

**MINUTES OF A MEETING OF THE UNIVERSITY SENATE**  
**December 10, 2007**

1. Moderator Spiggle officially called the regular meeting of the University Senate of December 10, 2007 to order 4:03 PM in Room 7 of the Bishop Center.
2. Approval of the minutes

Moderator Spiggle presented the minutes from the regular meeting of November 12, 2007 for review.

The minutes were approved without modification.

3. Senator DeWolf presented the Report of the Senate Executive Committee. (See Attachment #20)
4. Senator Tilton presented the annual report of the Senate Enrollment Committee. (See Attachment #21)
5. Report of the President

President Hogan notified the Senate that the Katzenbach Transition Report has been posted to the President's website. He commented that the consulting group's work was a very positive effort that has yielded excellent results. The report presents "themes" and issues that will require attention in both the short and long term.

President Hogan reported he has conducted individual meetings with members of the Legislature, from both sides of the aisle. He emphasizes several issues during these meetings. First, the need for additional funding for new faculty hires. Second, the need for a long-term solution to the systematic problems of the Health Center and the John Dempsey Hospital.

President Hogan reported he is currently considering a re-organization of the University's central administration that will involve both the Health Center and the Office of Research. In the current organization, research at the Health Center is managed separately from research at Storrs. President Hogan stated changes would facilitate the expansion of our research agenda and elevate the standing of our graduate and professional colleges. President Hogan stated a conceptual outline of his plan has been presented to the Health Center. The response thus far has been favorable from both campuses. A working group will be put together to work on the details of the plan. President Hogan stressed that commitments have not been made, only a commitment to present a plan, work the details, and discuss with the two Boards before moving forward.

President Hogan reported on his concerns regarding the operation of the John Dempsey Hospital, which despite short-term infusions of funds from the Legislature continues to run a deficit. President Hogan has opened discussions with other hospital CEO's to examine the potential opportunity for affiliation between the University and the regional hospital centers. He envisions an arrangement that is collaborative and that works to support the interests of both the regional partner hospitals and the University.

The President emphasized the importance of the University entering the competition for an N.I.H. Clinical and Translational Science Award (CTSA). Without a larger and more diverse patient population he feels we cannot successfully compete for a CTSA. The partnership with the regional hospitals would provide this increased patient population and greatly increase our chances of receiving the award. A proposal for a CTSA would include a major IT effort linking the medical centers and their various medical records. The regional affiliate hospitals would be expected to provide financial assistance for the IT effort.

President Hogan emphasized that these are not issues he would have chosen to take on so early in his Presidency, but these are the ones he feels he must take action on now. The President stated that he believes it is important to alert the Senate of his plans, especially those for organizational change. He reiterated that as yet there is no formal plan in place but stated that he will soon bring one forward.

Senator Frank asked if the current search for a Vice Provost for Research would be halted. The President responded that he anticipates that both the searches for the Vice Provost for Research and the Peter Decker replacement will continue. Senator Lowe commented that major obstacles in the past have been differing indirect cost rates between the Health Center and the Storrs campus and arguments over who would retain the indirect costs. The President responded that he believes that there should be a single general policy concerning indirect costs for both Storrs and Farmington. President Hogan said that he does not, however, believe we should delay the reorganization he proposes to solve this problem first. Instead we should go ahead with the reorganization now and resolve the indirect cost problem later. Senator Weiss commented that this plan would have a great impact in Office of Sponsored Programs and how that office is organized. The President commented that he did not know enough to comment concerning this point. Senator Weiss added that in the past the “person power” at OSP has been a stumbling block to getting grant work done efficiently and effectively. The President commented that this is already a problem under the present organization and that it will likely get no worse under a new organizational scheme. He added that he would expect these issues addressed by the Vice President for Research. Senator Bansal asked what incentives he will bring to the table to get the regional hospitals to cooperate this time around. President Hogan commented that he believes that both our own hospital staff and the staffs of the regional centers understand the benefits of collaboration and also understand that they will not get a CTSA if such a collaborative arrangement is not made. Senator Bull asked about the budget implications, asking about bringing the budgets of the Health Center and Storrs together. The President stated that he will not seek to change the present separate budgeting. Senator Lowe asked about the CTSA Committee that was in existence previously here—it seems to have halted its work. President Hogan commented that there is a CTSA proposal committee at the Health Center now working. The President commented that these CTSA’s are important markers of prestige. He noted that he wants to push aggressively for these changes because only a limited number of these CTSA awards will be available and we are already behind the curve in submitting a CTSA proposal.

Returning to the subject of the regional hospitals, President Hogan commented that the University of Connecticut has a lot to offer them. All hospitals are fighting over a small increase in patient population and this is a prescription for inefficiency that will drive up health care costs for all concerned. So, the University can promise not to contribute to that problem. Secondly, the University can offer the regional hospitals the advantages of a CTSA and the prestige that goes along with it. Third, we can offer them the prestige of affiliation with an academic medical center. The residency programs that we conduct at the regional medical centers are major contributors to their bottom lines. President Hogan affirmed that he will not take the expansion of Dempsey Hospital off the table for now, but stated that he is prepared to do so if we can get the kind of cooperative agreements we need.

6. Senator Hiskes presented the Report of the Faculty Standards Committee for the information of the Senate. (Attachment #22)
7. Senator Moiseff presented the Report of the Scholastic Standards Committee. (Attachment #23)
  - a. The Scholastic Standards Committee moves to amend Article II, Section C.1.g. of the BY-LAWS, RULES, AND REGULATIONS OF THE UNIVERSITY SENATE by adding the text shown in **bold**:

Minimum Requirements for Undergraduate Degrees: A student may pursue an additional baccalaureate degree either wholly or partly concurrently or after receiving another degree. Permission must be given by

the dean of each school or college in which the student will be enrolled. All requirements for each degree must be met and at least 30 credits more than the highest minimum requirement of any of the degrees must be presented for each additional degree. One degree must be designated as the primary degree if the degrees are being pursued concurrently. At least 30 of the additional credits must be 2000-level, or above, courses in the additional degree major or closely related fields and must be completed with at least a 2.0 grade point average. **The requirement of 30 additional credits is waived for students who complete the requirements of both a teacher preparation degree in the Neag School of Education and a bachelor's degree in another school or college.**

**The motion carried.**

- b. For the information of the Senate, the Scholastic Standards Committee approved an Honors Program proposal to raise the minimum GPA for graduation as an Honors Scholar from 3.2 to 3.4. (Other GPA related benchmarks used by the Honors Program will be similarly increased by 0.2.)
8. Senator Darre presented the Report of the Curricula & Courses Committee.

(Attachment #24)

- a. The Curricula & Courses Committee recommends approval to add the following 100 (1000) level course:
  - i. AH 107 Introduction to Aikido  
Proposed New Cat Copy: AH 107/1207-Introduction to Aikido  
Either semester. One credit. An introduction to the philosophical principles and practice of Aikido, emphasizing the development of practical Aikido skills.

**The motion carried.**

- b. The Curricula & Courses Committee recommends approval for cross-listing the following 100 (1000) or 200 (2000) level courses.
  - i. AH 130/1030 / NUSC 130/1030 Interdisciplinary Approach to Obesity Prevention.  
Proposed New Catalog Copy:  
AHS130/1030 Interdisciplinary Approach to Obesity Prevention.  
(Also offered as NUSC 130/1030) Second Semester. Three Credits. Open to freshman and sophomores in the Honors Program.  
This interdisciplinary course explores the 1) biology of obesity including genetic predispositions and behaviors that increase obesity risk (dietary, physical activity, social, psychological), 2) the obesigenic environment, including how communities are physically built, as well as the economic relationship to obesity risk, and 3) policy and ethical implications for obesity prevention. Multi-level obesity prevention approaches that involve the individual, family, organization, community, and policy.
  - Proposed New Catalog Copy:  
NUSC 130/1030 Interdisciplinary Approach to Obesity Prevention.  
(Also offered as AH 130/1030) Second Semester. Three Credits. Open to freshman and sophomores in the Honors Program.  
This interdisciplinary course explores the 1) biology of obesity including genetic predispositions and behaviors that increase obesity risk (dietary, physical activity, social, psychological), 2) the obesigenic environment, including how communities are physically built, as well as the economic relationship to obesity risk, and 3) policy and ethical implications for obesity prevention. Multi-

level obesity prevention approaches that involve the individual, family, organization, community, and policy.

ii. OSH 221W / AH 221W Trends in Occupations Safety and Health

Current Title and Catalog Copy: OSH 221W Trends in Environmental and Occupational Safety and Health. Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250.

Introduction to the impact of issues in the workplace in promoting prevention of injuries and illness to workers, and protection of property and the environment.

Revised Cat Copy:

AH 3272W Trends in Environmental and Occupational Safety and Health (Also offered as OSH 3272W) Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250 and Completion of two or more OSH/AH or equivalent courses. Open only to BGS and Allied Health Science majors; others with consent. Impact of issues in the workplace in promoting prevention of injuries and illness to workers, and protection of property and the environment. Open only to BGS and Allied Health Science majors; others with consent.

OSH 3272W Trends in Environmental and Occupational Safety and Health. (Also offered as AH 3272W) Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250 and Completion of two or more OSH/AH or equivalent courses. Open only to BGS and Allied Health Science majors; others with consent. Impact of issues in the workplace in promoting prevention of injuries and illness to workers, and protection of property and the environment. Open only to BGS and Allied Health Science majors; others with consent.

Justification: Offering as a cross listed course between OSH and AH.

Supplementary Information: Only requesting cross-listing under the new 4 digit number system.

**The motion carried.**

c. The Curricula & Courses Committee recommends approval of the proposed revisions to the following existing 100 (1000) or 200 (2000) level courses.

i. HORT 245 Landscape Plant Maintenance (Change in catalog copy)

Current Title and Catalog Copy: HORT 245. Landscape Plant Maintenance

Second semester. Three credits. Two 2-hour lecture/discussion periods. Field trips required.

Recommended preparation: BIOL 110. Open to sophomores or higher. Taught jointly with SAPL 045. Not open for credit to graduate students. Elliott.

Planting, establishment and maintenance of woody and herbaceous plants in built and managed environments. Plant structural and functional requirements. Preserving and protecting established plants. Soil conditions and modification. Influence of climate and modification of microclimate. Plant selection. Pruning, mulching, water and irrigation, nutrition and fertilization, plant health care and other horticultural practices.

Revised Cat Copy: HORT 245 / 2750. Landscape Plant Maintenance

Second semester. Three credits. Recommended preparation: BIOL 110 / 1110. Taught jointly with SAPL 045 / 0750. Elliott.

Planting, establishment and maintenance of woody and herbaceous plants in built and managed environments. Plant structural and functional requirements. Preserving and protecting established plants. Soil conditions and modification. Influence of climate and modification of microclimate. Plant selection. Pruning, mulching, water and irrigation, nutrition and fertilization, plant health care and other horticultural practices.

Justification: description revised to reflect change in credit basis - course is lecture only.

**The motion carried.**

- ii. MATH 200 Undergraduate Seminar (Change from 1 credit to 2 credits, Add English pre-requisites.)  
 Current Title and Catalog Copy: Math 200. Undergraduate Seminar I.  
 Either semester. One credit. Prerequisite: Either MATH 210, 220, 230, or 245; and either MATH 211, 221, or 246. Open to sophomores or higher.  
 The student will attend 6-8 seminars per semester and choose one mathematical topic to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

Revised Cat Copy: Math 2784. Undergraduate Seminar I.

(200) Either semester. Two credits. Prerequisite: MATH 210, 220, 230, or 245; MATH 211, 221, or 246; and ENGL 110 or 111 or 250.

The student will attend talks during the semester and choose a mathematical topic from one of them to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

**The motion carried.**

- iii. MUSI 118 Collegium Musicum (Change in class meeting format)  
 Current Title and Catalog Copy: -MUSI 118. Collegium Musicum (Formerly offered as MUSI 220.) Either semester. One credit per semester. One lecture period, two laboratory periods.  
 Open only with consent of instructor. May be repeated for credit. Bellingham.  
 Performance practices, iconography, notation, instrumentation in vocal and instrumental music before 1700. Preparation and participation in historically authentic performance.

Revised Cat Copy: -MUSI 118. Collegium Musicum (Formerly offered as MUSI 220.) Either semester. One credit per semester. Two laboratory periods. Open only with consent of instructor. May be repeated for credit.

Performance practices, iconography, notation, instrumentation in vocal and instrumental music before 1700. Preparation and participation in historically authentic performance.

Justification: The course is now counted against large ensemble requirements and consequently no longer will meet for a weekly lecture.

**The motion carried.**

- d. The Curricula & Courses Committee recommends approval to drop the following 100 (1000) and 200 (2000) level courses:
- i. MUSI 135 Honors Harmony I
  - ii. MUSI 136 Honors Harmony II
  - iii. MUSI 235 Honors Harmony III
  - iv. MUSI 236 Honors Harmony IV

**The motion carried.**

- e. The Curricula & Courses Committee recommends approval to change the wording of the current “Six Department Distribution Rule” for Content Area One, Two and Three as it appears in the catalog copy.

Existing Catalog Copy:

“The courses in Content Areas One, Two, and Three must be taken in six different academic units. Content area courses may be counted toward the major.”

Proposed New Catalog Copy:

The courses fulfilling the Content Areas One, Two and Three requirements must be drawn from at least six different subjects as designated by the subject letter code (e.g., ANTH or PVS). The courses within each of these content areas must be from two different subjects. Content area courses may be counted toward the major.

Justification for change: The term “academic units” is somewhat ambiguous and non-inclusive of some of the courses that have been approved as Gen Ed Courses. Not all courses approved by GEOC have been from traditional academic units. INTD is one example. Using the term “subject” (or subject letter code) is very specific and has meaning to all. Additionally, some academic units may have more than one course code designation for the diverse subjects taught. For example AASI, WS, FREN or GERM.

**The motion carried.**

- f. General Education courses forwarded from GEOC: The Curricula & Courses Committee recommends approval of the following courses and topics:
- i. The Curricula & Courses Committee recommends approval of the following course for inclusion in Content Area 3, Science and Technology:
    1. BME/CSE/MCB 120 Honors Core: Computational Molecular Biology
  - ii. The Curricula and Courses Committee recommends approval of the following course for inclusion in Content Area 4, Diversity and Multiculturalism:
    1. HIST 207 (3204) Science and Social Issues in the Modern World.  
(A ‘W’ version of the course already exists. This would create a Non-W version.)
  - iii. The Curricula and Courses Committee recommends approval of the following course for inclusion in the “W” Writing competency:
    1. GEOL 290W (4050W) Geoscience and Society
    2. MATH 2011W Undergraduate Seminars (Revision of Credits from 1 to 2)
    3. MCB 2YYW (3996W) Research Thesis in Molecular and Cell Biology.

**The motion carried.**

9. New Business – none.

10. There was a motion to adjourn.

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

The meeting adjourned at 5:39 p.m.

Respectfully submitted,  
Robert F. Miller  
Professor of Music  
Secretary of the University Senate

The following members and alternates were absent from the December 10, 2007 meeting:

Anderson, Gregory	Feldman, Barry	McHardy, Robert Ryan
Aronson, Lorraine	Franklin, Brinley	Munroe, Donna
Becker, Loftus	Freake, Hedley	Nicholls, Peter
Bouchard, Norma	Givens, Jean	Olson, Sherri
Bramble, Pamela	Guillard, Karl	O'Neill, Rachel
Casapulla, Robert	Hollyway, Halina	Ratcliff, Kathryn
Croteau, Maureen	Holsinger, Kent	Reis, Sally
D'Alleva, Anne	Holzworth, R.J.	Saddlemire, John
Deibler, Cora Lynn	Jain, Faquir	Sanner, Kathleen
Dunne, Gerald	Jordan, Eric	Schaefer, Carl
Eby, Clare	Kazerounian, Kazem	Silbart, Lawrence
Engel, Gerald	Kelly, Kristen	Taylor, Ronald
English, Gary	Lanza, Jana	VanHeest, Jaci
Etter, Katherine	Letendre, Joan	Wagner, David
Evanovich, M. Dolan	Mannheim, Philip	Wilson, Richard
Facchinetti, Neil	Marsden, James	

**ATTACHMENT #20****Report of the Senate Executive Committee  
to the University Senate  
December 10, 2007**

The Senate Executive Committee has met twice since the November 12<sup>th</sup> meeting of the University Senate.

On November 30<sup>th</sup>, the Senate Executive Committee met in closed session with Provost Nicholls in closed session. 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. The Senate Executive Committee thanks the Senate Scholastic Standards Committee for developing and presenting the recent academic integrity forum. This has provided an opportunity for input into the proposed academic integrity document that has been a focus of the committee. The Senate's representatives on the subcommittees of the Board of Trustees joined the meeting with the Chairs to update the SEC on issues before the Board. The Senate representatives participate in the BOT's Committees on Buildings, Grounds, and Environment, Academic Affairs, Financial Affairs, Student Life, and the Institutional Advancement Committee. We appreciate the commitment of our representatives in their efforts to represent us at the BOT meetings.

On December 7<sup>th</sup>, the Senate Executive Committee met in closed session with President Hogan. Afterwards we met with President Hogan and Chief Operating Officer Feldman. Issues discussed included the emergency alarm system, concerns over the location of the proposed composting facility, construction management and the changes in the President's Office.

Respectfully submitted,  
John DeWolf  
Chair, Senate Executive Committee  
December 10, 2007



## ATTACHMENT #21

**Senate Enrollment Committee, 2007-08 Annual Report to the Senate****December 10, 2007**

The Senate Enrollment Committee has met seven times since our last annual report. We discussed a number of different topics. Among these were:

**Regional Campus Issues** (Guests – Veronica Makowsky, Steve Jarvi, Michael Menard) – Enrollment and retention of regional campus students, articulation agreements, especially those with the community colleges, transfer student registration, “branchferring,” and other matters of special interest to regional campus student life. There is now improved communication between Storrs and the regional campuses in terms of both freshman enrollments and transfer students.

**Student Athletes** (Guests – Rob Hoskin, Frank Wunshel, Bill Shults, and Bruce Cohen) – The Committee was advised about NCAA and Big East admission requirements. There was then clarification of UConn’s admission requirements for athletes, which follow the guidelines of the larger entities. The committee was then informed about the initial counseling that student/athletes receive upon arrival at the university and throughout their academic careers, and the ways in which athlete student performance is monitored by the Counseling Program for Intercollegiate Athletics. UConn has a good graduation rate based on a six-year time frame for degree completion.

**Native American Students at UConn** (Guests – Cathy Love, Ted Van Alst, Barbara Gurr [UConn], Tom Christiansen and Mark Sperry [Mohegan Tribal Nation], Cedric Woods [Mashantucket Pequot Tribal Nation]) – the discussion concerned UConn’s long-standing inability to recruit Native American students. Ideas were put forward about how this failure can be remedied. Crucial among these was the recruiting of more Native American faculty and staff and the creation of a true Native American Cultural Center [There is now a small Native American Cultural Society Office, which it was agreed was a good first step.] There needs to be a place where native students will feel welcome, and it should be on a par with the other Cultural Centers on campus. There was also mention of the fact that there are states in America, and entire nations, such as Canada, where native or “First Nation” students pay no tuition. We wondered if such an arrangement might be possible at UConn.

**Enrollments as Related to Educational Spaces** (Guest – Jeff von Munkwitz-Smith) – University Registrar Von Munkwitz-Smith met with the Committee to provide his perspective on the problems that can occur when the spaces available for instruction, be they classrooms, labs, lecture halls, or other sorts of spaces, cannot keep up with the numbers of students who need courses. Von Munkwitz-Smith provided information about the number of “General Purpose Classrooms” that are available at the University and that are controlled directly by Room Scheduling. (Some classrooms and labs, etc., are controlled by specific schools, colleges, departments, or programs.) He also discussed classroom utilization, which included graphics about the use of classrooms at different times during the day and different days of the week. The University needs to create more high-tech classroom space and more large lecture halls, and there are some departments that would like to see more seminar-sized rooms either high-tech or high-tech ready. Von Munkwitz-Smith also commented on the seeming proliferation of non-standard meeting times. In fall, 2006 there were over 600 courses --- 24% of undergraduate lecture sections --- that met during “prime-time” at what would be considered unique hours. This can become a problem for those who are trying to live within the scheduling rules.

**Incoming Class Information and Organizational Meeting 2007-08** – (Guest – Lee Melvin) – Dolan Evanovich and Lee Melvin shared a number of statistics with the committee concerning the new Freshman class. The discussion concerned the number of students, the slight drop in SAT scores (which was part of a national trend), and the slight drop in the number of students of color in this year's class.

**Honors Enrollment** (Guests Lynne Goodstein and Patty Szarek) – Goodstein announced that our Honors students now have SAT scores that average above 1400; there are now approximately 1375 Honors Students, which is about 8-8 1/2 % of the undergraduate population. The Honors Programs at our peer and aspirant institutions generally make up between 5 and 10 % of the student body. The 1375 students is about as many as we can accommodate based on the number of courses and sections that need to be offered. Not surprisingly, the number of Honors conversions are going up. One question that arose is whether departments should receive a subsidy from the university for offering honors courses. We also talked about the recruiting of Honors students, which is based on communications between the Honors Program and the Office of Enrollment Management.

**Diversity at UConn** (Guest – Ron Taylor) – As part of an attempt to take a more aggressive approach to issues of diversity, Vice Provost Taylor recently held a forum on Diversity and the Academic Plan. Three areas were targeted as in need of particular attention: recruiting a more diverse faculty, including more courses that include issues of diversity in the curriculum, and encouraging research and scholarship on diversity-related topics. We also talked about removing the distinction between the recruiting of a more diverse student body based on American students of color and efforts to recruit more international students. Dolan Evanovich announced that the Provost has approved the creation of a new position that will deal with international recruiting of undergraduate students and Lee Melvin talked about efforts that are already underway to make connections to secondary schools in China. Taylor concluded by talking about the effort to bring a more diverse undergraduate student population into science courses.

Respectfully submitted,

Robert Tilton, Chair  
 Lynn Allchin  
 Kay Bloomberg (Undergraduate Student)  
 Janine Caira (2006-07)  
 Thomas Cooke  
 Maureen Croteau (2007-08)  
 Clare Eby  
 M. Dolan Evanovich (*ex-officio*)  
 Eva Gorbants  
 Karl Guillard (2006-07)  
 Lawrence Hightower (2006-07)

Douglas Kaufman  
 Senjie Lin  
 Mayte Perez-Franco  
 Nicole Rougeot (Undergraduate Student)  
 Jeffrey Rummel (2007-08)  
 Linda Strausbaugh  
 Susan Ulloa-Beal  
 Richard Watson (2006-07)

## ATTACHMENT #22

**Report of the Senate Faculty Standards Committee**  
December 10, 2007

For the Information of the Senate

Two proposals for changes in language to the Laws, By-Laws and Rules of the University of Connecticut are brought to the Senate for informational purposes. No vote is required of the Senate. The new language is in italics and highlighted.

Item 1. Tenure Clock Adjustments for Qualifying Major Life Events.

Article XV.C.4 The University Staff, Academic Appointment and Tenure.

**Background**

The change in language is necessitated due to AAUP contract (July 2007) that states under Article 19.IV.I that “tenure-track faculty members receive an automatic one-year extension of the tenure clock when they experience a qualifying major event...”

**Current Language**

During the probationary period, the faculty member shall have the academic freedom that tenured members of the faculty have. Ordinarily, a leave with or without pay awarded for the purpose of pursuing scholarly research activities shall be included in the probationary period toward tenure. A leave for personal or other reasons ordinarily will not be so included; at the written request of the faculty member and with the written agreement of the department head, dean and the Provost and Executive Vice President for Academic Affairs or the Executive Vice President for Health Affairs, a leave for personal or other reasons may be counted toward the probationary period. All conditions of leaves and associated agreements must be specified in writing.

**Proposed New Language**

During the probationary period, the faculty member shall have the academic freedom that tenured members of the faculty have. A leave *of at least one semester* for personal or other reasons ordinarily will not be included *in the probationary period toward tenure*; at the written request of the faculty member and with the written agreement of the department head, dean and the Provost and Executive Vice President for Academic Affairs or the Executive Vice President for Health Affairs, a leave for personal or other reasons may be counted toward the probationary period. All conditions of personal leaves and associated agreements must be specified in writing. *Faculty members who provide timely notice to the University that they have experienced a qualifying major life event as defined under the Federal Family and Medical Leave Act, prior to their mandatory tenure evaluation year, will receive an automatic one-year extension of the tenure clock.*

Item 2. Academic Leaves of Absence

Article XV.K.5.d

Addition to the By-Laws: a new paragraph regarding tenured track faculty acceptance of another tenure-track position while on leave.

Background

Though uncommon, it has happened that a tenured or tenure track faculty member has taken a leave of absence in order to take a tenure or tenured track position at another institution. In some circumstances, this situation could be advantageous to not only the faculty member but to his/her department and to the university. In most circumstances, however, it is in the best interest of the university, departments, the faculty, and the students, that tenured or tenure track faculty be at the university. Currently, the By-Laws do not address this situation.

Proposed New Language

d. Except in very unusual circumstances, no tenured or tenure track faculty member may receive a leave of absence to accept a tenured or tenure track position with another University. Such exceptions will require advance approval from the Provost.

## ATTACHMENT #23

**Report of the Senate Scholastic Standards Committee**  
December 10, 2007

**1. Motion**

**Background:**

The federal No Child Left Behind (NCLB) program mandates a “qualified teacher in every classroom.” One measure of these qualifications is the holding of a disciplinary major in the content area in which an individual teaches.

Presently, Neag students earn a B.S. in Education and an M.A. in Education as part of the nationally-ranked, integrated 5-year Bachelors/Masters program in the Neag School of Education. Students complete their first two years of study within CLAS, CANR, Fine Arts and/or ACES (except for a small number of transfer students). They do **not** earn a disciplinary major as generally conceived in other Schools and Colleges of the University.

The proposed amendment will facilitate obtaining the necessary disciplinary major.

**Motion:** to amend Article II, Section C.1.g. of the BY-LAWS, RULES, AND REGULATIONS OF THE UNIVERSITY SENATE by adding the text shown in **bold**.

Minimum Requirements for Undergraduate Degrees: A student may pursue an additional baccalaureate degree either wholly or partly concurrently or after receiving another degree. Permission must be given by the dean of each school or college in which the student will be enrolled. All requirements for each degree must be met and at least 30 credits more than the highest minimum requirement of any of the degrees must be presented for each additional degree. One degree must be designated as the primary degree if the degrees are being pursued concurrently. At least 30 of the additional credits must be 2000-level, or above, courses in the additional degree major or closely related fields and must be completed with at least a 2.0 grade point average. **The requirement of 30 additional credits is waived for students who complete the requirements of both a teacher preparation degree in the Neag School of Education and a bachelor's degree in another school or college.**

**2. For Information**

The Scholastic Standards Committee approved an Honors Program proposal to raise the minimum GPA for graduation as an Honors Scholar from 3.2 to 3.4. (Other GPA related benchmarks used by the Honors Program will be similarly increased by 0.2.)

## ATTACHMENT #24

University Senate Curricula and Courses Committee  
Report to the Senate  
December 10, 2007

**I. The Curricula and Courses Committee recommends approval to add the following 100 (1000) level courses:**

**A. AH 107 Introduction to Aikido**

**Proposed New Cat Copy:** AH 107/1207-Introduction to Aikido  
Either semester. One credit. An introduction to the philosophical principles and practice of Aikido, emphasizing the development of practical Aikido skills.

**II The Curricula and Courses Committee recommends approval for cross-listing the following 100 (1000) or 200 (2000) level courses.**

**A. AH 130/1030 / NUSC 130/1030 Interdisciplinary Approach to Obesity Prevention.**

**Proposed New Cat Copy:**

AHS130/1030 Interdisciplinary Approach to Obesity Prevention.

(Also offered as NUSC 130/1030) Second Semester. Three Credits. Open to freshman and sophomores in the Honors Program.

This interdisciplinary course explores the 1) biology of obesity including genetic predispositions and behaviors that increase obesity risk (dietary, physical activity, social, psychological), 2) the obesigenic environment, including how communities are physically built, as well as the economic relationship to obesity risk, and 3) policy and ethical implications for obesity prevention. Multi-level obesity prevention approaches that involve the individual, family, organization, community, and policy.

**Proposed New Cat Copy:**

NUSC 130/1030 Interdisciplinary Approach to Obesity Prevention.

(Also offered as AH 130/1030) Second Semester. Three Credits. Open to freshman and sophomores in the Honors Program.

This interdisciplinary course explores the 1) biology of obesity including genetic predispositions and behaviors that increase obesity risk (dietary, physical activity, social, psychological), 2) the obesigenic environment, including how communities are physically built, as well as the economic relationship to obesity risk, and 3) policy and ethical implications for obesity prevention. Multi-level obesity prevention approaches that involve the individual, family, organization, community, and policy.

**B. OSH 221W / AH 221W Trends in Occupations Safety and Health**

**Current Title and Catalog Copy:** -OSH 221W Trends in Environmental and Occupational Safety and Health. Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250

Introduction to the impact of issues in the workplace in promoting prevention of injuries and illness to **workers, and protection of property and the environment.**

**Revised Cat Copy:** -AH 3272W Trends in Environmental and Occupational Safety and Health

(Also offered as OSH 3272W) Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250 and Completion of two or more OSH/AH or equivalent courses. Open only to BGS and Allied Health Science majors; others with consent.

Impact of issues in the workplace in promoting prevention of injuries and illness to workers, and protection of property and the environment.

Open only to BGS and Allied Health Science majors; others with consent.

OSH 3272W Trends in Environmental and Occupational Safety and Health

(Also offered as AH 3272W) Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250 and Completion of two or more OSH/AH or equivalent courses. Open only to BGS and Allied Health Science majors; others with consent.

Impact of issues in the workplace in promoting prevention of injuries and illness to workers, and protection of property and the environment.

Open only to BGS and Allied Health Science majors; others with consent.

Justification: -Offering as a cross listed course between OSH and AH.

Supplementary Information: - Only requesting cross-listing under the new 4 digit number system.

### **III. The Curricula and Courses Committee recommends approval of the proposed revisions to the following existing 100 (1000) or 200 (2000) level courses.**

#### **A HORT 245 Landscape Plant Maintenance (Change in catalog copy)**

**Current Title and Catalog Copy:** HORT 245. Landscape Plant Maintenance

Second semester. Three credits. Two 2-hour lecture/discussion periods. Field trips required.

Recommended preparation: BIOL 110. Open to sophomores or higher. Taught jointly with SAPL 045. Not open for credit to graduate students. Elliott

Planting, establishment and maintenance of woody and herbaceous plants in built and managed environments. Plant structural and functional requirements. Preserving and protecting established plants. Soil conditions and modification. Influence of climate and modification of microclimate. Plant selection. Pruning, mulching, water and irrigation, nutrition and fertilization, plant health care and other horticultural practices.

**Revised Cat Copy:** HORT 245 / 2750. Landscape Plant Maintenance

Second semester. Three credits. Recommended preparation: BIOL 110 / 1110. Taught jointly with SAPL 045 / 0750. Elliott

Planting, establishment and maintenance of woody and herbaceous plants in built and managed environments. Plant structural and functional requirements. Preserving and protecting established plants. Soil conditions and modification. Influence of climate and modification of microclimate. Plant selection. Pruning, mulching, water and irrigation, nutrition and fertilization, plant health care and other horticultural practices.

Justification: -a) description revised to reflect change in credit basis - course is lecture only

#### **B. MATH 200 Undergraduate Seminar (Change from 1 cr to 2 cr., Add English pre-requisites.)**

**Current Title and Catalog Copy:** Math 200. Undergraduate Seminar I.

211, Either semester. One credit. Prerequisite: Either MATH 210, 220, 230, or 245; and either MATH 221, or 246. Open to sophomores or higher.

The student will attend 6-8 seminars per semester and choose one mathematical topic to investigate in

detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

**Revised Cat Copy:** Math 2784. Undergraduate Seminar I.

(200) Either semester. Two credits. Prerequisite: MATH 210, 220, 230, or 245; MATH 211, 221, or 246; and ENGL 110 or 111 or 250.

The student will attend talks during the semester and choose a mathematical topic from one of them to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

### **C. MUSI 118 Collegium Musicum (Change in class meeting format)**

**Current Title and Catalog Copy:** -MUSI 118. Collegium Musicum (Formerly offered as MUSI 220.) Either semester. One credit per semester. One lecture period, two laboratory periods. Open only with consent of instructor. May be repeated for credit. Bellingham.

Performance practices, iconography, notation, instrumentation in vocal and instrumental music before 1700. Preparation and participation in historically authentic performance.

**Revised Cat Copy:** -MUSI 118. Collegium Musicum (Formerly offered as MUSI 220.) Either semester. One credit per semester. Two laboratory periods. Open only with consent of instructor. May be repeated for credit.

Performance practices, iconography, notation, instrumentation in vocal and instrumental music before 1700. Preparation and participation in historically authentic performance.

Justification: -The course is now counted against large ensemble requirements and consequently no longer will meet for a weekly lecture.

## **IV. The Curricula and Courses Committee recommends approval to drop the following 100 (1000) or 200 (2000) level courses:**

**A. MUSI 135 Honors Harmony I**

**B. MUSI 136 Honors Harmony II**

**C. MUSI 235 Honors Harmony III**

**D. MUSI 236 Honors Harmony IV**

## **V. The Curricula and Courses Committee recommends approval to change the wording of the current “Six Department Distribution Rule” for Content Area One, Two and Three as appears in the catalog copy.**

### **A. Existing Catalog Copy:**

“The courses in Content Areas One, Two, and Three must be taken in six different academic units.\*\* Content area courses may be counted toward the major.”

Proposed New Catalog Copy:

The courses fulfilling the Content Areas One, Two and Three requirements must be drawn from at least six different subjects as designated by the subject letter code (e.g.,



ANTH or PVS). The courses within each of these content areas must be from two different subjects. Content area courses may be counted toward the major.

Justification for change:

The term “academic units” is somewhat ambiguous and non-inclusive of some of the courses that have been approved as Gen Ed Courses. Not all courses approved by GEOC have been from traditional academic units. INTD is one example. Using the term “subject” (or subject letter code) is very specific and has meaning to all. Additionally, some academic units may have more than one course code designation for the diverse subjects taught. For example AASI, WS, FREN or GERM.

**VI. New General Education courses forwarded from GEOC: The committee Proposes the following courses and topics:**

**A. The Curricula and Courses Committee recommends approval of the following course for inclusion in Content Area 3, Science and Technology:**

**1. BME/CSE/MCB 120 Honors Core: Computational Molecular Biology**

**B. The Curricula and Courses Committee recommends approval of the following course for inclusion in Content Area 4, Diversity and Multiculturalism.**

**1. HIST 207 (3204) Science and Social Issues in the Modern World.**  
(A ‘W’ version of the course already exists. This would create a Non-W version.)

**C. The Curricula and Courses Committee recommends approval of the following course for inclusion in the “W” Writing competency:**

**1. GEOL 290W (4050W) Geoscience and Society**

**2. MATH 2011W Undergraduate Seminars (Revision of Credits from 1 to 2)**

**3. MCY 2YYW (3996W) Research Thesis in Molecular and Cell Biology.**

Respectfully Submitted by Michael Darre, Anne D’Allewa, Eric Schultz, Laurie Best, Janice Clark, Andrew DePalma, Robert Jeffers, Kathleen Labadorf, Susan Lyons, Jose Machado, Maria Ana O’Donoghue, Christopher Purzycki, Nancy Shoemaker, Robert Stephens.