technological infrastructure necessary for a top research university. As part of the establishment of project priorities, a careful examination of the cost to refurbish older buildings to accommodate adequate technology versus the time before the building is scheduled to be renovated or removed should be undertaken by the Buildings and Grounds Committee. Current research labs in buildings which do not support reasonable technological tools for the field should be considered for movement to newer buildings or placed higher on the renovation list. Buildings and Grounds has already started working in this direction and this direction should be supported.

## *Appendix D*

### **Task Team Members**

#### Campus Card

Sharon Alexander, Chair, Purchasing  
David Clokey, IT Strategic Steering Committee, Student Affairs  
Ruth Francis, One Card Office  
Amelia Hinchliffe, University Libraries  
Jim Mandeville, University Information Technology Services  
Tracey Miller, Facilities  
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#### Data Storage

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Paul Desmarais, University Information Technology Services  
Penny Guerin, Purchasing  
Janet Lowe, College of Continuing Studies  
David Martel, University Communications  
Geoffrey Meigs, IT Strategic Steering Committee, College of Liberal Arts & Sciences  
Richard Meinert, Cooperative Extension Program  
Jim Mindek, University Information Technology Services

#### Data Warehouse

Deborah Shelby, Chair, College of Liberal Arts & Sciences  
Jim Henkel, Graduate School  
Gary Lewicki, Enrollment Management  
Lee Melvin, Admissions  
Dantiza Nall, College of Continuing Studies  
Jeff vonMunkwitz-Smith, Registrar  
Pete Weinstein, University Information Technology Services  
Frank Wunschel, Office of Institutional Research

#### Distance Education

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Nancy Bull, Cooperative Extension Services  
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Rob Hoskin, School of Business  
Pat McGlamery, University Libraries  
Krista Rodin, IT Strategic Steering Committee, College of Continuing Studies  
Del Siegle, Education

#### Teaching & Learning with Technology

Kathleen Hiatt, Chair, Nursing  
Keith Barker, Institute for Teaching & Learning  
Joseph Comprone, Avery Point

Harry Frank, College of Liberal Arts & Sciences  
Darcy Kirk, Law School  
Steven McDermott, University Center for Instructional Media & Technology  
David Miller, College of Liberal Arts & Sciences  
Rich Schwab, IT Strategic Steering Committee, NEAG School of Education  
Ted Yungclas (School of Fine Arts)

Student Laptop

Jean Main, Chair, Financial Aid  
Keith Blanchard, Student Affairs  
Mick DiGrazia, University Information Technology Services  
Neil Facchinetti, School of Pharmacy  
Steven Fletcher, Tri-Campus  
Kenneth Fuchsman, College of Continuing Studies  
Louise Gisleson, School of Business  
Gary Hendrickson, NEAG School of Education  
Carolyn Lin, College of Liberal Arts & Sciences

Technologies for Career Path

Carl David, Co-Chair, College of Liberal Arts & Sciences  
Lauren Schlesselman, Co-Chair, School of Pharmacy  
Robert Hannafin, NEAG School of Education  
Anthony Joseph, College of Continuing Studies  
Gary Kazmer, College of Agriculture and Natural Resources  
Sue Lipsky, University Information Technology Services  
John Marshall, School of Engineering / Booth Research Center  
Andy Rosman (Business)

Voice Over IP

Chuck Fink, Chair, University Information Technology Services  
Jack Babbitt, University Information Technology Services  
Thomas Duguay, Avery Point  
David Steele, Tri Campus, Waterbury

Wireless

Jack Babbitt, Chair, University Information Technology Services  
Bruce Wilbur, Chair, College of Agriculture and Natural Resources  
Keith Barker, Institute for Teaching & Learning  
Dan Capetta, Student Affairs  
Brinley Franklin, University Libraries  
Rick O'Toole, University Libraries  
Murph Sewall, School of Business  
Mike Vertefeuille, School of Business

**Strategic Planning Steering Committee Members**

Keith Barker	Institute for Teaching & Learning (ITS)
Nancy Bull	Cooperative Extension System, School of Agriculture
David Clokey	Student Affairs
Joseph Comprone	Avery Point
Elaine David	University Information Technology Services (UITS)
John DeWolf	Civil & Environmental Engineering
Dolan Evanovich	Enrollment Management
Brinley Franklin	University Libraries
Janet Greger	Strategic Planning
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Geoffrey Meigs	College of Liberal Arts & Sciences (CLAS)
Krista Rodin, co-chair	College of Continuing Studies (CCS)
Richard Schwab	NEAG School of Education
Suman Singha	Academic Programs

*Linda Flaherty-Goldsmith, COO, Committee Sponsor*

*Joyce McSweeney, UITS, Committee Manager*

## ATTACHMENT #5

**General Education Oversight Committee****Report of Activities July 2005- June 2006****Introduction**

This year has seen GEOC move from a body concerned with defining the guidelines of the new general education system and populating it with courses to one that oversaw the birth of that system and made the first moves to monitor its operation. The year began with General Education Month and ended with significant steps towards describing the curriculum in a way that will allow the evaluation of the extent to which it is meeting its goals.

**Course Approvals**

The GEOC continued the process of reviewing proposals for adding courses to the General Education curriculum. One hundred and nine such proposals were reviewed, resulting in the addition of 81 courses to the curriculum. This has resulted in a curriculum that contains 243 content area courses and 404 skill code courses. The breakdown of these total figures is given in Table 1. Since some courses are included in more than one category, the totals are less than the sum of the individual categories.

*Table 1. Numbers of courses now approved for the general education curriculum*

Content Area/Competency	100 level courses	200 level courses	Total number of courses
Arts and Humanities	63	42	105
Social Sciences	36	4	40
Science and Technology	45	2	47
Diversity and Multiculturalism	51	65	116
Total content area	151	92	243
Quantitative	45	33	78
Writing	24	304	328
Total	176	426	601

In addition to these new course reviews, the GEOC reviewed 42 proposals to offer existing general education courses in intensive sessions. This process proved difficult, since reliable judgment about the effectiveness of compressed teaching of courses is dependent on the articulation of learning outcomes for those courses and the general education category(s) that contains them, and then the development of evaluation tools to determine whether the courses are effective at meeting those outcomes. As that system is developed, GEOC decided to grant two levels of approval for intersession general education courses. Full approval was granted when GEOC and its relevant subcommittees were reasonably confident about the effectiveness of intensive offering of a course. When more doubt existed, only provisional approval for a single offering of the course was granted, with the requirement that further information would be supplied after the course had been taught. The disposition of courses is shown in Table 2. The courses that were not approved for intensive teaching were all W courses. It

should be noted that some departments made it clear that they did not wish to offer all or some of their courses in intensive sessions, resulting in the withdrawal of some courses from those that had been offered prior to GEOC becoming involved in this issue.

*Table 2. Outcome of review of general education courses for intensive session teaching.*

Course disposition	
Approved	24
Provisionally approved	14
Rejected	4

## Operation of system

Approaching one thousand separate sections of general education courses were offered each semester of the first year of operation of the new program. Breakdown of those courses for each semester by general education category and campus is shown in tables 3 and 4. It is interesting to note that many more seats were filled in CA 1 and 2 courses than in CA 3 and 4, particularly in the Spring semester. The capacity of all the content areas appears more than adequate to meet the needs of the undergraduate student population (approximately 5000 students per class), though many students may end up taking two international courses in the diversity and multiculturalism area. The enrollment capacity within W courses is marginal at best and clearly inadequate at the 100-level (1805 seats per year). The extent of this shortfall is difficult to gauge, since it is not clear how many of the 200-level W courses are generally available and also how many programs offer two W courses for their students. The GEOC will be surveying departments in the fall to gather this information. In any event, it is clear that W courses are not generally available to second year students, resulting in a gap in writing instruction following ENGL 110/111.

*Table 3. General education courses offered (C) and enrollment (E) by campus and category. Fall 2005*

Campus	Avery Point		Hartford		Stamford		Storrs		Torrington		Waterbury		All campuses	
	C	E	C	E	C	E	C	E	C	E	C	E	C	E
GenEd category	C	E	C	E	C	E	C	E	C	E	C	E	C	E
Arts and Hum	18	445	23	722	21	615	121	8269	6	90	24	678	213	10819
Social Sciences	14	375	24	881	21	634	111	8724	7	159	16	534	193	11307
Sci and Tech	6	202	6	213	4	162	23	2658	1	49	3	160	43	3444
Sci and Tech Lab	9	237	8	353	9	201	37	4506	4	54	5	237	72	5588
Div and Multi	4	83	5	129	3	62	68	1958	3	47			83	2279
Div and Multi Int	6	173	8	324	6	201	58	4678	3	77	7	215	88	5668
Total Cont Area	43	1313	64	2259	57	1655	326	25121	21	399	49	1623	560	32370
Quantitative	19	405	21	652	17	441	189	9217	8	153	17	503	271	11371
Writing 100 level	5	75	7	131	7	126	22	415			1	13	42	760
Writing 200 level	8	102	5	84	9	146	184	3369	4	61	9	126	219	3888
Total Writing	13	177	12	215	16	272	206	3784	4	61	10	139	261	4648
Total GenEd	70	1667	85	2850	83	2242	627	34147	29	558	72	2122	966	43586

Table 4. General education courses offered (C) and enrollment (E) by campus and category. Spring 2006

Campus	Avery Point		Hartford		Stamford		Storrs		Torrington		Waterbury		All campuses	
	C	E	C	E	C	E	C	E	C	E	C	E	C	E
GenEd category	C	E	C	E	C	E	C	E	C	E	C	E	C	E
Arts and Hum	14	378	26	686	23	569	132	8181	10	155	21	570	226	10539
Social Sciences	14	440	24	827	22	599	107	8227	5	107	13	480	185	10680
Sci and Tech	4	92	4	141	1	44	22	1946	2	37	1	50	34	2310
Sci and Tech Lab	8	189	9	312	10	217	39	3771	3	166	6	157	75	4812
Div and Multi	4	87	3	83	5	82	56	1586	4	44	4	93	76	1975
Div and Multi Int	4	126	9	324	10	266	62	4832	2	49	6	157	93	5754
Total Cont Area	43	1139	66	2026	61	1508	323	23118	23	388	44	1318	559	39324
Quantitative	19	337	24	685	21	479	154	7664	7	103	18	429	243	9697
Writing 100 level	4	69	8	142	8	151	23	560	2	29	5	94	50	1045
Writing 200 level	9	92	10	147	16	204	234	3639	2	30	6	94	277	4206
Total Writing	13	161	18	189	24	355	257	4199	4	59	11	198	327	5161
Total GenEd	65	1436	92	2627	89	2053	641	31189	29	479	64	1757	980	39541

The Senate General Education Guidelines encourage the teaching of courses by regular faculty. Table 5 shows that tenure track faculty teach about 40% of all general education classes. Adjunct instructors (primarily at the regional campuses) and GAs (primarily at Storrs) combine to teach 48.5% of classes. Faculty in residence, other professionals and individuals in a series of miscellaneous ranks teach the balance. While adjunct instructors and GAs may be extremely competent teachers, they are likely to be less integrated into the teaching mission of the institution and require and deserve support and supervision to ensure maintenance of teaching standards and fulfillment of courses goals.

Table 5. General education classes by instructor rank at each campus (% of total)

Campus	Asst Prof	Assoc Prof	Prof	Fac in res	Adjunct	GA	Misc	Total
Avery Point	8.1	11.9	8.1	3.7	56.3	8.9	3.0	135
Hartford	8.5	13.6	13.0	2.3	54.8	7.9		177
Stamford	4.7	27.3	7.6	2.9	53.5	2.9	1.2	172
Storrs	8.7	13.9	20.8	7.3	13.5	28.8	6.9	1273
Torrington	6.9	1.7		5.2	74.1	5.2	6.9	58
Waterbury	17.6	21.3	4.4	2.2	33.1	15.4	5.9	136
All regionals	9.1	17.3	7.8	2.9	52.1	8.1	2.7	678
All campuses	8.9	15.1	16.3	5.8	26.9	21.6	5.4	1951

## General Education Month

The President and Provost designated September 2005 as General Education Month, to celebrate and draw attention to the new general education curriculum. Over 30 events were scheduled, including lectures, workshops, movies and exhibits, mostly in conjunction with other campus units. Andrea Leskes, Vice-President for Education and Quality Initiatives at the Association of American Colleges and Universities met with a series of groups on campus and gave an address entitled “General Education: Shifting the Paradigm from Teaching to Learning.” “Crash” was shown to sold-out houses in the student union theater, followed by productive discussions about diversity and oppression issues in FYE classes. Other notable events included coupled lectures on “Einstein for Beginners” and “Einstein,



Ethics and the Atomic Bomb”, workshops on infusing diversity into the curriculum and teaching writing and quantitative skills and a reception and poster display for winners of the Provost’s General Education Course Development Grant Competition.

## Substitutions

Under a modification made to the General Education Guidelines in 2004, schools and colleges were given the explicit authority to make substitutions to the requirements for individual students. They were also required to make an annual report to the GEOC on the substitutions made, to ensure uniform interpretation of the guidelines across different academic units. The registrar’s office was able to furnish GEOC with a list of all substitutions made and then follow-up meetings were held with the responsible individuals at the school/college level. A total of 708 substitutions were made in the first year of operation of the new General Education requirements (Table 6). Relative to student numbers, these substitutions were made disproportionately by the College of Continuing Studies (CTED) and, to a lesser extent by the College of Agriculture and Natural Resources (CANR). Much of this reflects the transfer student populations served by these units, compounded by the limited availability of general education offerings at the 200 level at the regional campuses (see Regional Campus Issues, below).

*Table 6. Substitutions to the General Education Requirements by School and College*

School/college	Substitutions granted
ACES	12
CANR	98
BUSN	34
CLAS	176
CTED	263
EDUC	18
ENGR	57
FAMS	2
FNAR	11
NURS	15
PHAR	22
Total	708

Approaching half of all substitutions were made to the CA4 Diversity and Multiculturalism requirement (Table 7). This may not be unexpected, given the newness of this category, but will be of concern if it persists. It is more difficult to judge the appropriateness of a substitution for this content area and so students may be missing out on this important part of their general education.

It is interesting to note that the fewest substitutions were made for the Q and Second Language requirements. A draft policy to govern substitutions in these areas was developed by a committee chaired by the Vice-Provost for Undergraduate Education. The GEOC considered these policies and then met with representatives of the committee to offer suggestions for modification. While these policies have yet to be finalized, they do offer clearer direction about the use of substitutions than for other categories. It is clear that the advising staff appreciate clear policy with regard to substitutions to guide their decision-making and would like to see the adoption of the draft policy for Q and Second Language and their extension to other general education categories.

*Table 7. Substitutions to the General Education Requirements by Category*

Category	Substitutions granted
CA1	57
CA2	48
CA3	117
CA4	310
Q	16
W	115
Second language	12
Six areas for CA1-3	33
Total	708

### **Regional campus issues**

The GEOC considered a number of topics related to the regional campuses. Upon review of the substitution lists described above, it became clear that the College of Continuing Studies was giving more substitutions than other schools and colleges. That unit had developed an internal list of approved general education course substitutes, based on past practice and availability at the regional campuses. BGS students want to take as many courses as possible, including any remaining general education requirements, at the 200 level. They also often seek course offerings at restricted times not conflicting with their work schedule. When the general education curriculum was being developed, departments were encouraged to submit 100-level courses that would be accessible to first and second year students. Inclusion of more 200-level courses is desirable, provided they meet the criteria, both for the content area in question and the general education program as a whole.

Another area of concern was the extent to which adjunct instructors at the regional campuses were receiving appropriate support and supervision for their teaching function. Frequently, adjuncts may be unaware of how the course they have been hired to teach fits into the general education curriculum. Edited versions of the curriculum action request forms that were originally used to justify courses for particular general education content areas have now been posted to the GEOC website. Similar forms for all W courses will be added to that site this summer.

### **Provost's competition**

This spring saw the third offering of the Provost's General Education Course Development Grant Competition. This program has proved popular among faculty and successful at introducing new and interesting courses to the curriculum. Nineteen proposals were received for the latest round and 13 were funded, at least in part. This year, rather than fund all approved proposals at the set rate of \$8,000 over two years, faculty were asked to provide a budget laying out the amount that was needed, up to a maximum of \$10,000. This allowed for smaller proposals, perhaps for revision of existing general education courses, and also dealt with this issue of unbudgeted fringe benefit costs that was encountered in previous iterations of the program.

ITL ran a well-received workshop for the recipients of the second group of awards, as they prepare for the first offering of their courses next year. Final evaluations have been sent to the first group of awardees, who, for the most part, have now taught their courses at least once. The distribution of courses across the general education curriculum developed from the first two years of the Provost's competition is shown in Table 8. In addition to the 26 courses shown here, three others have yet to be

approved for general education. One recipient moved away from the University and the grant support was withdrawn. Of the 9 W courses, 6 are at the 100-level, which should help to increase capacity in that needed area.

*Table 8. Courses developed through the support of the Provost's competition by general education category*

Category	Number of courses
CA1	9
CA2	3
CA3	4
CA4	16
Q	3
W	9
Total	26

## Oversight

Up until this year, the GEOC has focused on the establishment of a general education system, but now that the system is up and running, the focus is shifting to oversight. Previous sections of this report have already dealt with this issue, for example Substitutions and Regional Campus issues, but the GEOC has also discussed a systematic approach to its oversight role. Given the capacity and resource issues surrounding W courses, it was decided to make this category the first to be examined. Meetings were held with the CLAS department heads and undergraduate council to reiterate the W requirements and to determine what concerns existed in this area. A survey has been developed to collect information about departmental practices with regard to their W courses and the approaches they have taken to meet the advanced writing in the major requirement. This will enable best practices to be shared and problem areas to be identified.

The Information Literacy subcommittee completed a review of all the departmental Advanced Informational Literacy Plans for their majors. These plans are approved at the school/college level and then forwarded to GEOC for informational purposes, rather than approval. Of the 69 plans received, approximately one third were considered good, one third acceptable and one third in need of revision. Many of these plans were submitted in haste at a time when considerable demands were being made on departments to establish the new general education program. Therefore a message was sent back to departments requesting that they revisit their information literacy plans to describe more completely how the ACRL requirements would be refined to meet the needs of their majors.

## Assessment

Determination of how to evaluate the success of the general education program occupied a significant portion of the GEOC's attention this past year. Overall, the discussions were framed around how to move from a context in which the system is described largely in terms of what courses should teach to one described in terms of what students should learn. This is a prerequisite for evaluation efforts. A new GEOC Evaluation Subcommittee was formed to guide the GEOCs work in this area, which included the University's assessment coordinators and instructional design and evaluation experts. Representatives from this group met with the content area subcommittees to assist them with the task of re-describing the content areas in terms of student learning outcomes. The Social Science and Science and Technology subcommittees both produced draft reports outlining learning outcomes for their areas that will be shared with relevant faculty and departments in the fall. Both subcommittees

expressed concerns in their reports about whether sufficient resources would be devoted to allow meaningful evaluation efforts to occur and also how the process would be controlled and uses to which data would be put. The Arts and Humanities subcommittee has a particularly difficult task given the breadth of their area. The current requirements say that courses in this category must be directed towards just one of five potential goals, indicating that individual courses cannot be expected to address all learning outcomes developed for this area. As a first step, a curriculum map of CA1 courses is being developed that examines which courses claim to address each of the five potential goals.

The Information Literacy subcommittee is further advanced along the evaluation pathway since that subcommittee originally described the competency in terms of student learning outcomes, based on work from the Association of College and Research Libraries. Given the consistency of our competency with the national standards, suitable evaluation instruments are also available. One of these, SAILS, was pilot tested on UConn students in 2004 and appears appropriate for use here. An institutional license is available at an annual cost of \$2,000 and will be purchased to allow the assessment of information literacy skills starting in the next academic year.

### **Meetings**

Hedley Freake, John Bennett and Manuela Wagner from GEOC, in addition to Eric Soulsby, attended the AACU *General Education and Outcomes That Matter in a Changing World* conference in Phoenix in March. This meeting represents a useful opportunity for solidifying and extending thinking about general education and for examining approaches other institutions are taking to evaluation issues. In addition, this meeting had a global education focus, quite relevant for efforts to develop global learning in UConn's undergraduate students. A set of notes from that meeting is available separately.

### **Staffing**

Anabel Perez was hired in July to be the first permanent staff person for GEOC. She splits her time 50:50 between GEOC and the Individualized Major/Interdisciplinary Studies program. This split might be more challenging for less able individuals, but Ms Perez appears to enjoy the multiple challenges and has been able to meet the demands of both positions. In addition, consistent with the Senate requirements, the GEOC chair is now recognized as a 50% position. This has the advantage of retaining an active faculty member in this role, which, when combined with the GEOC structure, gives clear faculty control over this important part of the curriculum. Since the chair serves for a three-year term (one year now remaining) it will be important to identify a successor soon to enable a smooth transition.

**GEOC Committee Members 2005-2006 Academic Year**

Hedley Freake, Chair ('07)	NUSC
John Bennett ('06)	ME
Marie Cantino ('06)	PNB
Anne D'Alleva ('06)	FINA
Michael Darre ('07)	ANSC
Arnold Dashefsky ('06)	SOCI
Thomas Deans (Writing Center Director)	ENGL
Thomas DeFranco ('06)	NEAG
Clare Eby ('06)	ENGL
Peter Gogarten ('06)	MCB
Phillip Gould ('06)	PHYS
Dean Hanink ('06)	GEOG
Robert Jeffers (Senate Curricula and Courses Committee)	ME
William Lott (06)	ECON
Deborah McDonald ('07)	NURS
Felicia Pratto (07)	PSYC
Thomas Recchio ('07)	ENGL
Thomas Roby (Q Center Director)	MATH
Lisa Sanchez ('06)	ENGL
John Troyer (07)	PHIL
Manuela Wagner (06)	MCL
Hannah Adams (Undergraduate Student Rep)	
Jill Magee (Graduate Student Rep)	

Anabel Perez (Administrative support)

## GEOC Subcommittee Members 2005-2006 Academic Year

### ***Arts and Humanities***

Anne D'Alleva  
John Troyer  
Ed Benson  
Roger Travis  
Jenny Commerford (Student)

### ***Social Sciences***

Dean Hanink  
Felicia Pratto  
Gaye Tuchman  
Emilio Pagoulatos  
Mark Sullivan  
Jane Goldman  
Caroline Bolton (Student)

### ***Science and Technology***

Marie Cantino  
Philip Gould  
Elizabeth Hart  
Tyson Miller  
Tom Meyer  
John Ayers  
Robert Slattery (Student)

### ***Diversity and Multiculturalism***

Clare Eby  
Arnold Dashefsky  
Alexinia Baldwin  
Morty Ortega  
Anke Finger  
Elizabeth Ciurylo (Student)  
Alan Wong (Student)

### ***Computer Technology***

William Lott  
Michael Darre  
Kim Chambers  
Murphy Sewall  
Andrew Marone (Student)

### ***Information Literacy***

Deborah McDonald  
John Bennett  
Francine DeFranco  
David Lavoie  
Letitia Naigles  
Carolyn Lin  
Andrew Garibay (Student)

### ***Second Language***

Lisa Sanchez  
Manuela Wagner  
Rajeev Bansal  
Kenneth Fuchsman  
Catherine Jarvis-Ross  
Barbara Lindsey

### ***Quantitative***

Thomas DeFranco  
Peter Gogarten  
Thomas Roby  
Marty Wood  
David Gross  
Doug Pease  
Jeffrey Rummel

### ***Writing***

Thomas Recchio  
Thomas Deans  
Janice Clark  
John DeWolf  
Steve Zinn  
Vanessa DiPilato (Student)

### ***Evaluation***

Hedley Freake  
Tom Deans  
Felicia Pratto  
Eric Soulsby  
David Yalof  
Daniel Mercier/  
Desmond McCaffrey  
Scott Brown

## ATTACHMENT #6

**UNIVERSITY SENATE CURRICULA AND COURSES COMMITTEE  
Report to the Senate, September 11, 2006**

**I. New 200s level courses open to sophomores.**

**The committee recommends approval of :**

**A. GEOG 241 Visualizing Geographic Data**

GEOG 241. Visualizing Geographic Data

Second semester. Three credits. Open to sophomores. R. Cromley

Survey of methods for representing geographic data in tables, graphs, and maps emphasizing proper application, integration, and interpretation of methods in data visualization.

**B. PHAR 202 Human Physiology & Anatomy I**

PHAR 202. Human Physiology & Anatomy I. First semester. Three credits. Three lecture hours. Prerequisites: Biol 107, Chem 127, Chem 128, Phys 127. Open to sophomores; open only to pre pharmacy students; others by permission. Staff.

Part I of a two-part course in human physiology and anatomy. Structure and function of the skin, bone & muscle systems, the nervous system, special senses and the endocrine system.

**C. PHAR 203 Human Physiology & Anatomy II**

PHAR 203. Human Physiology & Anatomy II. Second semester. Three credits. Three lecture hours. Prerequisites: Biol 107, Chem 127, Chem 128, Phys 127, Phar 202. Open to sophomores; open only to pre pharmacy students; others by permission. Staff.

Part II of a two-part course in human physiology and anatomy. Structure and function of the cardiovascular system, the lymphatic system, the respiratory system, the gastrointestinal system, the renal and reproductive systems.

**II. New Course Numbering**

**The Committee has reviewed the renumbering of Mathematics courses for the new system. These courses will now be 2xxx and where 200s level but not open to sophomores in the current system. These courses are recommended for approval:**

- A. MATH 200 and 201W will become MATH 2294, 2394W.
- B. MATH 242W will become MATH 2720W.
- C. MATH 236 will become MATH 2610.
- D. MATH 247-248 will become MATH 2010, 2011.
- E. MATH 285 will become MATH 2620.

Respectfully submitted,

Laurie Best, Janice Clark, Anne D'Alleva, Michael Darre, Andrew DePalma, Jane Goldman Kathleen Labadorf, Maria O'Donoghue, Eric Shultz, Jaci VanHeest, Katharina von Hammerstein, Robert G. Jeffers (Chair)

## ATTACHMENT #7

**Report of the Senate Scholastic Standards Committee  
Monday, Sept. 11, 2006****1. Motion****Background:**

Students that audit a course do not receive a grade however the audit is indicated on their transcripts. Since auditors do not receive a grade for the course there is no way for an instructor to indicate if an auditor did not attend the course or if an auditor failed to participate in the manner prescribed by the instructor. For example, once obtaining permission to audit a course a student's transcript will record the audit even if the student does not attend or participate in a single class. The proposed motion allows an instructor to disenroll a student who does not fulfill the obligations set out by the instructor. These criteria are at the discretion of the instructor and may include attendance, participation, etc. The instructor should make the criteria clear to the student. The proposed addition is identical to the wording adopted by Executive Committee of the Graduate Faculty Council (3/21/2005) for graduate courses.

**Motion:** To revise the existing bylaw as shown. (Underlining included only to indicate the added sentence.)

**II.B.6. Auditing Courses Without Credit**

Full-time students registering as course auditors must obtain consent from the course instructors. After the second week of classes, course audits require the same authorizations as add/drop transactions. Part-time students must pay the regular fee to audit courses and must follow the consent rules above. (See also Laws, By-Laws and Rules of the Board of Trustees, XV.N.) The instructor may disenroll a student not meeting the auditing criteria set forth by the instructor.

**2. S/U Grading has been approved for BADM289 Field Study Internship.** (For the information of the Senate. No further action is required).