

MINUTES OF A MEETING OF THE UNIVERSITY SENATE
March 31, 2008

1. Moderator Spiggle officially called the regular meeting of the University Senate of March 31, 2008 to order at 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 February 25, 2008 for review.

The minutes were approved without modification.

3. Report of the President

President Michael Hogan addressed the Senate concerning the University's draft Strategic Academic Plan. A version was published on the Provost's web site and responses have been solicited. Revisions to the plan in light of these comments have been undertaken and are ongoing. The President turned the discussion over to Provost Nicholls who explained that the version from Feb 29th, 2008 was only a starting point. There was a faculty and staff forum concerning the document on March 3rd, and subsequent to that meeting considerable commentary has been submitted.

The greatest preponderance of the correspondence made reference to the research portion. A major area of concern was the multidisciplinary nature of the research model encouraged in the plan; a further theme was the lack of inclusiveness in the plan especially as regards the humanities and fine arts. There was also concern expressed about the status of international programs in the draft.

The Provost solicited further comments concerning the plan from the Senate and announced that a further general meeting will be held concerning the draft plan on Thursday, April 3, at 4:00. The Board of Trustees will be given a draft at their April 15th meeting although they will be told that this is a draft document only and their input will be solicited. The hope is that a final document will be approved by the Board at their August meeting.

Senator Schaefer protested the timing of today's discussion stating that Senators have not had an opportunity to prepare for this meeting or for the upcoming forum. Senator Nicholls explained the timing and supported the idea that there is flexibility to go beyond Thursday's meeting if need be. Senator Schaefer noted that neither the new version of the plan nor the old is available on the Provost's Web Site. President Hogan defended the process stating that this present discussion is important to the next draft. He explained that this is being treated as an ongoing process and stated his intention to continue to solicit input.

Senator Schultz asked about the research component of the plan and the shape it will take in the next draft. Senator Nicholls responded that the research discussion has been expanded but that there will not be any specific mention of numbers, proportions, or dollar amounts in it. The Provost stated that each school and college later will have the opportunity to revise its own strategic plans to bring them into alignment with the University Plan.

Senator Caira asked for a summary of some other components that have changed since the previous draft. The previous draft included many goals and metrics; these have been re-worked to allow the university more flexibility. The language is less specific and the multidisciplinary nature of the plan has been recast to demonstrate that research is based on strengths in individual disciplines. More emphasis in humanities and the fine arts will be found in the draft.

Senator Marsden commented that the style of the drafts seem more and more as if they have been written by a committee. He suggested that the document needs a kindly editorial hand.

The President announced that at the April 3rd meeting only the narrative portion of the plan will be available. What will be missing are the performance measures (metrics) by which we will measure our progress over the next five years. The plan will eventually also include the assumptions upon which the plan will be based. He suggested that we should recognize that good academic plans are based on specific assumptions and circumstances and that we should expect that those assumptions may change with time.

In the document there is a constant emphasis on diversity, broadly defined. The President solicited feedback on if the emphasis should be in separate sections outlining goals and metrics concerning diversity.

4. The Report of the Senate Executive Committee was presented by Senator DeWolf. (See Attachment #39)
5. The Annual Report of the Parking Advisory Committee was presented by Senator Fox. (See Attachment #40)
6. The Report of the Research Advisory Committee and Graduate Faculty Council was presented by Senator Anderson. (See Attachment #41)

Senator Anderson reported that these bodies have discussed the academic plan as it has evolved. In addition these bodies have addressed open access and publication issues for grantees, the NRC report on the standing of academic programs. A graduate student grievance policy has been discussed and a graduate student maternity leave policy has been passed.

Senator Anderson discussed work that has increased diversity in applications to graduate programs. Both applications and enrollees have increased dramatically in the recent past. Senator Anderson discussed assessment criteria for graduate programs and for selectivity in graduate admissions. He presented certain metrics that might be employed to understand progress in these areas. This was more by way of example than as a specific instance. Senator Anderson discussed the Research Advisory Committee and its investments in faculty research. He concluded that this sort of investment pays big dividends in terms external research funding. He then presented the 2007 Report of external research activity and support.

Senator Schaefer asked if we have any ear-marked grants. Senator Anderson responded that the University has quite a few. The majority of these are research-based, often addressing research infrastructure.

Senator Tuchman inquired about progress concerning criteria for the dissolution of graduate programs. She expressed concern about using the source of student's undergraduate degree as a measure of their potential as graduate students. She urged that we not depend so much on the quality of the individual undergraduate colleges as an indicator of the quality of our own graduate programs. Senator Anderson mentioned that he has not been involved in the dissolution of graduate programs but has rather been involved in the creation of potential metrics concerning the quality of PhD programs.

Senator Smith asked about outcomes for graduate students as potential metrics. Senator Anderson mentioned that these data could be very useful, but that these data are not centrally available.

Senator Marsden asked about accounting for assistantships and the potential for charges back against faculty grants for covering the costs of tuition for research assistants for next year. Anderson stated that he did not

know that such a policy will be enforced. Senator Nicholls responded that such a policy was under consideration and that nothing is in place now. Senator Caira encouraged the Provost not to add the tuition costs of research assistantships to grant proposals as it will make the proposals less competitive.

There were numerous questions concerning other potential metrics. Many data are available through the Office of Institutional Research concerning faculty productivity with grant money.

7. The Semi-Annual Report on the Activities of the Building and Grounds Committee and the Capital Projects Planning Advisory Committee was presented by Senator Feldman.

Senator Feldman reported the Building and Grounds Committee meets often and has considered over \$200 million dollars in projects. Projects have included pedestrian safety, emergency communications, the landfill parking lot remediation, the demolition of the pharmacy buildings, improvements to the student quad, and code improvements. Future work of the committee will include the Hawley Armory restoration, Wilbur Cross exterior improvement projects, improvements to the Sherman athletic fields, wastewater improvements, energy issues, building integrity, infrastructure and code issues, and the enhancement of the Depot Campus.

The Capital Project Advisory Committee has discussed several major capital projects: replacement for Arjona/Monteith buildings, the Torrey Life Sciences Building replacement, Gant Building improvements, and space use in UConn 2000.

Senator Schultz inquired about the “Research Neighborhood” and asked when a contract will be let for this work. Senator Feldman did not have the data at hand to respond but noted that he will send Senator Schultz a response by e-mail.

8. The Report of the Academic Standards Committee was presented by Senator Moiseff.

(See Attachment #42)

Background: On Feb. 25 Scholastic Standards presented a motion to revise Sect. II. E. 13 of the bylaws (Cheating – Student Academic Misconduct). The motion was referred back to committee. Clarification of the procedures that would be followed under the proposed revision is provided by referencing and providing excerpts from The Student Code. These endnotes are provided for information only and will not be included in the actual bylaw.

Motion: To replace Section II. E. 13. *Cheating – Student Academic Misconduct* as stated in Attachment #42:

The motion was carried.

9. The Annual Report of the President’s Athletic Advisory Committee was presented by Senator Hoskin.

(See Attachment #43)

Senator Schaefer asked if former problems with the APR metric have been resolved. Formerly the regulations that penalized universities for students graduating in three rather than four years. Senator Hoskin replied that they have been resolved.

10. The Annual Report of the University Budget Committee was presented by Senator Bull.

(See Attachment #44)

11. The Report of the Faculty Standards Committee was presented by Senator Schaeffer.

(See Attachments #45, 46, 47)

Senator Schaeffer presented the revision of the Promotion, Tenure, and Reappointment Form and a revision of the PTR Procedures document.

Senator Kazerounian moved to amend page 6 of the PTR document, section C.3. to add “consulting, clinical, and extension activities,” between “books” and “etc.” The sentence would read (new language in **bold**):

e.g. holding office, committee assignments, participation in grand panels, editorships, ad hoc review of journals, grand proposals, books, **consulting, clinical, and extension activities**.

Discussion ensued and Senator Kazerounian withdrew his previous motion to amend.

Senator Kazerounian then moved to amend page 6 of the PTR document, first sentence of section C.4. to read (new language in **bold**):

List your outreach and service contributions to the non-University community, e.g. talks to community groups, assistance to non-profit organizations, **consulting, clinical, and extension activities**, etc.

The motion to amend carried.

Senator Shultz moved to amend page 6 of the PTR document, section C.3. changing the word “to” to “for.” The sentence would read (new language in bold):

List your activities ~~to~~ **for** your discipline(s) professional organizations.

The motion to amend carried.

The motion to approve the new form and procedures as amended carried.

12. The Report of the Courses and Curricula Committee was presented by Senator Darre.

(See Attachment #48)

Senator von Munkwitz-Smith asked what the four-digit number was for PHIL 220. Senator Darre responded that a decision concerning the level of that course (2000 or 3000) had not yet been reached and that it would be forthcoming.

I. The Curricula and Courses Committee recommends approval to add the following 1000 or 2000 level courses:

A. PHYS 2400 Mathematical Methods for the Physical Sciences

PHYS 240. Mathematical Methods for Physical Science
Second semester. Three credits. Prerequisite: PHYS 1230 or 1530 or 1402 or 1602 or 1502; and MATH 2110Q; either or both may be taken concurrently; or consent of the instructor.
Theoretical mathematical methods required for physical science courses.

B. PHIL 220 Philosophical Foundations of Human Rights

PHIL 220. Philosophical Foundations of Human Rights Either semester. Three credits. Prerequisite: At least one of PHIL 101, 102, 103, 104, 105, 106, 107. Bloomfield, Parekh
Ontology and epistemology of human rights investigated through contemporary and/or historical texts.

C. GEOL 1xxx (also offered as GEOG 1xxx). Global Change and Natural Disasters.

GEOL 1XXX (Also offered as GEOG 1XXX) Global Change and Natural Disasters. Either semester. Three credits. Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past.

II. The Curricula and Courses Committee recommends approval to drop the following 1000 or 2000 level course:

A. LING 2020 (202) "Principles of Linguistics".

III. The Curricula and Courses Committee recommends approval to revise the following 1000 or 2000 level courses:

A. Change in Title:

Old Title: PHYS 127 Physics for the Health Sciences.

New Title: PHYS 127 (PHYS 1300). Physics for the Pharmacy Profession. Second semester. Three credits. Prerequisite: MATH 113 which can be taken concurrently, or MATH 115, or MATH 135. Not open for credit to students who have passed PHYS 123, 131, 132, 141, 142, 151, or 152. May not be used as part of the PHYS sequence for degree requirements in other schools or colleges. Survey of the principles of physics and their application to the health sciences. Basic concepts of calculus are used. Examples from mechanics, electricity and magnetism, thermodynamics, fluids, waves, and atomic and nuclear physics.

B. LING 215C (3110C) Experimental Linguistics. Change in prerequisites.

Change from: Prerequisite: PSYC 132 and LING 101 or 202. TO: Prerequisite: PSYC 1100 and LING 2010Q.

C. LAND 275/2110 The Common (Shared) Landscape of the USA: Rights, Responsibilities and Values.

Current Title and Catalog Copy: LAND 275. Landscape Architecture: Theory I - The Cultural Landscape First semester. Two credits. Two class periods. Open to sophomores or higher. *Miniutti*
An introduction to the study of landscape architecture and related planning and design disciplines. Emphasis on understanding the political and social forces which influence development patterns in the United States.

Revised Cat Copy: 275/2110 The Common (Shared) Landscape of the USA: Rights, Responsibilities and Values First semester. Three credits. Three class periods. Open to sophomores or higher. *Miniutti*
An introduction to the study of vernacular landscapes in the USA with an emphasis on the relationship between societal values and land use patterns.

IV. The Curricula and Courses Committee recommends approval to crosslist the following 1000, 2000 or Gen Ed courses:

A. HIST/LAMS 3635 Mexico in the Nineteenth and Twentieth Centuries

B. GEOG/GEOL 1XXX Global Change and Natural Disasters

V. The Curricula and Courses Committee recommends approval of S/U grading for the following 1000, 2000 or Gen Ed courses:

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 1, Arts and Humanities

1. LAND 275/2210 The Common (Shared) Landscape of the USA: Rights, Responsibilities and Values.

2. PHIL 220 Philosophical Foundations of Human Rights

B. The Curricula and Courses Committee recommends approval of the following course for inclusion in Content Area 2, Social Sciences

1. HIST 3635/LAMS 3635 Mexico in the Nineteen and Twentieth Centuries

2. HIST /LAMS 3609 Latin America in the National Period

C. The Curricula and Courses Committee recommends approval of the following courses for inclusion in Content Area 3, Science and Technology

1. GEOG/GEOL 1XXX Global Change and Natural Disasters

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

1. HIST 3635/LAMS 3635 Mexico in the Nineteen and Twentieth Centuries

2. HIST /LAMS 3609 Latin America in the National Period

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

1. POLS 3208W Politics of Oil

2. POLS 3850W Politics and Ethics

All motions contained within the report were presented together.

The motion carried.

13. The Report of the Nominating Committee was presented by Senator Hiskes.

(See Attachment #49)

Senator Hiskes presented for the information of the Senate the slate of standing committee membership for the 2008/2009 academic year. The nominations will be presented at the April 28th meeting of the Senate for a formal vote of the Senate.

14. There was a motion to adjourn.

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

The meeting adjourned at 6:01.

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

The following members and alternates were absent from the March 31, 2008 meeting:

Aronson, Lorraine	Givens, Jean	Ravishanker, Nalini
Becker, Loftus	Guillard, Karl	Ross, Stephen
Bouchard, Norma	Hart, Ian	Rummel, Jeffrey
Boyer, Mark	Holzworth, R.J.	Saddlemire, John
Bramble, Pamela	Jordan, Eric	Sanchez, Lisa
Casapulla, Robert	Kehrhahn, Marijke	Schmitt, Corey
Clausen, John	Kelly, Kristin	Shoemaker, Nancy
Deibler, Cora Lynn	Kerntke, Michael	Strausbaugh, Linda
Dunne, Gerald	Lanza, Jana	Thorpe, Judith
Engel, Gerald	Lipsky, Sue	Tilton, Robert
English, Gary	Lowe, Charles	Trumbo, Stephen
Etter, Katherine	Mannheim, Philip	Weiss, Robert
Evanovich, M. Dolan	McHardy, Robert Ryan	Wilson, Richard
Facchinetti, Neil	Morrill, Jr., R. Brooke	
Franklin, Brinley	Olson, Sherri	

ATTACHMENT #39**Report of the Senate Executive Committee
to the University Senate
March 31, 2008**

The Senate Executive Committee has met twice since the February 25th meeting of the University Senate.

On March 21st the Senate Executive Committee 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 issues currently under discussion in the committees deal with construction and safety issues at the University, consideration of how to include courses in the General Education Curriculum that cover two content areas, off-campus student housing issues, and revision to PTR forms and guidelines. The Senate Executive Committee asked the chairs of the Senate standing committees about student participation in the committees. The reports were that undergraduate and graduate students are making substantial contributions in the committees. The Senate Executive Committee thanks both the students who serve on our committees and those in the Senate for their continued efforts to provide their perspectives in our wide ranging discussions.

At this meeting the SEC also discussed the procedures for presenting motions to change the by-laws. Beginning in the fall of 2008, changes will be presented and discussed at one meeting and then voted on at the next meeting. This will allow for full discussion of issues, eliminating time spent on deciding whether to table a motion for further input. The agenda will state whether the motion is being presented for discussion or vote. The Senate minutes will list the discussion points.

After the meeting with the Chairs, the SEC met in closed session with President Hogan.

On March 28th the Senate Executive Committee met in closed session with Provost Nicholls. Afterwards, the SEC met with President Hogan, Provost Nichols, Vice President Feldman and Vice President Saddlemire. After a lengthy discussion on the academic plan, it was decided that both the President and Provost would update the Senate on the current status and plans at this meeting. It was reported that the University is hiring a consulting firm to review parking, delivery, rights of way and aesthetic awareness issues for the Storrs campus. There was a review of the status of the University's building program. The Senate Executive Committee is pleased with the University's response to building and safety issues. In discussions about spring weekend, it was noted that students have developed over 50 different strategies to provide alternate events. It is clear that the students are in alignment with the administration to make spring weekend a safer event for all. Other issues discussed included a report on the King Hill Road area, the dean's searches, and the University's efforts to support the significant number of returning veterans to campus.

Following the meeting with the administrators, the Senate Executive Committee discussed the recent bylaw changes bringing the Dental and Medical Schools under the Provost. As a result, the SEC has been discussing how to add representatives to the Senate from these schools. A committee has been appointed by the SEC to determine how to integrate these two schools into the Senate. It will be chaired by Senator Hiskes, and the members of the committee will include Senator Kurland, Senator Moiseff and a representative from the Medical and Dental School. We look forward to broadening the Senate's representation.

Election ballots for the Committee of Three, the Nominating Committee, and the Senate Executive Committee have been distributed. Please vote.

The Senate Executive committee is pleased to announce Ernesto Zirakzadeh has agreed to serve on the Alumni Association's Awards Committee and Jane Goldman has agreed to continue to serve on the Parking Advisory Committee, both for two-year terms. Susan Spiggle has also agreed to represent us on the Board of the UConn Foundation.

Respectfully submitted,
John DeWolf
Chair, Senate Executive Committee
March 31, 2008

ATTACHMENT #40

REPORT OF THE
UNIVERSITY OF CONNECTICUT PARKING ADVISORY COMMITTEE
TO THE UNIVERSITY SENATE
March 31, 2008

The University of Connecticut Parking Advisory Committee (PAC) has met twice during academic year 2007-08, and has another meeting scheduled for May.

At the first meeting of the academic year, held on October 2, 2008, the PAC received from Ann Denny, Manager of Parking Services, information regarding the number and types of parking permits sold for the academic year, as well as information on waiting lists for particular types of parking. Janet Freniere, Manager of Transportation Services, also provided an update on the beginning of the academic year and campus bus service.

The PAC's February 19, 2008, meeting contained updates on Parking and on Transportation services. There was discussion about a Crosswalk Study conducted under the auspices of the Office of the Chief Operating Officer. This study's purpose has been to identify methods to increase pedestrian safety and make areas of pedestrian and vehicular interface more noticeable and safer. An important new agenda item concerned the parking rules for the new "Landfill" parking lot that will become available for parking in the fall 2008 semester. It is anticipated that this lot will contain in excess of 600 spaces. After discussion, and based on recommendations from the Parking Enforcement division of Public Safety and the Manager of Parking, the members present voted to recommend that the Committee, at its May meeting, adopt formal advice to the COO that any university parking permit holder will be eligible to park in the "Landfill lot." This eligibility allows parking on that site by any faculty or staff member or student (resident or commuter) who holds a valid parking permit. This resolution will be formally adopted at the May meeting. Note that, as of the fall, shuttle bus service will be available to the Landfill lot. In regard to shuttle bus service in general, Manager Janet Freniere has proposed slight modification in existing shuttle bus routes to allow faster service on the most heavily traveled routes.

The final PAC meeting of this academic year will be held on May 20, 2008.

Respectfully submitted,

Karla Fox, Chair
University of Connecticut Parking Advisory Committee

ATTACHMENT #41

**The Report of the Research Advisory Committee
and Graduate Faculty Council
to the University Senate
March 31, 2008**

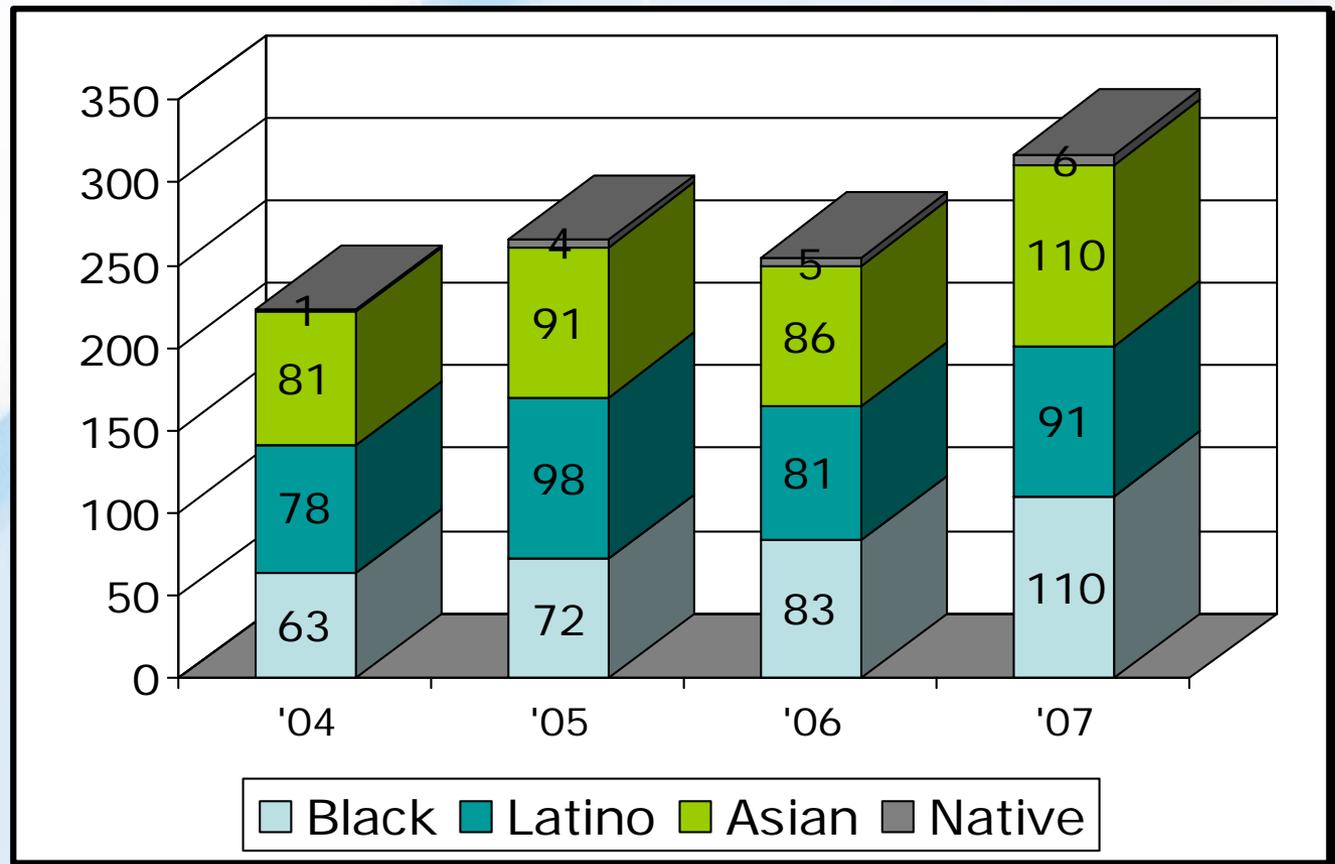
New Key Personnel

- Dr. Lee Aggison
- Dr. Ruth Washington

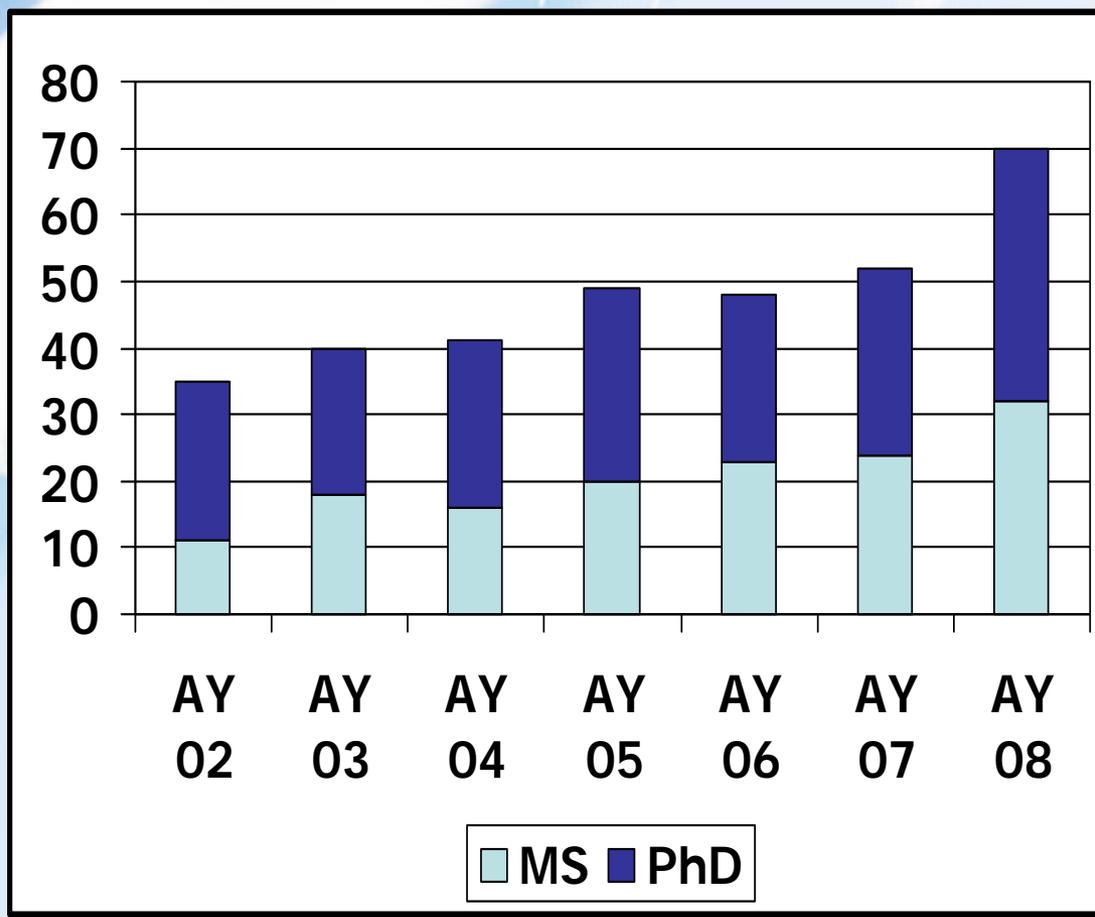
Recruitment/Enrollment

- Areas of Emphasis
 - National Meetings (ABRCMS, SACNAS, HBCU-UP, McNair)
 - Summer Research Experience
 - Recruitment Weekend
 - Grants for Innovative Recruitment Approaches (total \$50,000)

University-wide Doctoral Applicants



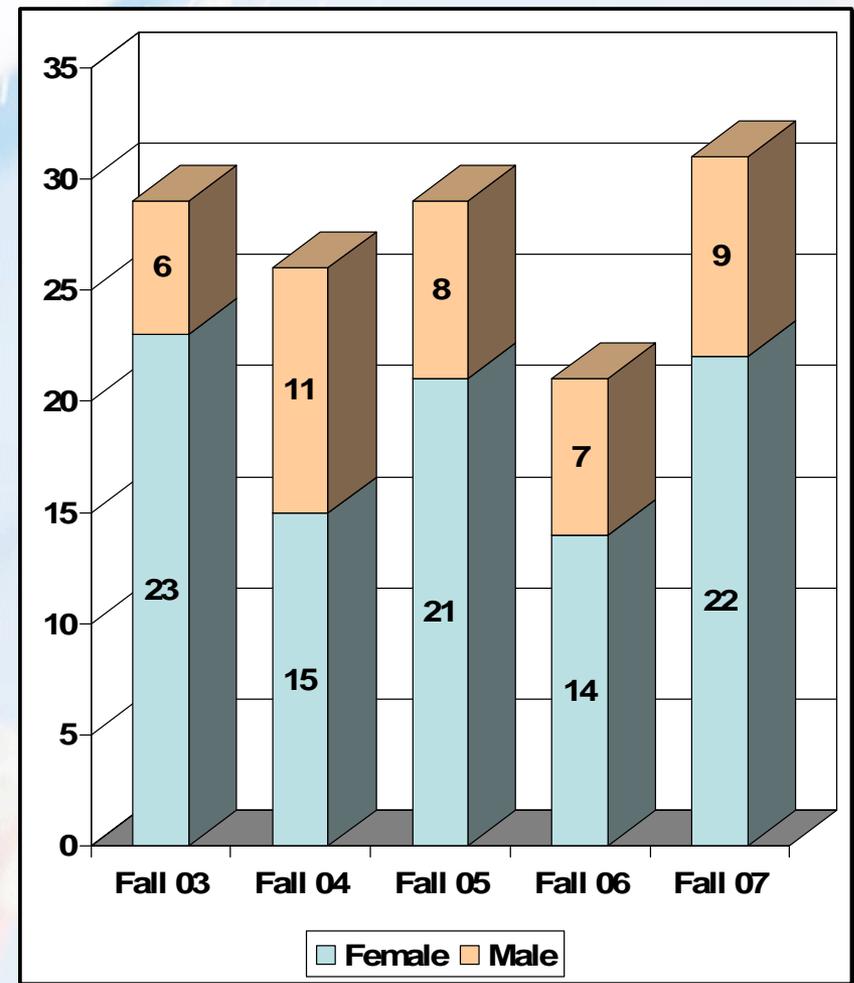
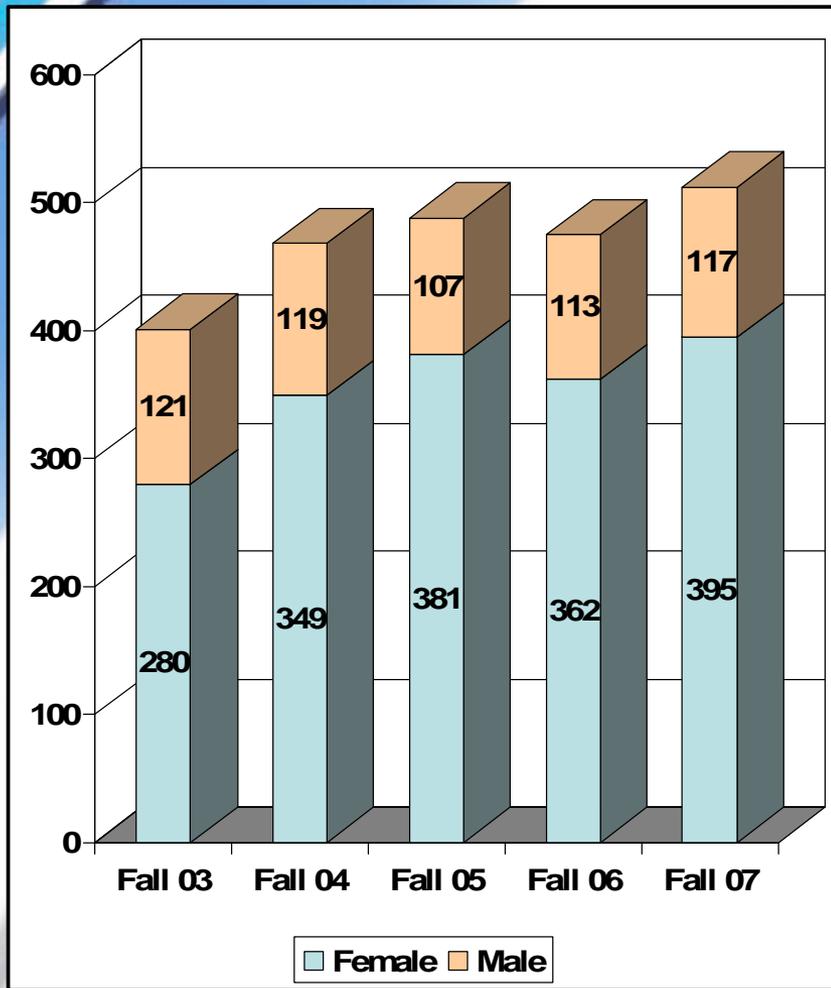
Overall UConn AGEP STEM Enrollments



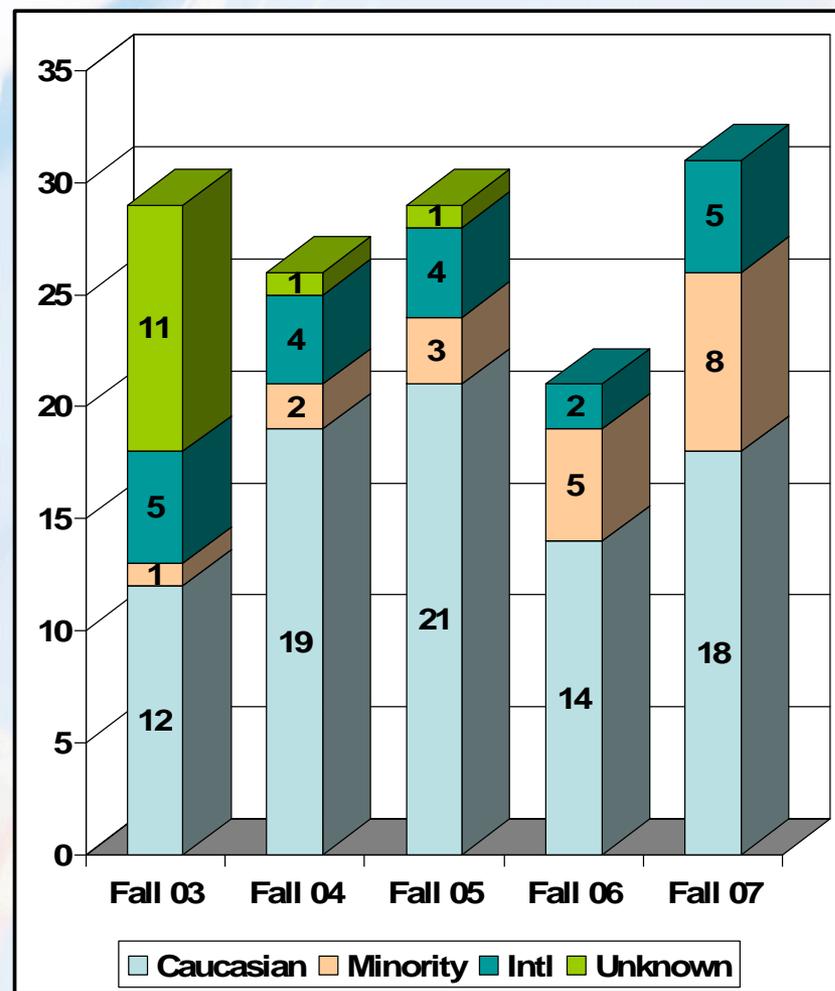
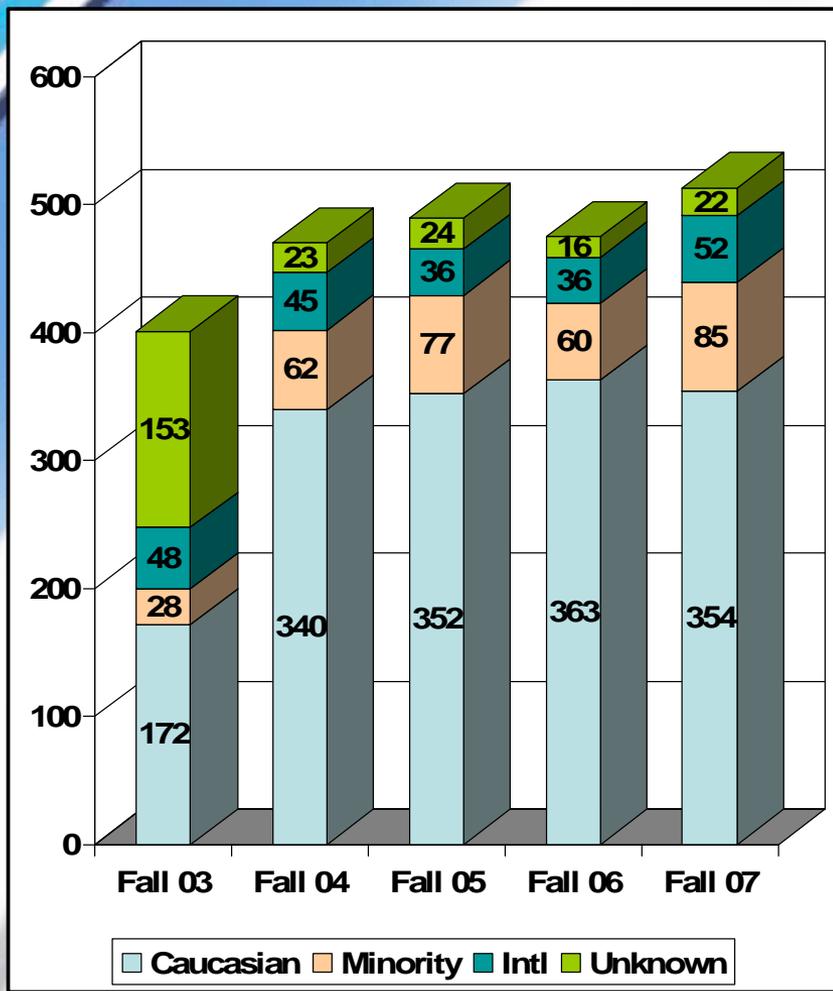
Enrollment Selectivity for Sample PhD Program

Term	# Applications	# Enrolled	Selectivity
Fall 2003	401	29	7.2%
Fall 2004	470	26	5.5%
Fall 2005	489	29	5.9%
Fall 2006	475	21	4.4%
Fall 2007	513	31	6.0%

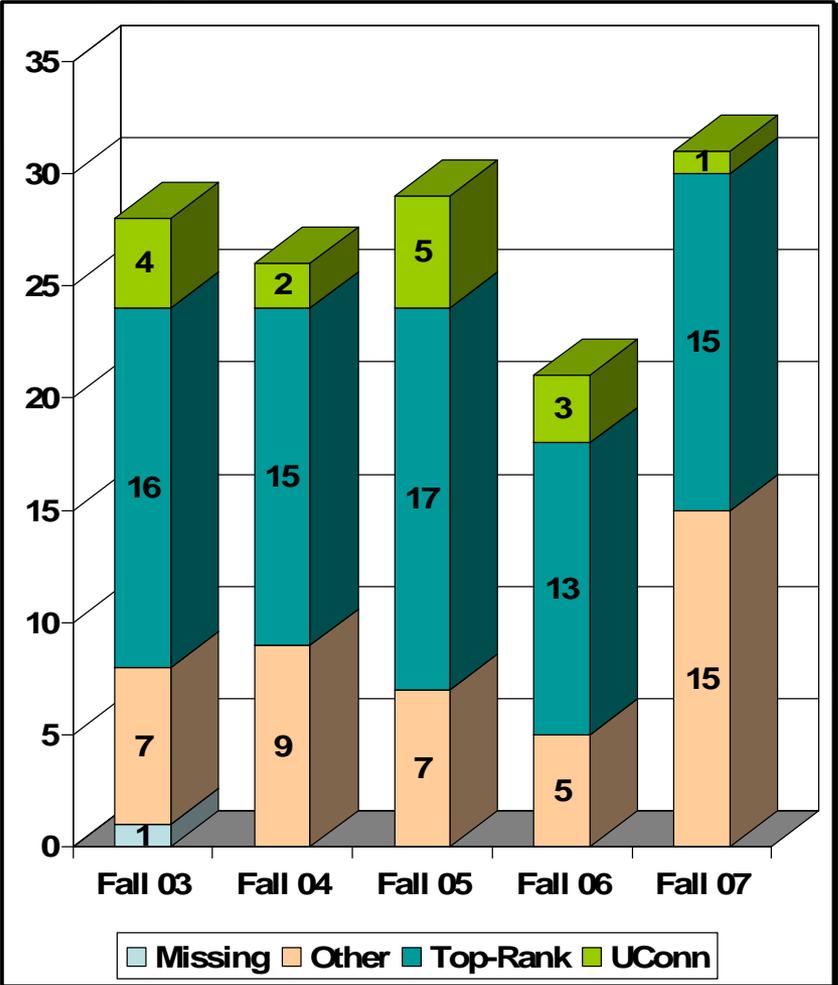
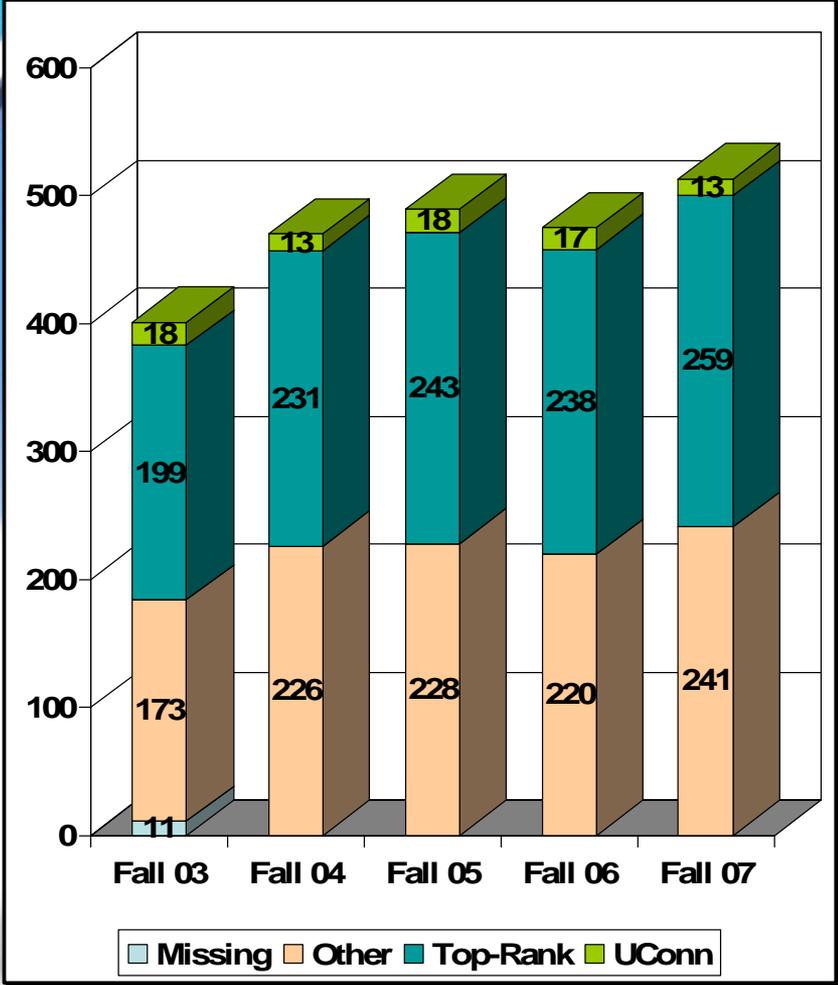
Applications and New Enrollments by Gender



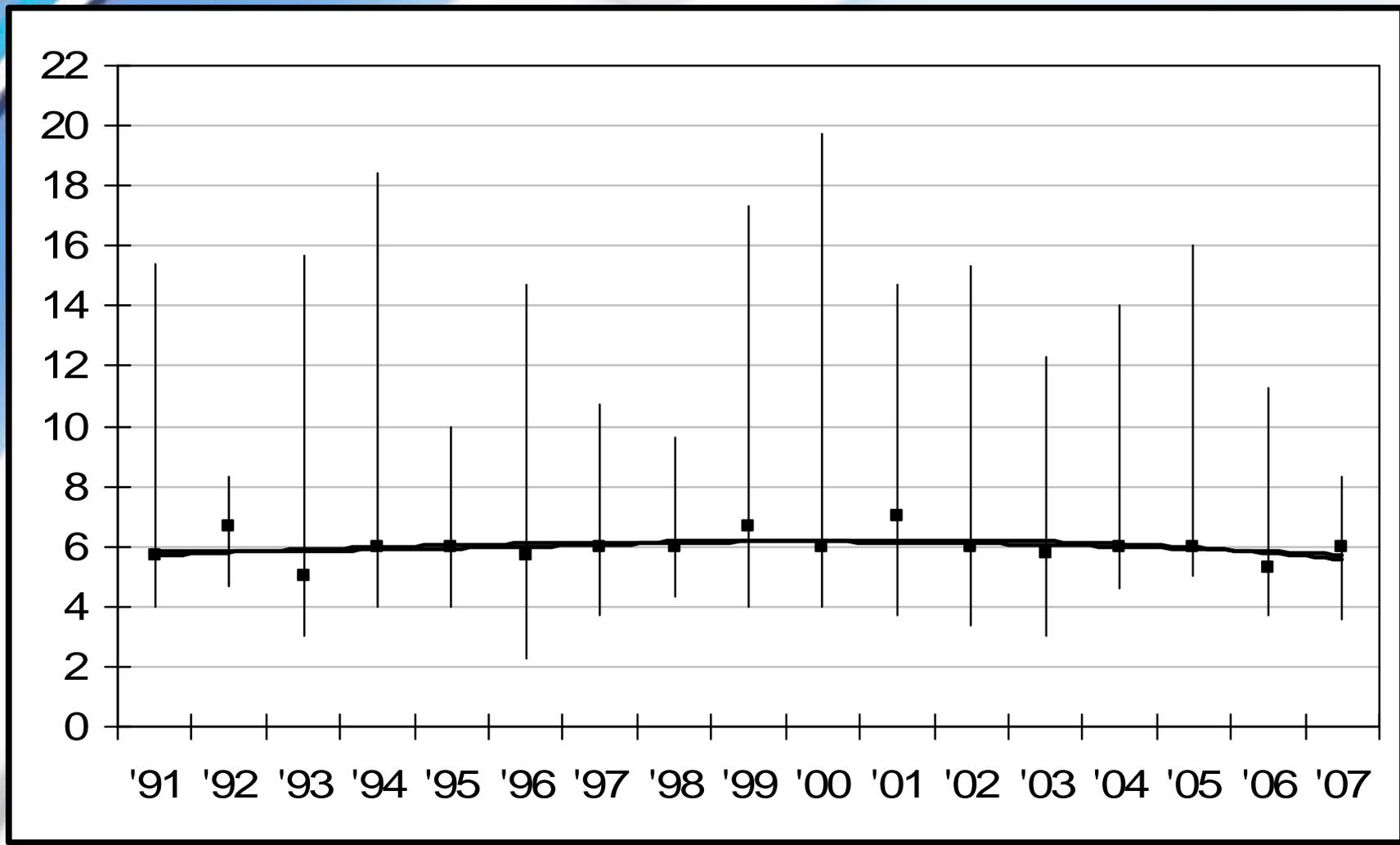
Applications and New Enrollments by Ethnicity



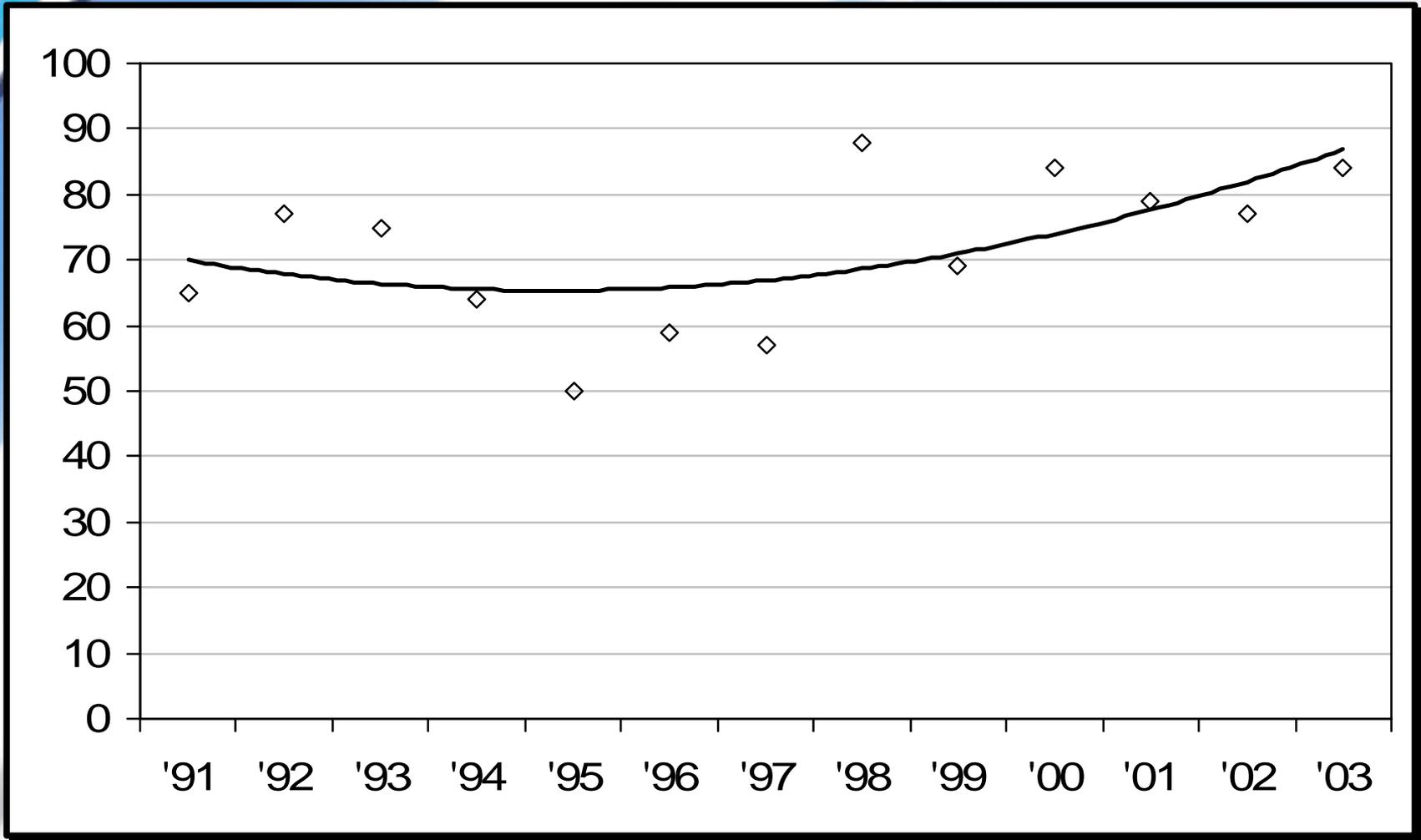
Applications and New Enrollments by Rating of Prior School



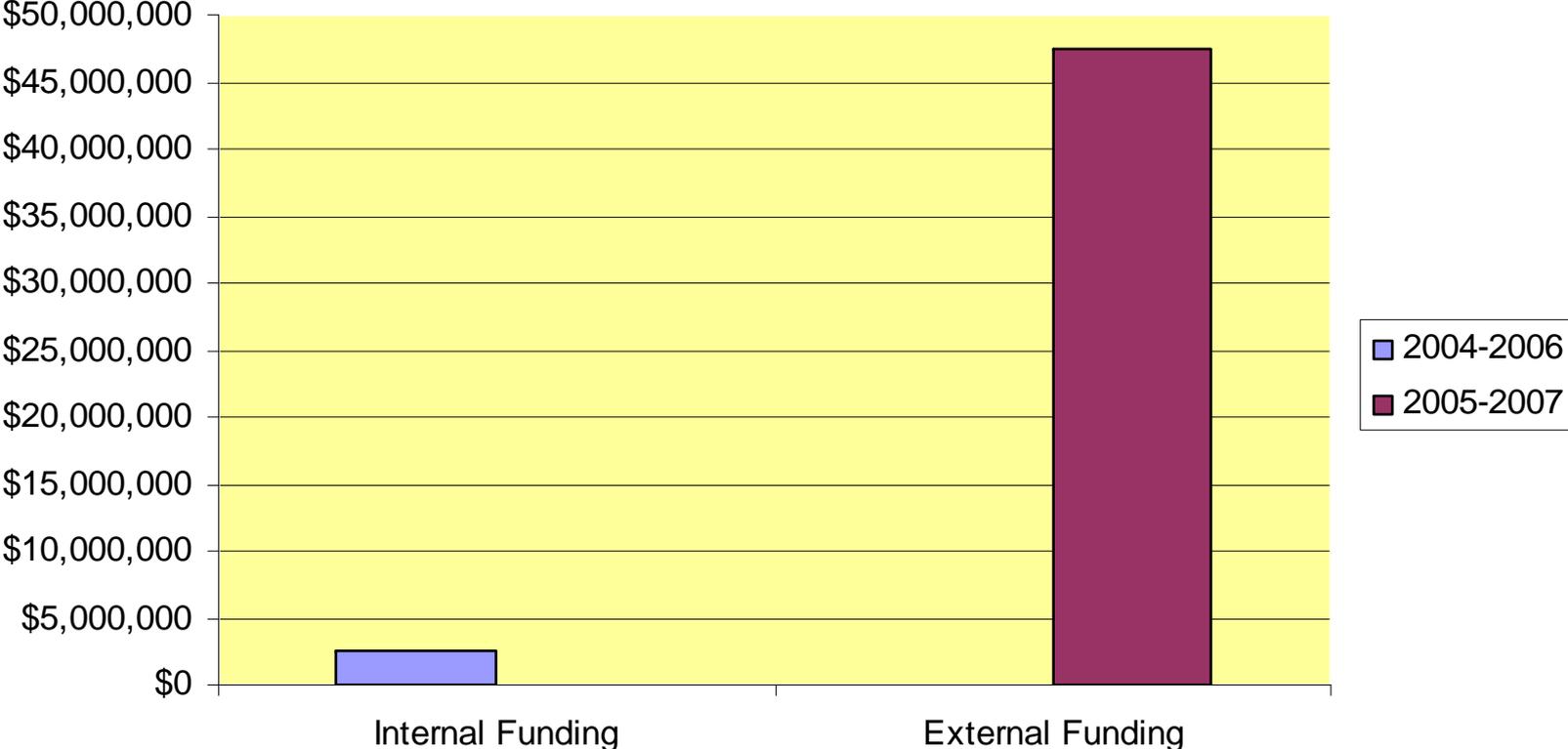
PhD Median Times to Degree



PhD Percent Cohort Retention



Amount Awarded - RAC Investments



2007 Report of Sponsored Project Activity



Chart A-1. Number of Submitted Proposals by Sponsor Type FY2007*
(Number of proposals and percent)

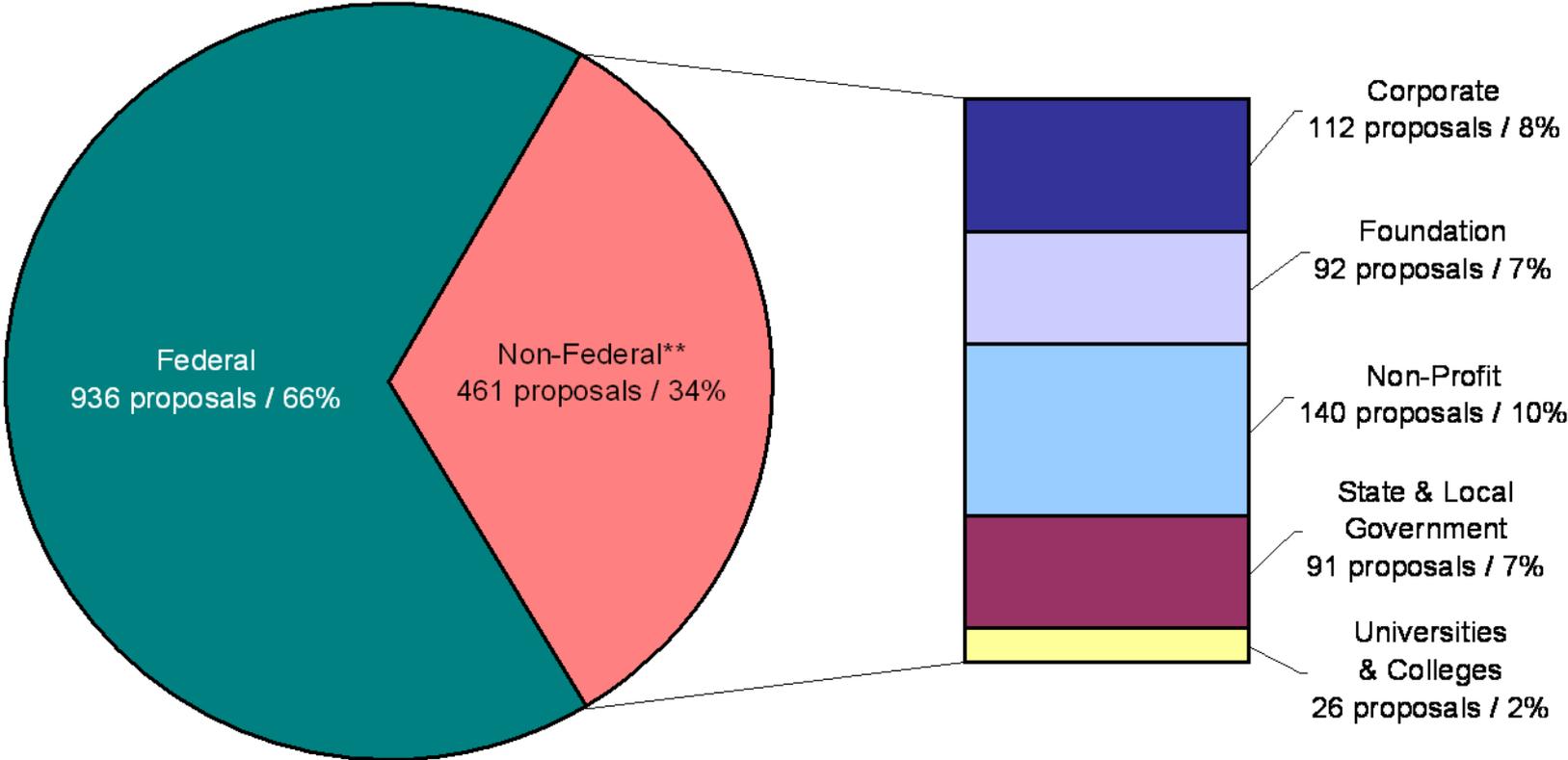
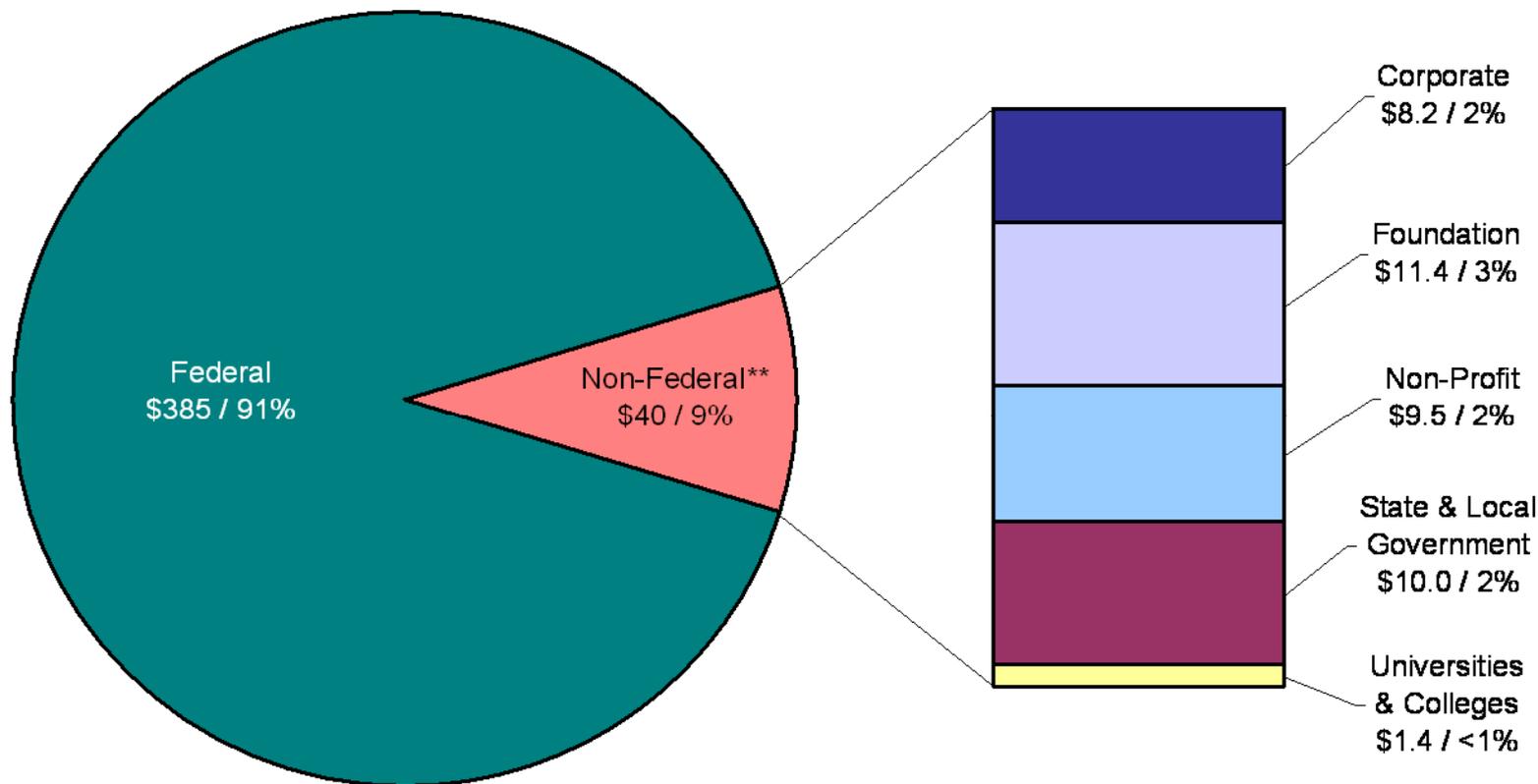


Chart A-2. Requested Amounts for Submitted Proposals by Sponsor Type FY2007*
 (Total dollars in millions and percent)



* Amounts shown reflect all years requested.

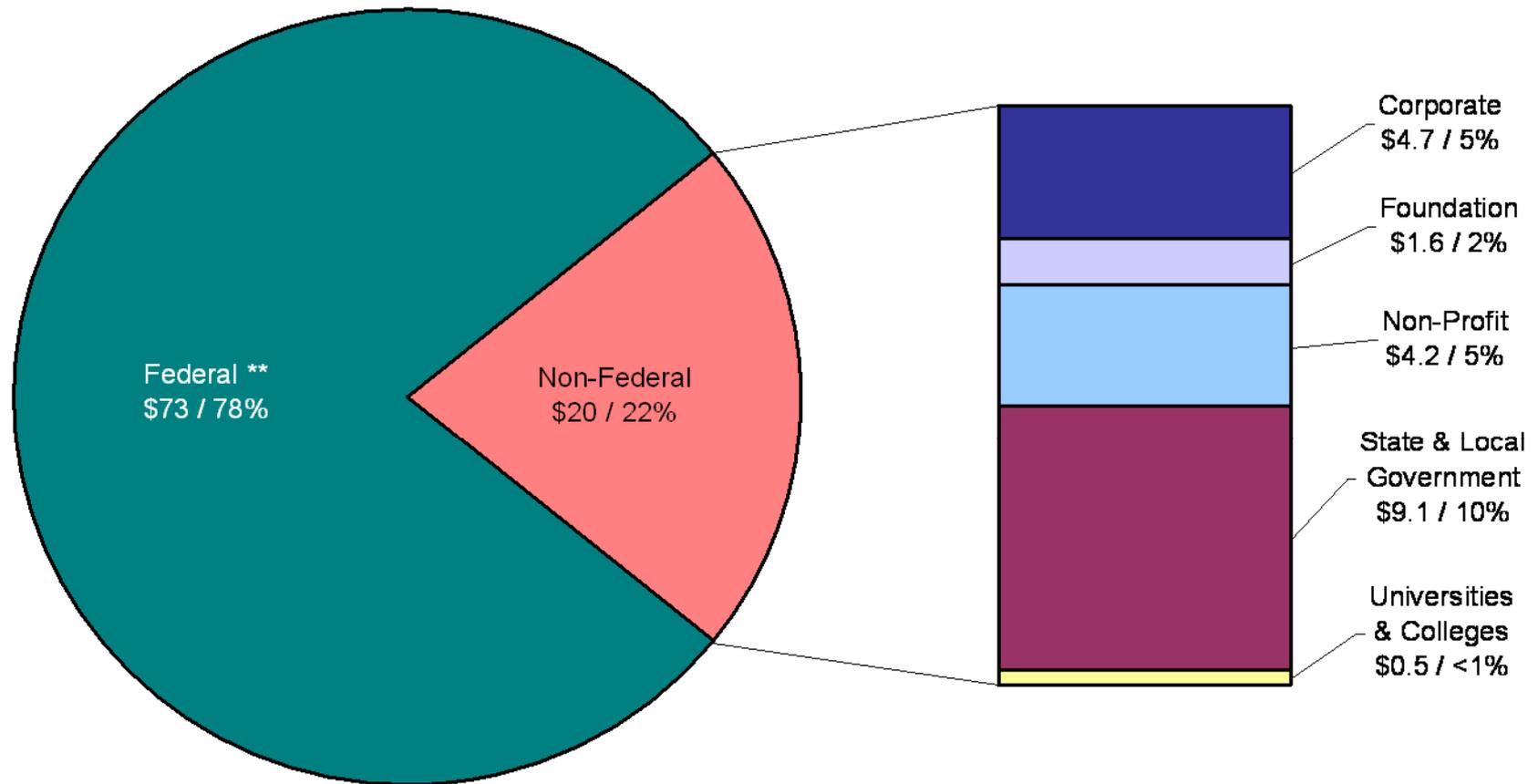
** In the FY2006 Annual Report, the Non-Federal category included proposal figures that pass through other entities to UCONN rather than including the proposals under the Originating Sponsor, as is shown in FY2007.

Table A-1. Submitted Proposals by Sponsor Type FY2007

	# Proposals	Requested Amount (millions)
Federal	936	\$384.7
Corporate	112	\$8.2
Foundation	92	\$11.4
Non-Profit	140	\$9.5
State & Local Government	91	\$10.0
Universities & Colleges	26	\$1.4
	1397	\$425.2
FY2006 Total	(1108)	(\$354.7)

<u>Principal Investigator</u>	<u>Department/Center</u>	<u>School/College</u>	<u>Proposals Submitted #</u>	<u>Total Requested #</u>
Best, Samuel J	Center for Survey Research and Analysis	College of Liberal Arts & Sciences	6	\$289,282
Barnes, Christopher E	Dept of Public Policy	College of Liberal Arts & Sciences	6	\$214,000
Burgess, Diane J	Dept of Pharmaceutical Sciences	School of Pharmacy	5	\$6,267,907
O'Neill, Michael J	Dept of Molecular and Cell Biology	College of Liberal Arts & Sciences	5	\$5,325,768
Johnson, Blair T	Dept of Psychology	College of Liberal Arts & Sciences	5	\$4,786,357
Vinogradova, Olga	Dept of Pharmaceutical Sciences	School of Pharmacy	5	\$4,535,006
Whitlatch, Robert B	Dept of Marine Sciences	College of Liberal Arts & Sciences	5	\$4,341,852
Magnuson, James S	Dept of Psychology	College of Liberal Arts & Sciences	5	\$4,194,505
Miller, Tyson	Dept of Chemistry	College of Liberal Arts & Sciences	5	\$2,813,579
Balek, Ivar G	National Undersea Research Center	Vice Provost Research & Grad Education	5	\$2,220,352
Madaus, Joseph W	Center on Postsecondary Education and Disability	School of Education	5	\$2,180,594
Volek, Jeff S	Dept of Kinesiology	School of Education	5	\$1,797,713
Willet, Peter K	Dept of Electrical & Computer Engineering	School of Engineering	5	\$1,671,884
Zhou, Shengli	Dept of Electrical & Computer Engineering	School of Engineering	5	\$1,395,861
Olgaç, Nejat	Dept of Mechanical Engineering	School of Engineering	5	\$1,248,702
Sotzing, Gregory A	Dept of Chemistry	College of Liberal Arts & Sciences	5	\$1,198,989
Giardina, Charles A	Dept of Molecular and Cell Biology	College of Liberal Arts & Sciences	5	\$1,184,239
Gebremichael, Mekonnen	Dept of Civil & Environmental Engineering	School of Engineering	5	\$1,075,760
Knecht, David A	Dept of Molecular and Cell Biology	College of Liberal Arts & Sciences	5	\$1,033,778
Zhu, Lei	Dept of Chemical, Materials & Biomolecular Engineering	School of Engineering	5	\$855,945
Taylor, Geoff W	Dept of Electrical & Computer Engineering	School of Engineering	5	\$758,000
Bruno, Richard	Dept of Nutritional Sciences	College of Agriculture and Natural Resources	5	\$683,599
Kalonia, Devendra S	Dept of Pharmaceutical Sciences	School of Pharmacy	5	\$639,820
Accorsi, Michael L	Dept of Civil & Environmental Engineering	School of Engineering	5	\$582,122
Leadbeater, Nicholas	Dept of Chemistry	College of Liberal Arts & Sciences	5	\$525,709
Papaadimitrakopoulou, Fotios	Dept of Chemistry	College of Liberal Arts & Sciences	5	\$493,746
Pattipati, Krishna R	Dept of Electrical & Computer Engineering	School of Engineering	5	\$461,440
Broderick, Stephen H	Department of Extension	College of Agriculture and Natural Resources	5	\$362,378
Warner, Glenn S	Dept of Natural Resources Management and Engineering	College of Agriculture and Natural Resources	5	\$174,378
D'Andrade, Roy G	Dept of Anthropology	College of Liberal Arts & Sciences	5	\$144,821
Fain, Deborah A	Dept of Psychology	College of Liberal Arts & Sciences	4	\$6,617,332
Pavlopoulos, Spiro	Dept of Pharmaceutical Sciences	School of Pharmacy	4	\$5,874,500
O'Neill, Rachel J	Dept of Molecular and Cell Biology	College of Liberal Arts & Sciences	4	\$3,318,884
Cooper, Douglas J	Dept of Chemical, Materials & Biomolecular Engineering	School of Engineering	4	\$3,166,941
Marsh, Kerry L	Dept of Psychology	College of Liberal Arts & Sciences	4	\$3,015,165
Jain, Faquir C	Dept of Electrical & Computer Engineering	School of Engineering	4	\$2,551,762
Polifroni, Elizabeth C	Nursing Instruction and Research	School of Nursing	4	\$2,514,759
Jordan, Eric H	Dept of Mechanical Engineering	School of Engineering	4	\$2,447,854
Grant, David F	Dept of Pharmaceutical Sciences	School of Pharmacy	4	\$2,372,909
Stuart, Jeffrey A	Dept of Chemistry	College of Liberal Arts & Sciences	4	\$2,334,550
Graf, Joerg	Dept of Molecular and Cell Biology	College of Liberal Arts & Sciences	4	\$2,326,222
Gogarten, Johann P	Dept of Molecular and Cell Biology	College of Liberal Arts & Sciences	4	\$1,990,483
Dierssen, Heidi	Dept of Marine Sciences	College of Liberal Arts & Sciences	4	\$1,739,475
Dequise, Sylvain	Dept of Pathobiology & Veterinary Science	College of Agriculture and Natural Resources	4	\$1,651,246
Rusling, James F	Dept of Chemistry	College of Liberal Arts & Sciences	4	\$1,636,722
Park, Crystal	Dept of Psychology	College of Liberal Arts & Sciences	4	\$1,590,831
Achenie, Luke E	Dept of Chemical, Materials & Biomolecular Engineering	School of Engineering	4	\$1,491,077
Javanainen, Juha M	Dept of Physics	College of Liberal Arts & Sciences	4	\$1,475,754
Huang, Xinyu	Dept of Mechanical Engineering	School of Engineering	4	\$1,446,711

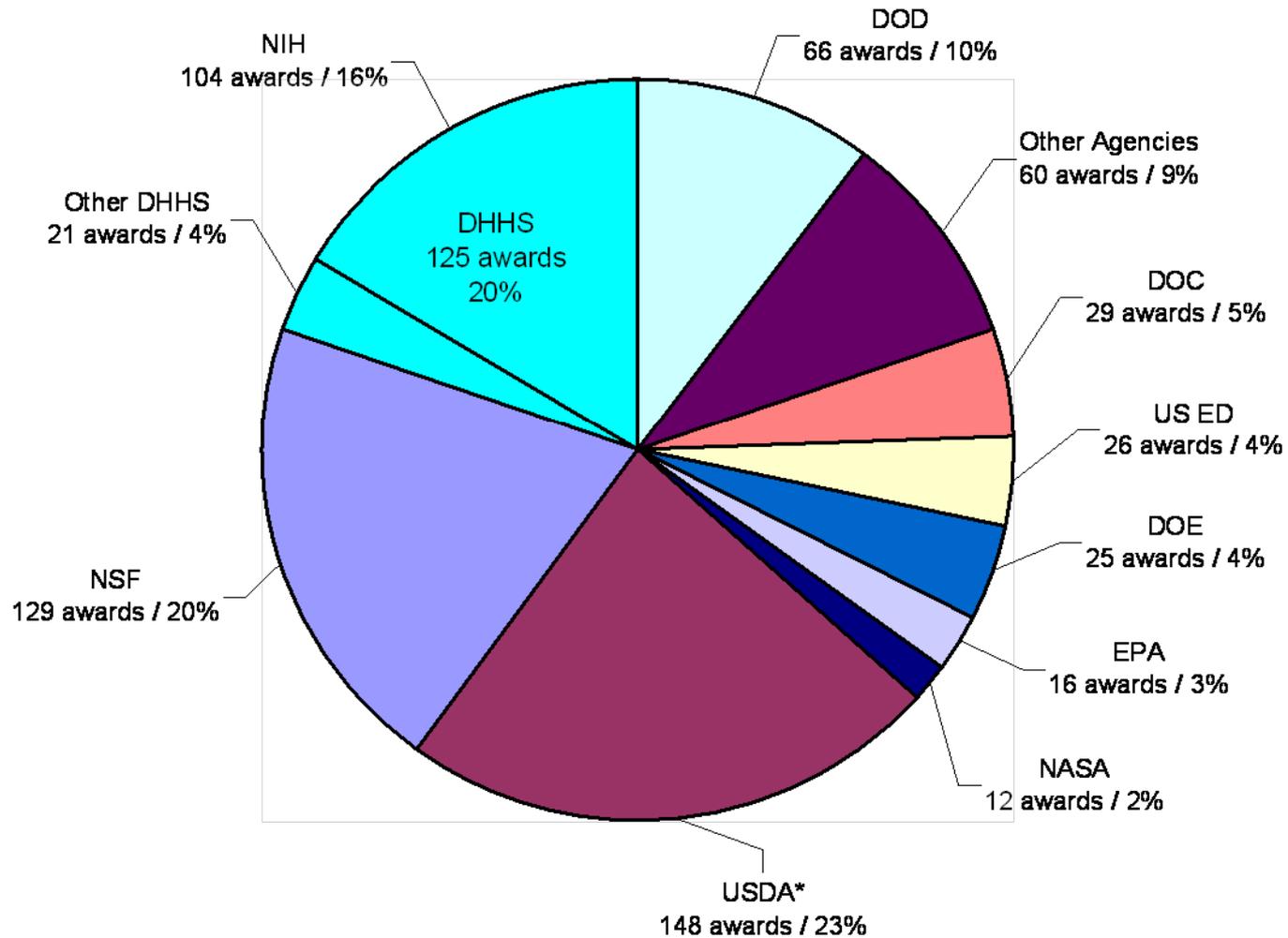
Chart B-2. Awarded Funds by Sponsor Type FY2007*
 (Total dollars in millions and percent)



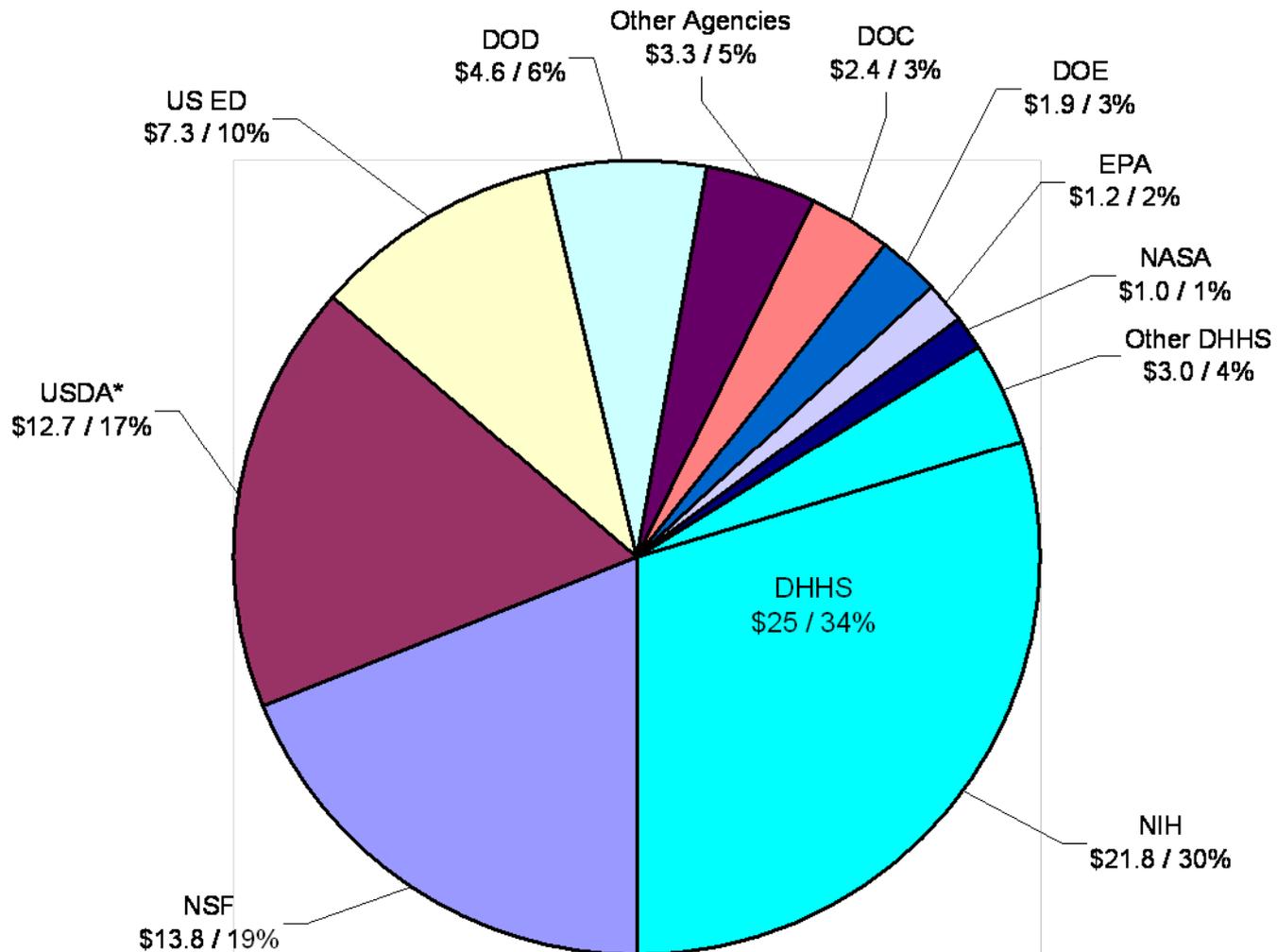
* Amounts shown include all funds received in Fiscal Year 2007 (July 1, 2006 - June 30, 2007) for new, renewal, continuation, and supplement awards. Multi-year awards are reported only in the fiscal year during which they are received.

** Federal awards include federal funds that pass through other entities to UCONN.

**Chart B-3. Number of Federal Awards by Agency FY2007
(Number of awards and percent)**



**Chart B-4. Federal Awards by Agency FY2007
(Total dollars in millions and percent)**



* USDA awards include formula funds (e.g. Smith-Lever and Hatch Act funds)

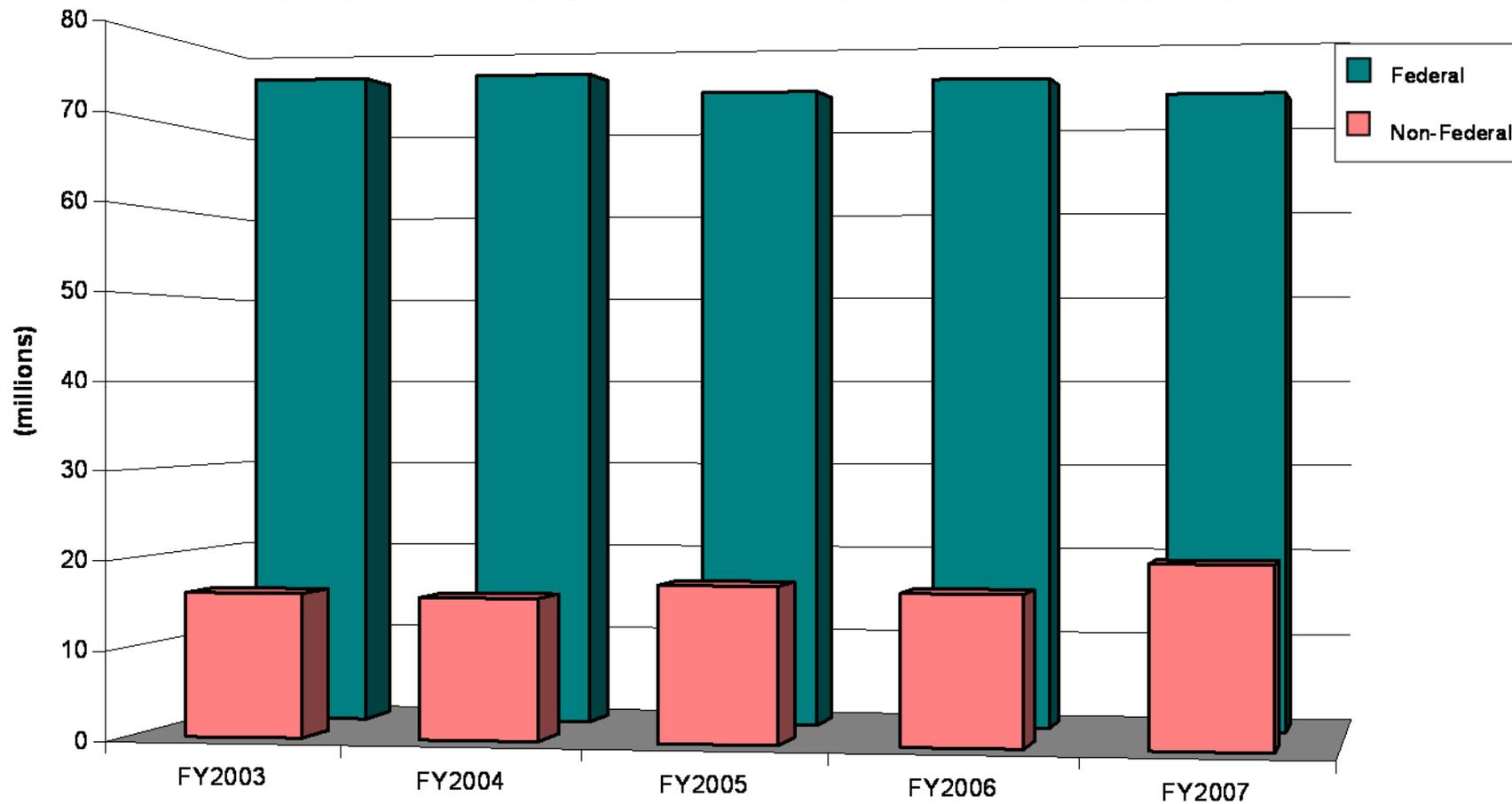
Chart B-5. Federal and Non-Federal Awards FY2003-FY2007

Chart B-6. Federal Awards by Agency FY2003-FY2007

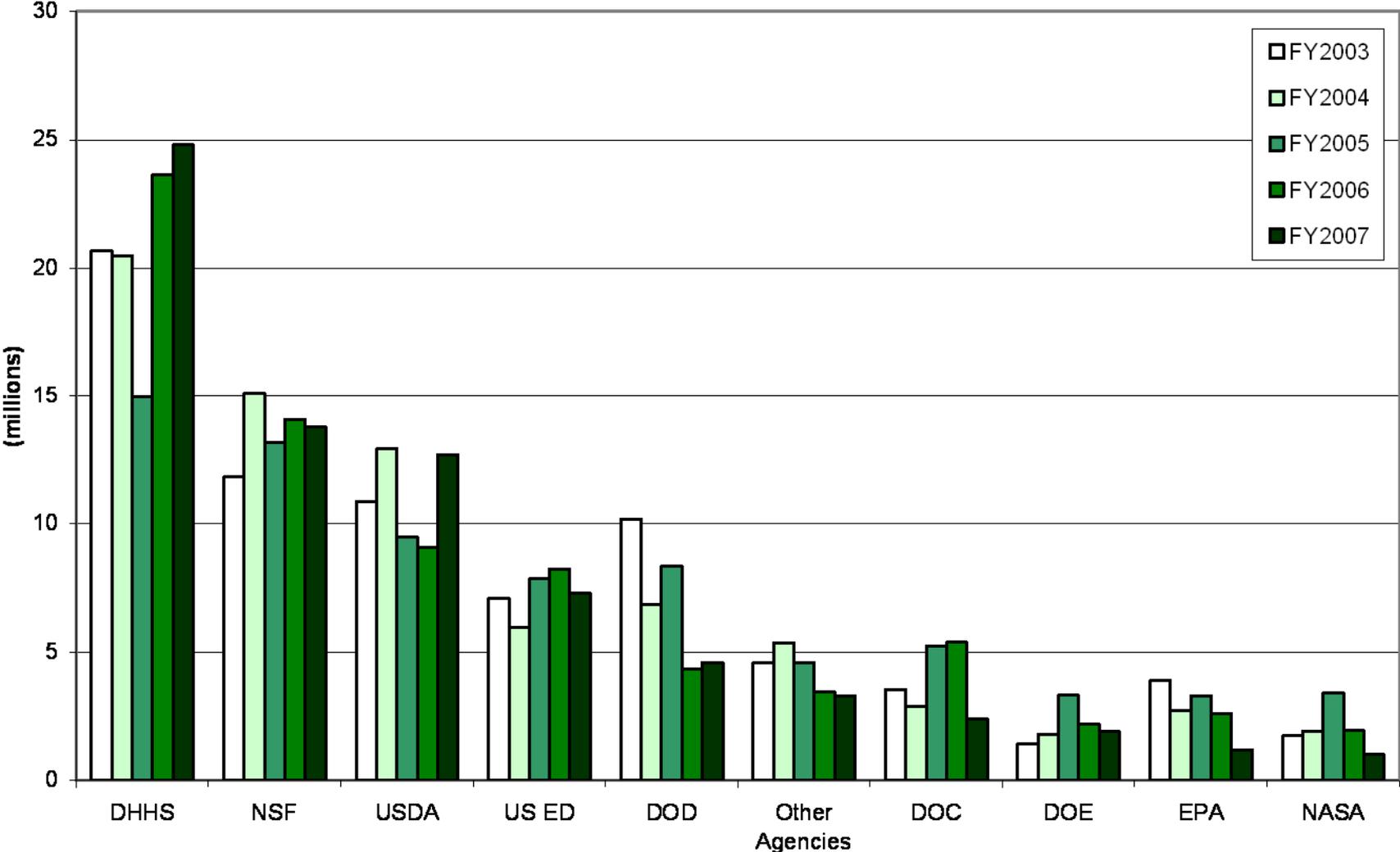


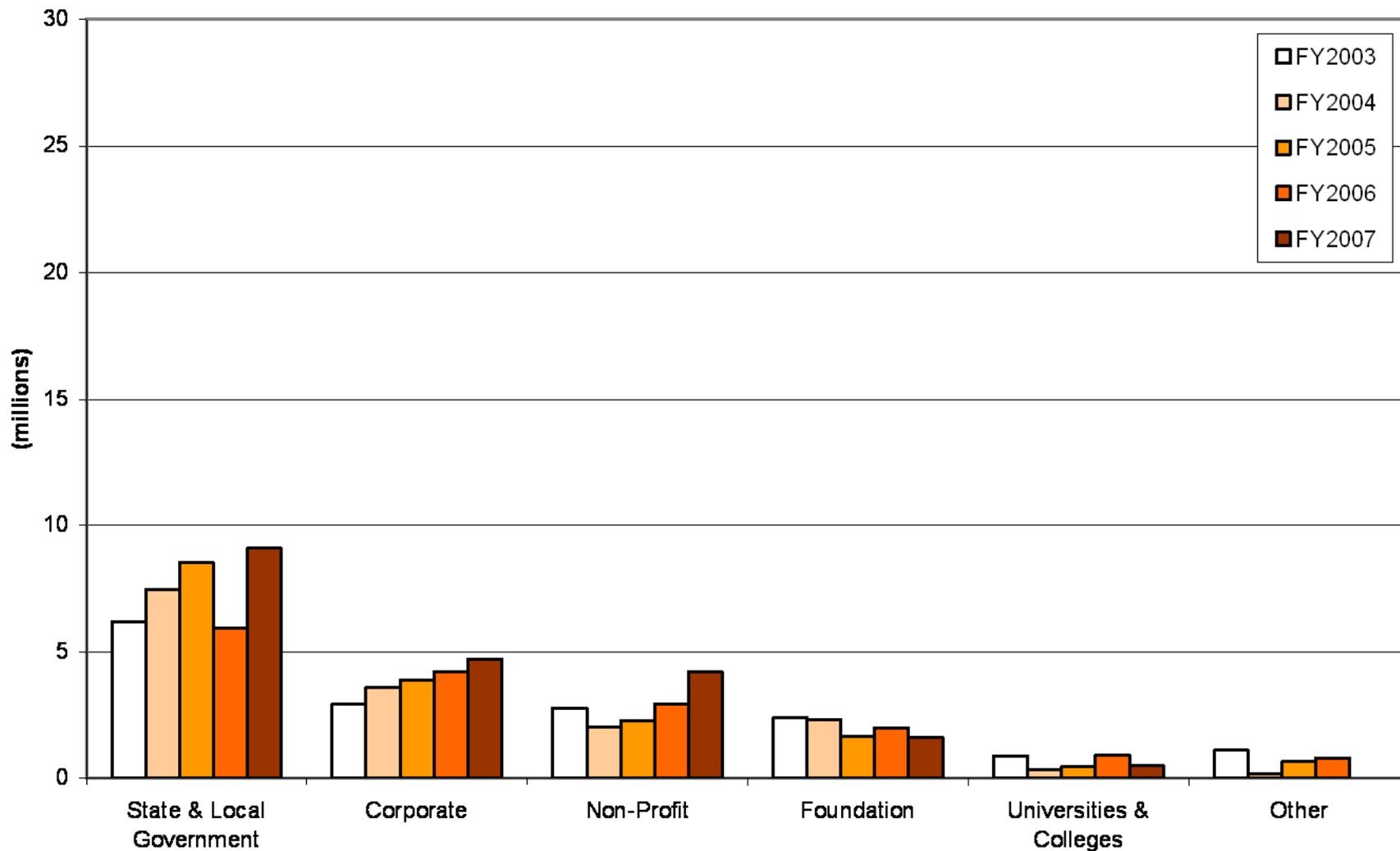
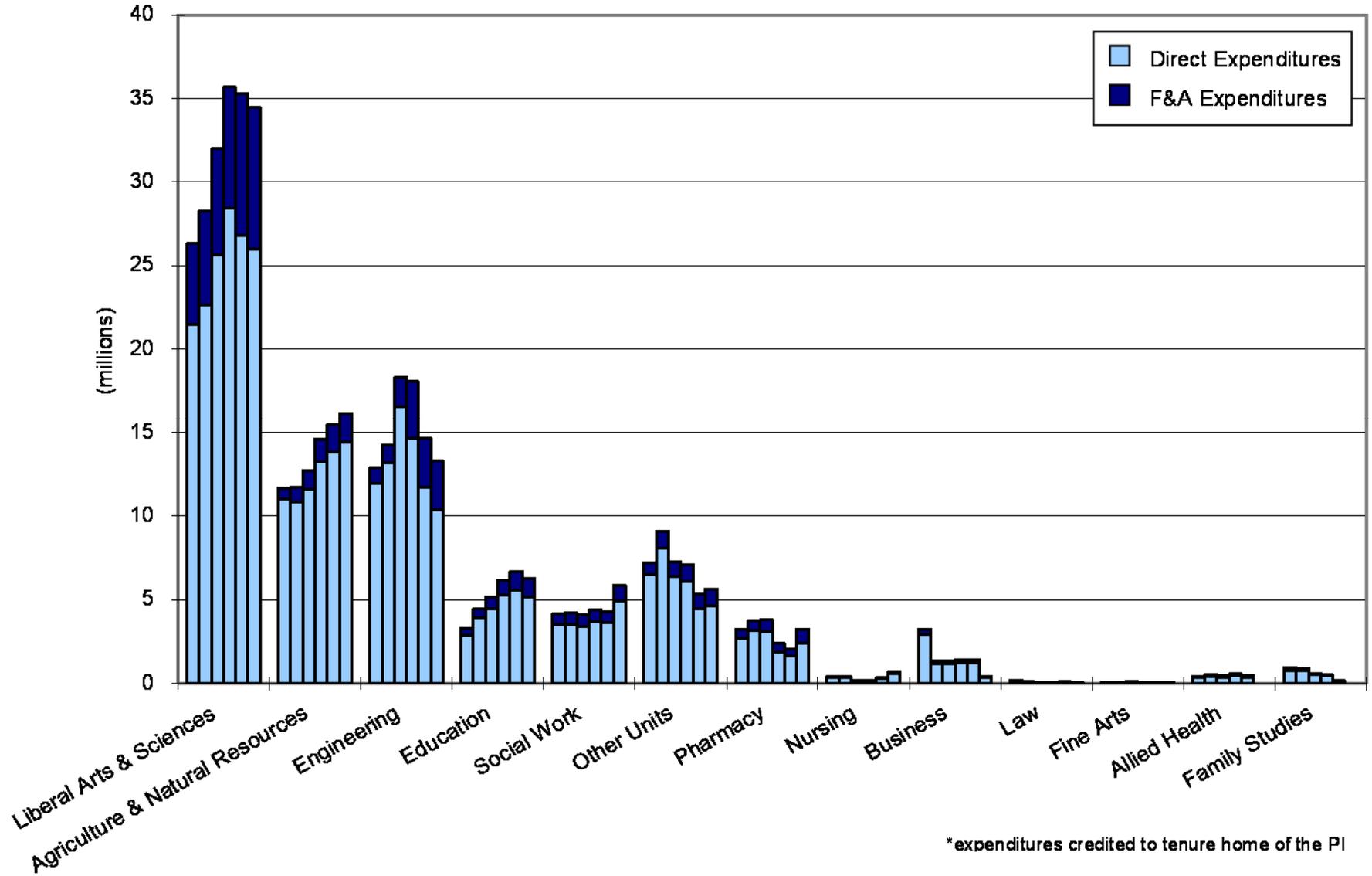
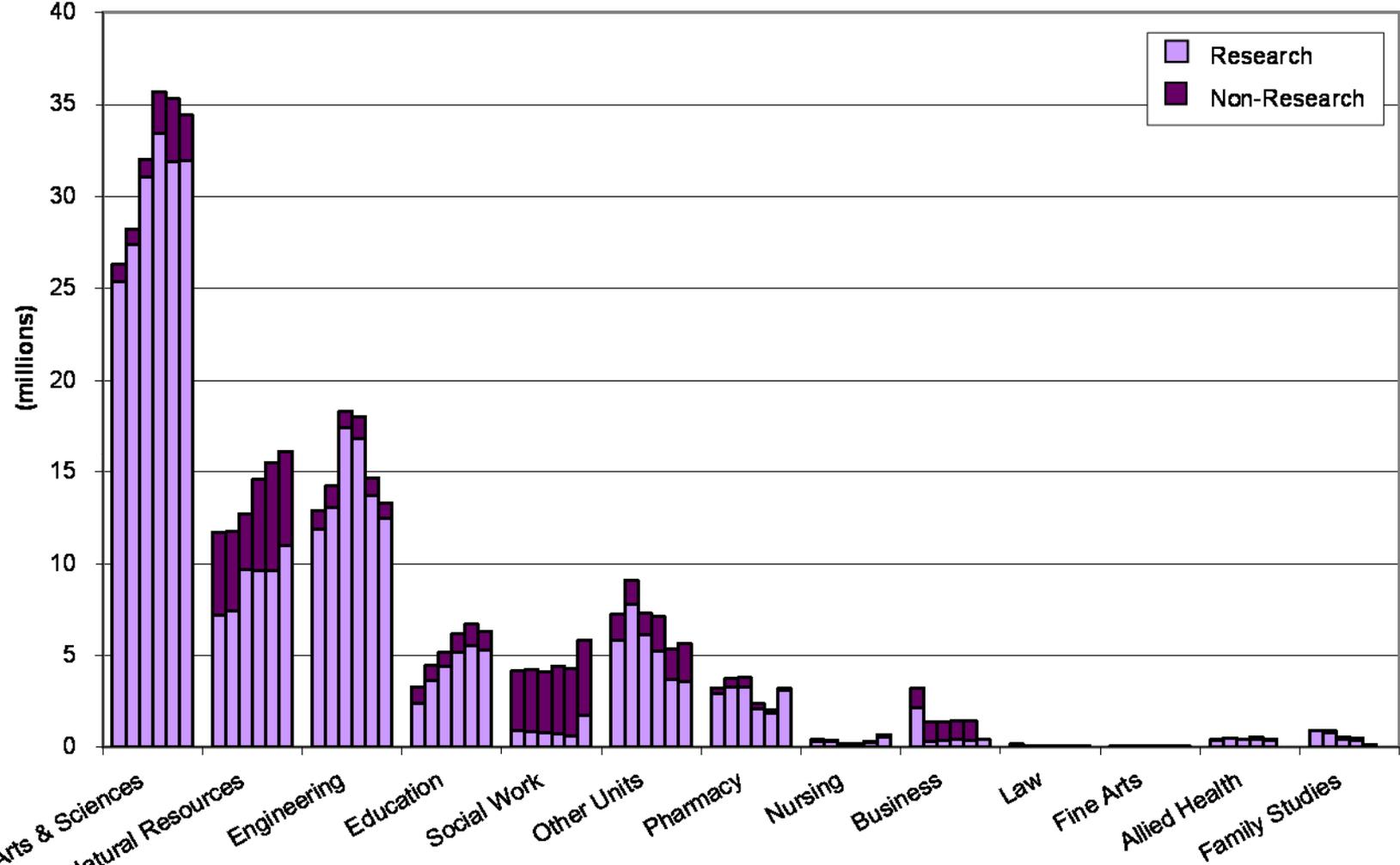
Chart B-7. Non-Federal Awards by Sponsor Type FY2003-FY2007

Chart C-5. Direct and F&A Expenditures by Unit FY2002-FY2007*



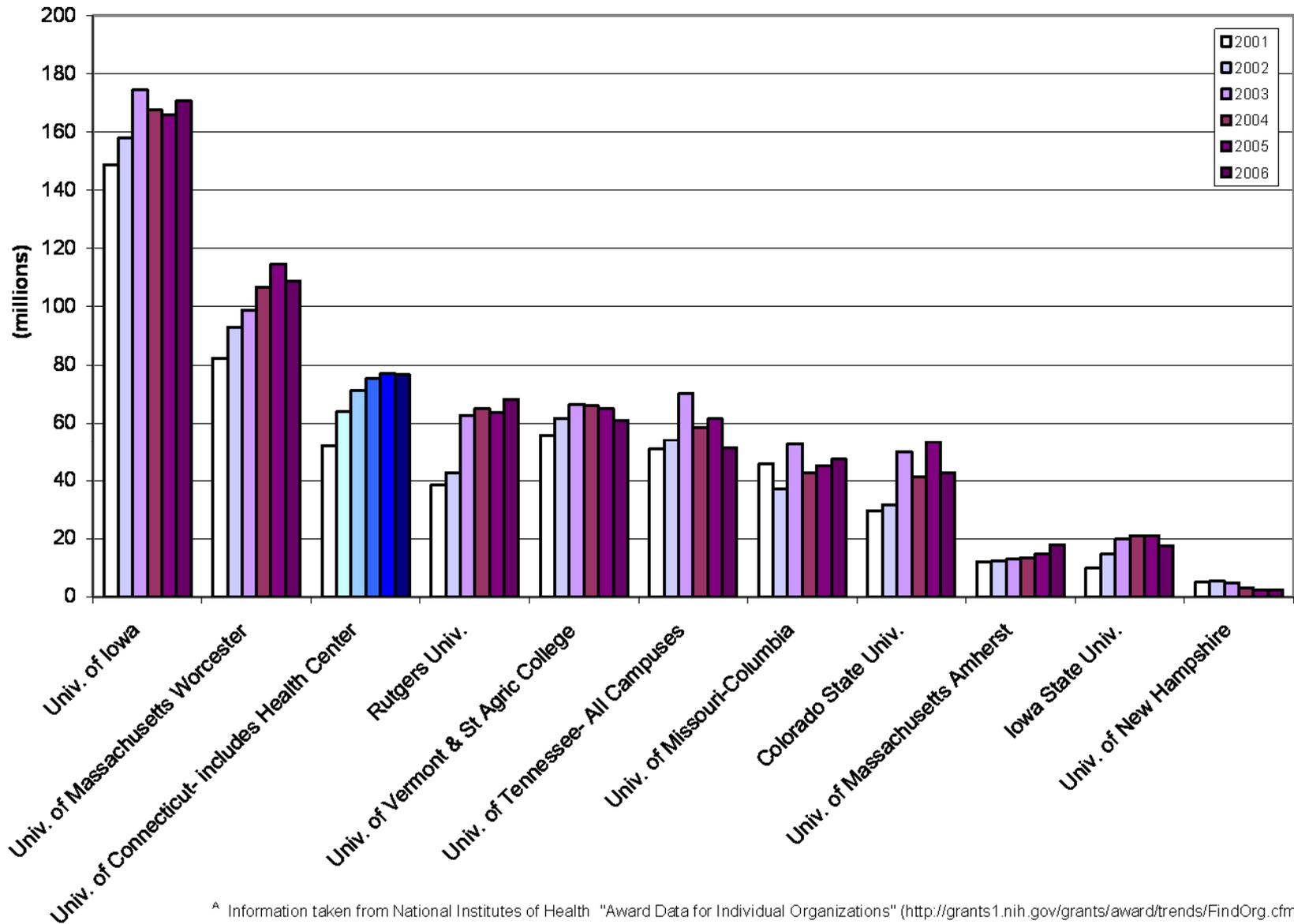
* expenditures credited to tenure home of the PI

Chart C-6. Research and Non-Research Expenditures by Unit FY2002-FY2007*



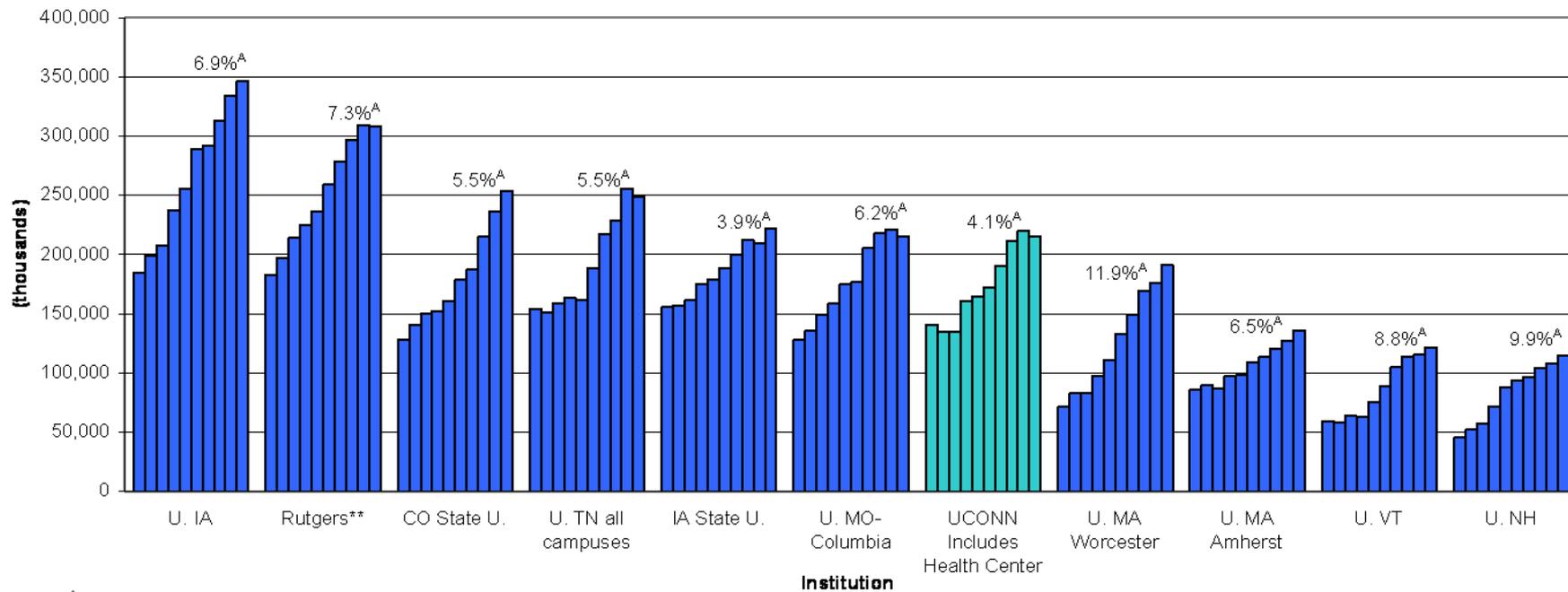
* expenditures credited to tenure home of the PI

Chart B-8. NIH Awards by Institution and Year 2001-2006^A



^A Information taken from National Institutes of Health "Award Data for Individual Organizations" (<http://grants1.nih.gov/grants/award/trends/FindOrg.cfm>)

Chart C-7. Total R&D Expenditures by Institution and Year 1997-2006*



^A Average annual rate of growth

* Information taken from The National Science Foundation, Division of Science Resource Statistics (www.nsf.gov/statistics/rdexpenditures)

** Rutgers, All campuses

ATTACHMENT #42**Report of the Senate Scholastic Standards Committee**

March 31, 2008

Background

On Feb. 25 Scholastic Standards presented a motion to revise Sect. II. E. 13 of the bylaws (Cheating – Student Academic Misconduct). The motion was referred back to committee. Clarification of the procedures that would be followed under the proposed revision is provided by referencing and providing excerpts from The Student Code. These endnotes are provided for information only and will not be included in the actual bylaw.

Motion: To replace Section II. E. 13. *Cheating – Student Academic Misconduct* with the following:

Section II. E. 13. Cheating – Student Academic Misconduct

Academic misconduct is dishonest or unethical academic behavior that includes but is not limited to misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).

Instructors shall take reasonable steps to prevent academic misconduct in their courses and to inform students of course-specific requirements. Students' responsibilities with respect to academic integrity are described "Responsibilities of Community Life: The Student Code."

When the instructor of record or designee (hereafter referred to as instructor) believes that an act of academic misconduct has occurred he or she is responsible for saving the evidence in its original form and need not return any of the original papers or other materials to the student. Copies of the student's work and information about other evidence will be provided to the student upon request.

When an instructor believes there is sufficient information to demonstrate a case of academic misconduct, he or she shall notify the student in writing¹ of the allegation of misconduct and the academic consequences that the instructor will impose. The appropriate academic consequence for serious offenses is generally considered to be failure in the course. For offenses regarding small portions of the course work, failure for that portion is suggested with the requirement that the student repeat the work for no credit. The written notification shall also inform the student whether the case has been referred to the Academic Misconduct Hearing Board for consideration of additional sanctions. The instructor shall send the written notification to the student with a copy to the Office of Community Standards within 15 business days of having discovered the alleged misconduct. At the Regional Campuses, a copy shall be sent to the Office of Student Affairs.

In certain cases, the dean of a school or college or designee may become aware of alleged academic misconduct and may bring a complaint forward to the Academic Misconduct Hearing Board.

The student has 15 business days from receipt of the written notice to respond to the instructor and/or to request a hearing (see The Academic Misconduct Hearing Board). If the student does not respond within the allotted time the instructor's sanctions shall be imposed. If the student requests a hearing the instructor shall forward the request to the Office of Community Standards. At the Regional Campuses, the instructor shall forward a copy to the Office of Student Affairs. If the student and the instructor reach a mutually acceptable resolution of the case the instructor shall notify the Office of Community Standards (or the Regional Campus Office of Student Affairs) of the agreement. The instructor shall also notify the Office of Community Standards (or the Regional Campus Office of Student Affairs) if he or she withdraws the allegation of misconduct. A student who has been notified that he or she has been accused of academic misconduct may not withdraw from the course in which the alleged misconduct has occurred without the approval of the Academic Misconduct Hearing Board.

If a semester concludes before an academic misconduct matter is resolved, the student shall receive a temporary "I" (incomplete) grade in the course until the instructor submits the appropriate grade.

The Academic Misconduct Hearing Board

The Academic Misconduct Hearing Board, which is administered by the Office of Community Standards (Dean of Students Office), comprises two faculty members, two students, and a nonvoting chairperson, all of whom are appointedⁱⁱ by the Director of the Office of Community Standards. At each Regional Campus, a designee working in conjunction with the Office of Community Standards is responsible for the organization and administration of their Academic Misconduct Hearing Board. Hearingⁱⁱⁱ procedures will be in accordance with the hearing procedures described in "The Student Code." The Office of Community Standards will ensure that appropriate Dean(s) and Faculty are kept informed of the status of misconduct cases in a timely fashion.

The accused student or the accusing instructor may refer a case of alleged academic misconduct to the Office of Community Standards for it to be adjudicated by the Academic Misconduct Hearing Board.

If the Academic Misconduct Hearing Board finds that the student is "Not Responsible" for the alleged misconduct the Board shall not impose any sanctions and the instructor must reevaluate the student's course grade in light of the Board's finding.

If the Academic Misconduct Hearing Board finds that the student is "Responsible", the instructor's grading sanction shall be imposed. The Board does not have the authority to change or influence the grading sanction imposed by the instructor.

Upon consideration of a student's record of misconduct and/or the nature of the offense the Academic Misconduct Hearing Board may impose additional sanctions. The Board should apply these sanctions in proportion to the severity of the misconduct. These sanctions may include any sanctions as described in "The Student Code."^{iv}

Hearing Appeal

The decision of the Academic Misconduct Hearing Board may be appealed to the Provost or his/her designee. An appeal is not a new hearing. It is a review of the record of the original hearing.

1. An appeal may be sought on two grounds:

a. On a claim of error in the hearing procedure that substantially affected the decision. Appeals on such grounds may be presented, specifically described, in writing within five business days of the announcement of the Academic Misconduct Hearing Board's decision.

b. On a claim of new evidence or information material to the case that was not known at the time of the hearing. Appeals on such grounds must be presented, specifically described, in writing within five business days of the new evidence having been discovered.

2. The decision of the Provost or his/her designee is final. There will be no further right of appeal.

3. The Provost or his/her designee shall have the authority to dismiss an appeal not sought on proper grounds.

4. If an appeal is upheld, the Provost or his/her designee shall refer the case with procedural specifications back to the Academic Misconduct Hearing Board.

Endnotes are provided for information only, and would not be included in the proposed bylaw.

ⁱ Student Code IV.D.2.a.

Be notified of all charges by means of the address (University e-mail, residence hall address, or permanent address) provided by the student via the Registrar's Office.

ⁱⁱ The membership of the Board will be selected from a pool of trained volunteers and may change on a case by case basis.

ⁱⁱⁱ Student Code IV.D.2-4

2. The Complaining Party, any alleged victim and the Accused Student shall each have the right to:
 - a. Be notified of all charges by means of the address (University e-mail, residence hall address, or permanent address) provided by the student via the Registrar's Office.
 - b. Review any written complaint(s) submitted in support of the charge(s).
 - c. Be informed about the hearing process.
 - d. A reasonable period of time to prepare for a hearing.
 - e. Request a delay of a hearing due to extenuating circumstances.
 - f. Be notified of the proposed information to be presented and to know the identity of witnesses who have been called to speak at the hearing when such information is known by the Director of Community Standards or designee prior to the hearing.
 - g. Be accompanied by a support person during the hearing. A student should select as a support person one whose schedule allows attendance at the scheduled date and time for the student conduct hearing because delays will not normally be allowed due to the scheduling conflicts of a support person.
 - h. Be present at all stages of the hearing process except during the private deliberations of the Hearing Body. Following the hearing, the Hearing Body shall advise the Accused Student, group and/or organization (and a complaining student who believes s/he was the victim of another student's conduct) in writing of its determination and of the sanction(s) imposed, if any.
 - i. Submit a written account or present a personal statement regarding the incident. The decision to not present information is not an admission of responsibility.
 - j. Present information and incident witnesses when deemed appropriate and relevant by the Hearing Body.
 - k. Respond to statements and other information presented at the hearing.
 - l. Present a personal or community impact statement to the Hearing Body upon a finding of "Responsibility".
3. A hearing shall be conducted by a Hearing Body in accordance with the procedures listed below. When a University official serves as the sole member of the Hearing Body, that official may be referred to as the "chair". Specific hearing bodies may adopt additional procedures that are not inconsistent with the provisions of *The Student Code*:
 - a. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Student Code proceedings.
 - b. A hearing shall be conducted in private.
 - c. Admission of any person into the hearing room shall be at the discretion of the chair of the Hearing Body. The chair shall have the authority to discharge or to remove any person whose presence is deemed *Responsibilities of Community Life: The Student Code* unnecessary or obstructive to the proceedings. Number of witnesses coming to the hearing should be presented to the chair of the Hearing Body at least two days prior to the hearing.
 - d. When a hearing involves more than one Accused Student, the Director of Community Standards or designee may, at his or her discretion, permit the student conduct hearings concerning each student to be conducted either separately or jointly.
 - e. If an Accused Student, after receiving notification, does not appear before a hearing, the hearing will proceed without the student.
 - f. Except as directed by the chair, the support person shall limit his/her role in a hearing to that of a consultant to the accused, to the Complainant, or to the victim.
 - g. The Complainant, the Accused Student and the Hearing Body may arrange for witnesses to present pertinent information to the Hearing Body. The Accused Student, Complainant, and any witnesses will

provide information to and answer questions from the Hearing Body. Questions may be suggested by the Accused Student and/or Complainant to be answered by each other or by other witnesses. This will be conducted by the Hearing Body with such questions directed to the chair, rather than to the witnesses directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received shall be resolved in the discretion of the chair.

h. Pertinent records, exhibits, and written statements (including Student Impact Statements) may be accepted as information for consideration by the Hearing Body at its discretion. Information presented by a student during a hearing that indicates a potential violation of *The Student Code* may be adjudicated at a future time.

i. After the portion of the hearing concludes in which all pertinent information has been received, the Hearing Body shall determine whether the Accused Student has violated each section of *The Student Code* which the student is charged with violating.

j. The Hearing Body's determination shall be made on the basis of whether it is more likely than not that the Accused Student violated *The Student Code*.

k. When an Accused Student has been found "Responsible" on any charge, the Hearing Body shall review the student's academic transcript and student conduct history, hear impact statements by both the Accused Student and Complaining Party, and impose the appropriate sanction(s).

l. All procedural questions are subject to the final decision of the chair or the hearing advisor of the Hearing Body.

4. All hearings will be recorded and the University will maintain the audio recordings as required by Connecticut state law and are the property of the University. Participants are prohibited from making their own recording. Upon written request, an Accused Student or Complainant may review the audio recording and make appropriate arrangements for it to be transcribed at the University. Arrangements and all associated costs involved in the transcription will be the responsibility of the requesting individual.

^{iv} Student Code IV.E.1.a-e

E. Sanctions

1. The following sanctions may be imposed, individually or in various combinations, on any student found to have violated *The Student Code*. Please note this is not an exhaustive list of sanctions:

a. **Warning:** A written notice that the student has violated University policy and a warning that another violation will likely result in a more severe sanction.

b. **University Probation:** Probation is a designated period of time wherein a student is given the opportunity to modify unacceptable behavior and/or to complete specific assignments in an effort to regain the full student privileges within the University community. Probation includes the probability of "University Suspension" or "University Expulsion" if the student is found responsible for a subsequent violation during the probationary period.

c. **University Suspension:** Separation from the University for a designated period of time after which the student shall be eligible to return. Conditions for readmission may be specified. A student who is on suspension is prohibited from participating in any University activity or program. The individual may not be in or on any University owned or leased property without securing prior approval from the Dean of Students. A notation of "Suspension" shall be placed on the student's official transcript until graduation. However, the student may petition the Dean of Students for earlier removal of the notation upon completion of the Suspension. The University of Connecticut will not accept credits earned at another institution during a period of suspension.

d. **University Expulsion:** Permanent separation from the University. A student who has been expelled is prohibited from participating in any University activity or program. The individual may not be in or on any *Responsibilities of Community Life: The Student Code* University owned or leased property. A permanent notation of "Expulsion" shall be placed on the student's transcript.

e. **Additional Sanctions:** The following may be given in conjunction with any of the above:

i. **Loss of Privileges:** Denial of specified privileges for a designated period of time.

ii. **Restitution:** Compensation for loss of or damage to property or services rendered. This may take the form of appropriate service and/or monetary or material replacement.

iii. **Removal from Housing:** Separation of the student from University approved housing for a designated

period of time after which the student shall be eligible to return. Removal may include loss of dining privileges. Conditions for readmission may be specified.

iv. **Educational Initiatives:** Projects; participation in health or safety programs (the student may be required to pay a fee); service to the University or to the larger community; and other assignments as warranted.

ATTACHMENT #43

Annual Report
President's Athletic Advisory Committee (PAAC)
University Senate Presentation
Spring, 2008

During the 2007-08 the University completed its NCAA recertification process which culminated in a campus visit of a review team in October of 2007. The review team was very pleased with the status of the program although the official report from the NCAA recertifying the program is due later this Spring. Virtually all members of PAAC served on one of the three recertification subcommittees that addressed the areas of Academic Integrity, Governance and Commitment to Rule Compliance, and Equity and Student-Athlete Well-Being. The comprehensive review of the program was then followed up by various subcommittees of PAAC and these subcommittees will continue to monitor the areas addressed in the overall recertification process.

Academic Subcommittee

One major issue this year for the academic subcommittee was a requirement by the NCAA that universities prepare academic improvement plans for any athletic team that falls below the cutoff score in its APR metric. Briefly, the APR metric measures a student-athlete's progress towards earning their degree as well as the university's retention of the student-athlete. Each semester a student-athlete who received scholarship support from athletics can earn up to two points in the APR metric. One point is earned if the student-athlete remains eligible and the second point is earned if the student-athlete returns for the following semester. Over a year a student-athlete can, therefore, earned up to four points. The APR metric is measured on a team basis and a ratio of points earned by the team versus points available is computed. A team must achieve an overall metric of 925 (essentially a percentage, i.e. 92.5%). If a team falls below the 925 metric an academic improvement plan needs to be created and monitored to assess the improvement of the team over time.

The APR metric was created by the NCAA as part of their academic reforms and the first set of data was produced for the 2004-05 academic year and was based on a two-year average. In 2005-06 a second set of data was produced based on a three-year average. The data for 2006-07 is currently in draft form and will be made public some time later this spring, likely in May. In the first two sets of data the following teams fell below the 925 APR metric:

Women's Volleyball 2004-05
Men's Tennis 2004-05

Men's Cross Country 2004-05
 Men's Cross Country 2005-06
 Men's Basketball 2005-06

The preliminary data for 2006-07 indicate that only one team falls slightly below the metric and all other teams are above the metric. Nonetheless, any team that fell below the metric in a prior year must be monitored for a four year period of time even after they have achieved a score above 925.

The academic improvement plans were formulated by Bruce Cohen in his role as Director of CPIA along with Jeff Hathaway and Alicia Alford (Associated Director of Athletics - Compliance) and the plans were reviewed by the Academic Subcommittee of PAAC this Spring. At a spring meeting of PAAC a resolution was passed approving these plans and our recommendation that the Provost and President accept them will be made as the final step in our institutional oversight of the process. In the future the Academic Subcommittee of PAAC will annually review the progress being made on the academic improvement plans.

Faculty/Staff Relations Subcommittee

Outside of the work on the NCAA recertification process the faculty and staff relations subcommittee of PAAC conducted numerous faculty/staff breakfast meetings to facilitate communications with faculty, staff and representatives from the Division of Athletics and PAAC. The breakfasts were very successful and numerous issues were raised and addressed during the year. In some cases issues related to specific athletes were resolved immediately following the breakfast with the faculty or staff who was involved. Suggestions were made for next year that some breakfasts target specific audiences such as academic advisors, Dean's Council, new faculty, etc.

The subcommittee also presented recommendations for next year that included additional mechanisms for promoting joint academic and athletic events. One idea was to create the equivalent of the Big Ten Academic Consortium through which the schools within the Big East might collaborate on a variety of issues both athletic and academic. A second idea was to co-sponsor academic presentations such as an event that might host a former athlete who had found other types of success outside of athletics. A third idea was that athletics might sponsor academic projects done in fulfillment of various "capstone" projects required within a variety of majors.

Budget and Facilities Subcommittee

The budget and facilities committee reviewed the budget for the Division of Athletics and also reviewed the most recent agreed-upon procedures report done by an outside auditing firm. The agreed-upon procedures report enumerated 40 separate procedures that were performed to test the allocations of various funds

as well as the accuracy of the division's records. The extensive (22 page) report raised no significant issues. The report was done by Seward & Monde of New Haven and is a report to the President's Office.

Diversity and Equity Subcommittee

The Diversity and Equity Subcommittee reviewed the Title IX report, the University's Diversity and Equity plans for the Division of Athletics and met with the Director of the Office of Diversity and Equity. They will also review the student-athlete survey and exit interview results related to diversity and equity issues once they are available.

PAAC Meeting Agenda Items

Some of the major topics discussed during the regular PAAC meetings during the year included:

- 1) A review of the Title IX report and a discussion with the outside consultant that prepares the report, Lamar Daniels. This discussion also led to a discussion of facilities and PAAC noted that several significant athletic facilities will be in need of replacement in the intermediate term and that care must be taken to make sure that we do not violate Title IX issues as these facilities are upgraded. The Title IX report is reviewed by the Diversity and Equity Subcommittee every year.
- 2) During the Fall Big East Commissioner Mike Traghese addressed PAAC and provided many insightful comments about the history and growth of the Big East including the success of the football programs in the Big East. He also discussed the importance of the APR metric and the need for universities, athletic departments and coaches to monitor this metric over time.
- 3) During the Fall we reviewed the changes in the governance structure of the NCAA. We also reviewed pending NCAA legislation and found that there were no major issues currently before the NCAA that required our attention or recommendations.
- 4) Alicia Alford was hired during the year as the Associate Director of Athletics for compliance and she presented a review of the APR metrics. She also led a discussion of the NCAA requirement for the academic improvement plans. An entire meeting was devoted to discussing the nature of the plans and how improvements might be made in terms of eligibility and retention of student-athletes.

ATTACHMENT #44

ANNUAL REPORT OF THE UNIVERSITY BUDGET COMMITTEE
PRESENTED TO THE UNIVERSITY SENATE,
March 31, 2008

The University Budget Committee dealt with a variety of issues concerning the University's operating and capital budgets. Members of the committee received and discussed reports from University staff and administrators on:

- The budget implications of the center for public health, the process for student fee approvals, and the budget that was part of the tri-campus initiative.
- The University budget process and the input from deans into that process.
- The determination of F&A and the use of the funds with a request for greater transparency in the decision making process.
- The UCONN 21st century program extension to 2016 with no new funding and the current funding not sufficient to meet all infrastructure needs.

During this academic year, the Committee did not bring forward any proposals for the University Senate to receive and adopt. Deliberation focused on the impact of the academic plan on the budget, the budget decision making process, the allocation of F&A dollars, and the impact of PeopleSoft on faculty time and effort.

During this report time period, Provost Nicholls and Vice Provost Singha attended two meetings. The first was in April, 2007 and the second in February, 2008. During the April meeting, the topics of discussion included the budget impact of the center for public health, student fees, and the tri-campus budget. The Provost stated that to establish a school of public health would cost millions. The Storrs campus commitment remains at \$375,000 with faculty from different departments teaching courses for the center which is currently supervising graduate students. General university fees pay for non-academic services. In 2002, a student fee committee established a structure for the approval of institutional fees, student fees, and academic material fees. Fee increase requests start at the provost, then move to the vice president for finance, and then to the board of trustees for approval.

The tri campus was an association of three campuses together for a variety of reasons such as to offer degree programs, share resources such as IT, and to share advising. A faculty task force examined options and academic control was moved to Storrs.

The September and October, 2008 meetings focused on the university budget for the new fiscal year. Bruce DeTora introduced Lysa Teal as the budget director. The PowerPoint presentation from the August 1, 2007 Board of Trustees meeting was distributed (<http://www.cfo.uconn.edu/BOT/BOT.html>). For FY08, the University will provide a 3% inflationary increase in all contractual and commodities paid under 2 ledger accounts. Typically, collective bargaining increases are provided from the central pool. This year, the University had a 5% tuition increase and a current services budget provided by the

state. The collective bargaining agreement was 4.99% for FY08 for both AAUP and UCPEA.

Starting in January, fiscal year reviews or budget hearings are held internally with each budget area, both academic and non academic. This includes a review of where the unit stands financially and a form to request new monies, including new faculty. The provost holds meetings with each dean and discusses new faculty requests. Then, the budget office compiles all requests that can total as high as \$20 million and may not include all equipment. The budget office role is to provide data into the decision making process, while the president, vice-presidents, and provost make the allocation decisions.

Greg Anderson, vice provost and dean, research and graduate education met with the committee in November to discuss the allocations for the F&A (also called indirect or IDC) dollars. A handout titled *VPRGE Funding* was provided listing allocations in a normal year from ledger 4 accounts (F&A or IDC) of about \$16 million. The F&A for research grants are allocated through Greg's office and those for education grants go through Bruce's office. Negotiation for the F&A rate is done with the federal government. UConn's rate went up from 48% to 52% as new buildings came on line and operating costs increased. The suggestion was made that for centers, the amount and number of grants received should be posted on the Web. The perception is that the decision process of the Research Foundation needs to be more transparent.

The December meeting focused on facilities and operations. Dr. Feldman stated that the chief operating officer's (COO) umbrella includes UCONN 2000 as a key responsibility. Jim Bradley, also present, has a background in capital projects and planning. Capital projects are named in UCONN 2000 phase 3 and embodied by statute created by legislation. Capital projects cannot be added, deleted, or changed by name without the approval of the General Assembly. Phase 3 has just started and extends until 2016, with the same pool of dollars originally allocated through 2015.

UConn 2000 phase 3 will have adjustments made in order to align capital investment with the new academic plan. The process for making these decisions is important and needs to be transparent. Each year the board of trustees reviews capital improvement plans. Projects are scheduled by academic priorities and by cash flow for each year.

Information Technology and People Soft were the topics for the January meeting including the information technology budget and decisions regarding PeopleSoft. Dan Mooney, director, enterprise administrative systems, UITs, Dolan Evanovich, vice provost, enrollment management, and Jeff von Munkwitz-Smith, university registrar were present. The majority of the members of the original committee to select PeopleSoft were faculty members. There are faculty members on the University's PeopleSoft advisory committee. Elaine David is chairing a new UITs faculty advisory committee. Version 9.0 is being implemented. A similar committee has been created for students. Complements were given to the registrar office for their assistance in resolving PeopleSoft issues.

As a result of the committee discussion, the following recommendations are being made:

- (1) determine a means to tap into faculty expertise on institutional operational issues,
- (2) develop a centralized mechanism for faculty to express concerns on issues or increase the outreach to faculty for their input into changes under consideration, and
- (3) invite faculty to participate in the PeopleSoft higher education user group.

Conclusions

The committee would like to thank our guests this year as each shared openly and were forthright with the group. We engaged in passionate discussions around topics of concern including the reallocation of dollars, impact of the new academic plan, how to balance needs with remaining resources in UCONN 2000, and challenges and frustrations of PeopleSoft.

The committee is grateful to Bruce Detora for his insights and perspectives on the university budget. We appreciate the involvement of Lysa Teal in our meetings and could not get by without the capable efforts of Tammy Gifford in the Senate Office.

Respectfully submitted,

Nancy Bull (chair), Jeffrey Bernath, Tracie Borden, David Clokey, Sue Lipsky, James Marsden, Daniel Stolzenberg, Paul Makai, Philip Mannheim, Nalini Ravishanker, James Boster, Sherri Olson, Lucy Gilson, Kent Holsinger, Neil Facchinetti, Bruce DeTora, Jennifer Fontanella, Jim Holzworth, Winthrop Smith, Matthew Shapiro

ATTACHMENT #45



PROMOTION, TENURE, AND REAPPOINTMENT FORM

NAME:

DEPARTMENT:

SCHOOL/COLLEGE:

CAMPUS:

DATE OF HIRE:

DATE OF TENURE: (awarded/anticipated)

CANDIDATE FOR (Check all that apply):

Promotion to:

Tenure

Reappointment in a position leading to tenure

Reappointment in a position not leading to tenure

International Faculty: It is the policy of the University of Connecticut to not grant tenure in the absence of permanent residency. It is the obligation of the faculty member in a tenure-track position to pursue permanent residency status in a timely manner. ~~It is important that the faculty member work with the Department of International Services and Programs to ensure that this is achieved during the probationary period.~~

Revised: March 2008

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INSTRUCTIONS

- This PTR form is to be used for promotion, tenure, and reappointment of tenure-track faculty in all schools/colleges. The form should also be used for the promotion of individuals who are in positions that do not lead to tenure and may be used for the reappointment of individuals who are not in tenure track positions.
- *Note: For a first year reappointment the candidate only needs to complete the Cover Page and Section One and the Department Head only needs to complete Section Three part B - VI: Recommendation of the Department Head.*

For the Candidate:

- The candidate is responsible for ~~the completion of~~ the Cover Page, Section One and Section Two. Candidates should consult with their Department Heads to ensure that the information in Sections One and Two of the form are complete and in the correct format. The accuracy and completeness of these sections are the responsibility of the candidate.
- For all chronological items (e.g., courses taught, advising, bibliography, grants, etc) list these from present to past (in a reverse chronological order). Do not use font smaller than 12-point to complete this form. Mark as “not applicable” any questions or sections of the form that fall into this category.
- All supplementary material, including student evaluations of teaching, letters of acceptance for publications, reviews, reprints, etc., should be appropriately labeled and inserted as appendices after Section Three.
- After completing the relevant sections the candidate should submit the form to the Department Head and retain a copy for his/her files. The completed PTR form along with all supporting documentation becomes the candidate’s dossier.
- Upon request, a candidate may review and/or update his/her PTR ~~file-dossier~~ at any step of the process.

For the Department Head:

- The Department Head is responsible for ensuring the completion of Section Three parts A and B. These should reflect as accurately as possible the opinion of the Department Head, as well as those of the candidate’s colleagues and students, and others whose opinions may be useful. The written report of the Departmental PTR Advisory Committee should be included as Section Three part A. In cases where the judgment of the Department Head differs from the advice he/she has received, all views should be recorded. The Department Head must inform the candidate in writing of substantive negative findings and of the reason for negative recommendations. External letters of reference (required for tenure and promotion) should be inserted after Section Three part D: Recommendation of the Dean.
- After making his/her recommendation, the Department Head will forward the dossier to the Dean.

For the Dean:

- The Dean is responsible for ensuring the completion of Section Three parts C and D and forwarding the dossier to the Provost.

Note: Schools that are non-departmentalized (Law, Nursing and Social Work) may use a substitute mechanism for obtaining input from advisory committees other than a Departmental PTR Advisory Committee or a Department Head. This protocol should be disseminated to the faculty in the school.

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SECTION ONE: PROFESSIONAL EXPERIENCE AND EDUCATION

Name:

SERVICE ACADEMIC APPOINTMENTS AT THE UNIVERSITY OF CONNECTICUT

Present Rank: Since:(mm/yy)

Previous Rank: Since:(mm/yy)

Previous Rank: Since:(mm/yy)

SERVICE PROFESSIONAL EXPERIENCE PRIOR TO THE UNIVERSITY OF CONNECTICUT *(limit to a period of 10 years)*

<u>Title and organization</u>	<u>From</u>	<u>To</u>
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EDUCATIONAL BACKGROUND

<u>Degree</u>	<u>Field</u>	<u>Institution</u>	<u>Date:(mm/yy)</u>
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SECTION TWO: TEACHING, SCHOLARSHIP AND SERVICE

(Faculty member should complete Section Two parts A-E)

A. UNDERGRADUATE AND GRADUATE TEACHING

1. Briefly (suggested length 300-500 words) describe your teaching philosophy, your goals relative to your instructional responsibilities, and any activities you have undertaken to enhance your pedagogical capabilities.

2. Briefly describe your teaching specialties (content areas).

3. List (in reverse chronological order) the courses you have taught at the University of Connecticut by (~~provide~~ semester and year (include the course ~~was taught, course~~ number and title, whether it was solo or team taught, and enrollment).

<u>Semester & Year</u>	<u>Course No. & Title</u>	<u>Solo (Y/N)</u>	<u>Enrollment</u>
--------------------------------	-------------------------------	-----------------------	-------------------

For each course taught insert a copy of the Office of Institutional Research (OIR) student evaluation ~~as under~~ “an Appendix A” (labeled “Student Evaluations of Teaching”). If there are formal departmental student evaluations, insert these after the OIR evaluations in this Appendix.

Do not append individual comment sheets from students.

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4. Provide the number of undergraduate majors you have advised in each of the past five years.

Year

Number of Advisees

5. Briefly ~~describe~~ list other advising or counseling duties with which you have been involved (e.g. advising Honors students, mentoring undergraduate research projects, advising non-majors, etc.).

6. If you are a member of the Graduate Faculty, provide date (mm/yy) of appointment:

MASTER'S DEGREE ADVISING

(~~in reverse chronological order since initial appointment or last promotion~~)

As Major Advisor:

<u>Name of advisee</u>	<u>Year admitted</u>	<u>Year degree awarded</u>
------------------------	----------------------	----------------------------

As Associate Advisor:

<u>Name of advisee</u>	<u>Year degree awarded</u>
------------------------	----------------------------

Ph.D. ADVISING

(~~in reverse chronological order since initial appointment or last promotion~~)

As Major Advisor:

<u>Name of advisee</u>	<u>Year admitted</u>	<u>Year degree awarded</u>
------------------------	----------------------	----------------------------

As Associate Advisor:

<u>Name of advisee</u>	<u>Year degree awarded</u>
------------------------	----------------------------

B. SCHOLARSHIP AND CREATIVE ACCOMPLISHMENTS (including art exhibits, musical compositions, and/or dramatic productions). All listed items should be in reverse chronological order.

1. Briefly (suggested length 300-500 words) outline your scholarly/creative goals for the next 5 to 10 years and the activities you have initiated to achieve them.
2. Scholarly/Creative Record. Provide full citations of your ***published*** work in the standard entry form used in your field for the categories listed below. Each citation should include a complete list of authors and pagination. (Do not include work in progress, submitted for publication, or in press).
 - a. Books, Monographs, ~~Dissertation~~
 - b. Book Chapters
 - c. Textbooks
 - d. Refereed Journal Articles
 - e. Conference Proceedings
 - Full length papers
 - Abstracts
 - f. Miscellaneous Publications (including reviews, technical articles, and non-refereed journal articles)
 - g. Exhibits, Performances, Curatorial Activity
3. List published reviews of your scholarly work or creative accomplishments (if available, attach copies as an appropriately labeled Appendix).
4. List unpublished or unreleased work (including where it was submitted/accepted).
 - a. Now accepted or in press (attach acceptance letter as an appropriately labeled Appendix).
 - b. Submitted for publication or dissemination (with date of submission).
5. List creative works or manuscripts currently under preparation. (If you wish work in progress to be part of your evaluation, tangible evidence of the work must be made available for review. Provide this as an appropriately labeled Appendix).

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6. List all unpublished papers or colloquia you have delivered before professional groups. ~~since your initial appointment (or your last promotion)~~. Indicate whether the talk was invited or contributed and the name of the national, regional, or local organization or group.
7. List ~~any internal or all~~ external grants or contracts for which you have applied. P (provide your role (PI, co-PI, named investigator), your percent time, grant title, funding agency, funding status (funded, pending, not funded), funds requested or received, and duration (start and end date of grant)).
8. List all internal grants or contracts for which you have applied. Provide your role (PI, co-PI, named investigator), your percent time, grant title, funding source, funding status (funded, pending, not funded), funds requested or received, and duration (start and end date of grant).
- _____
- ~~89.~~ List any fellowships you have held, with dates.
- ~~910.~~ List and briefly describe any professional honors (with dates) that you have received related to scholarship or creative accomplishments.

C. ACADEMIC AND PROFESSIONAL SERVICE. All listed items should be in reverse chronological order.

1. List departmental level committees on which you have served and any other departmental assignments you have undertaken. For each entry provide the name of committee or assignment, the responsibilities of the assignment, and ~~indicate~~ dates of service.

2. List school/~~or~~-college and University level service activities. For each entry, provide name of committee or ~~describe the~~ assignment, the responsibilities of the assignment, and ~~indicate~~ dates of service.

3. ~~List University level service activities. For each entry, provide name of committee or describe the assignment, and indicate dates of service.~~

43. List your activities to your discipline(s)/For those professional organizations e.g., holding office, committee assignments, participation in grant panels, editorships, ad hoc review of journals, grant proposals, and books, etc. in which you are active, describe the level of responsibility as evidenced by holding office, performing committee duties, etc. For each entry, provide name of committee or ~~describe the~~ assignment, the responsibilities of the assignment, and ~~indicate~~ dates of service.

54. List your ~~professional outreach and~~ service contributions to the non-University community e.g., talks to community groups, assistance to non-profit organizations etc.- For each entry, provide name of committee or describe the assignment, and ~~indicate~~ dates of service.

D. JOINT APPOINTMENTS

If you hold a joint appointment and your work is supervised by individuals other than your Department Head (e.g., regional campus director or associate vice provost, institute director, head of department in which you hold a joint appointment), list their name(s) and title(s) and briefly describe your duties for their program(s).

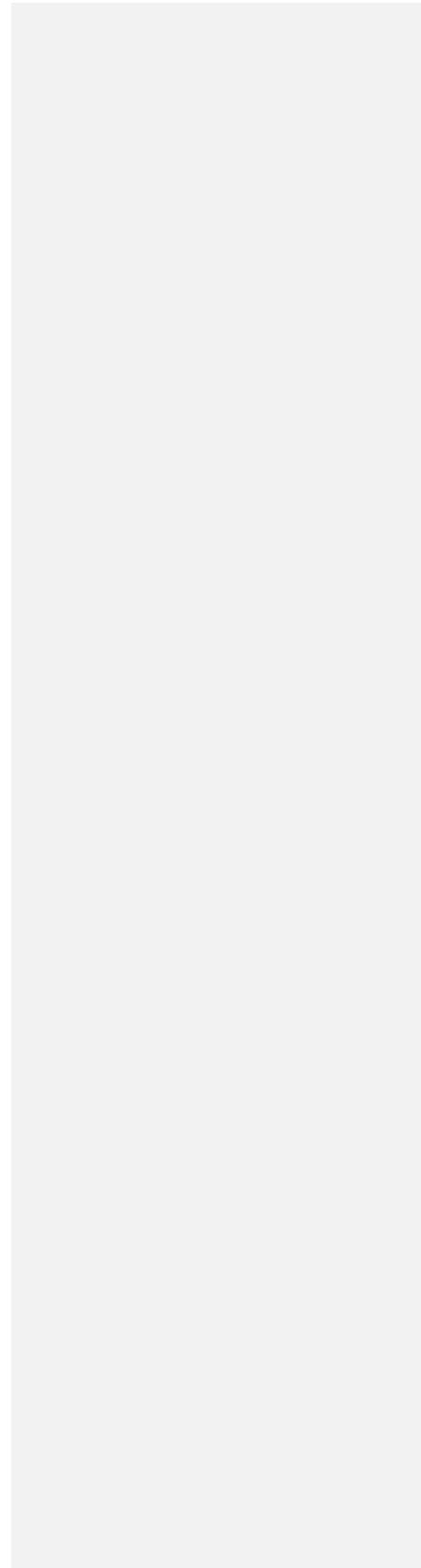
E. STATEMENT BY FACULTY MEMBER

I certify that this information is complete and correct. I have added the items listed below to the folder (in an Appendix following Section Three), so that they may be made part of the record to be reviewed as a part of the tenure and promotion process.

Signature: _____

Name:

Date:



SECTION THREE: EVALUATION**A. RECOMMENDATION OF THE DEPARTMENTAL PROMOTION, TENURE, AND REAPPOINTMENT ADVISORY COMMITTEE**

Provide an evaluation of the candidate together with supporting data and dissenting views, if any. What was the vote of the committee regarding its recommendation? If there was a division of opinion regarding the recommendation, provide the reasons for this division of opinion.

In addition, evaluations from others who supervise the candidate's work should be included here and labeled "Other Evaluations."

B. DEPARTMENT HEAD'S RECOMMENDATION**I. UNDERGRADUATE AND GRADUATE TEACHING**

1. What is your estimate of the faculty member's competence as a teacher? What are his/her strengths and weaknesses? Do you believe that the student evaluations fairly reflect his/her teaching? Explain.
2. What other evidence do you have regarding the effectiveness of the faculty member's teaching? Add any supporting materials you believe are germane, including peer evaluation through direct observation of the faculty member's teaching, his/ her contributions to the teaching activities of the department such as developing new courses, supervising independent study projects, etc.
3. What is your estimate of the faculty member's performance as an advisor of undergraduate majors?

4. What is your estimate of the faculty member's performance as a graduate advisor?

II. SCHOLARSHIP

1. Evaluate the quality of the faculty member's scholarly and creative activities. Identify the articles published in the major refereed journals in the field or other significant outlets relevant to the field. Where these are available, summarize or quote from reviewers' opinions.
2. Evaluate the quality of work the faculty member has awaiting release, in press or submitted for publication (see Section Two part B, item #4). What are your expectations of its value and ultimate reception?
3. Where appropriate, evaluate the activity of the faculty member in applying for, and securing external funding to support his/her research.

4. Based on the candidate's objectives for scholarship or creative activity and work in progress (see Section Two part B, items #1 and #4), evaluate the potential scholarly contribution of the candidate over the long term.

5. Do you consider the faculty member to have a national or international reputation in his/her field? For what specific scholarly contributions is the individual known outside the University?

6. For tenure and promotion to associate or full professor: Attach letters from four or more people in the faculty member's field outside of the University who can speak to his/her professional contribution to scholarship. It is important to solicit impartial evaluation of the candidate's scholarly contribution to the field. These letters should not be from close acquaintances, former mentors or collaborators. Indicate which of the letters is from the list of names suggested by the candidate, and which were suggested by you or the Departmental PTR Advisory Committee.

Briefly summarize the comments of the outside reviewers and their affiliation and qualifications ~~of the outside reviewers~~ to evaluate the candidate.

III. ACADEMIC AND PROFESSIONAL SERVICE

1. Evaluate the contributions of the candidate to the departmental committees on which he/she has served and any other departmental responsibilities he/she has undertaken.

2. Evaluate the contributions of the candidate to school/college and University committees or other activities in which he/she has participated.

3. Evaluate the candidate's contributions to professional organizations-his/her discipline(s)/professional organizations. These include holding office, committee assignments, participation in grant panels, editorships, ad hoc review of journals, grant proposals, and books, etc. of which he/she is a member.

4. Evaluate ~~the professional service contributions of the candidate's -outside the University community in which he/she has participated.~~outreach and service contributions to the non-University community. These include talks to community groups, assistance to non-profit organizations etc.

IV. ADVICE FROM COLLEAGUES

Section Three A provides the Departmental PTR Advisory Committee's report on this faculty member along with the comments of others who supervise the candidate's work.

1. Describe the procedure for the selection of the Departmental PTR Advisory Committee, its composition and its procedures.
2. If there was a division of opinion on this recommendation within the PTR Committee, report the vote, ~~the reasons for the division of opinion,~~ and comment on any views taken by the committee with which your recommendation disagrees.
3. If you have consulted others beside the PTR Committee about this faculty member, list the individuals or ad hoc groups consulted and summarize their advice. Comment specifically on any views that differ from your own conclusions.

V. ADDITIONAL COMMENTS

Add any other evidence you feel is germane, and make any additional comments you believe should accompany your recommendation.

VI. RECOMMENDATION OF THE DEPARTMENT HEAD

This report contains the advice I have received from others and clearly states my own opinion.

I recommend that:
(name of candidate)

Check all statements that apply:

- Be promoted to the rank of
- Be granted permanent academic tenure
- Be given a terminal appointment
- Be reappointed for another probationary year
- Be reappointed in a position not leading to tenure
- Not be promoted
- Not be reappointed

Signed: _____

Date:

Note: For a first year reappointment the Department Head only needs to complete this page (Section Three part B - VI: Recommendation of the Department Head). The Department Head should give a copy of this page to the candidate.

VII. FOR SECOND AND SUBSEQUENT REAPPOINTMENTS

Please add any additional comments you deem necessary for each recommendation of a second or subsequent reappointment. Be certain that you check the appropriate statement in each cluster.

This faculty member was reappointed last year. At that time I checked the statement that judged him/her to be:

- Performing in superior fashion
- Performing competently
- Not performing as well as expected

To date~~his year~~, in my judgment (check the statement that is appropriate):

- The faculty member is performing in a superior fashion; therefore, I recommend reappointment.
- The faculty member is performing competently; therefore, I recommend reappointment.
- The faculty member is not performing as expected; nonetheless, I recommend reappointment for another probationary year ~~in hope~~ with the expectation that he/she may, in that period, effectively address the noted weaknesses~~overcome the weaknesses seen~~. At present I am in doubt as to whether he/she will earn tenure in due course.
- The faculty member is not performing as expected; therefore, I do not recommend reappointment.

(The current academic year~~is~~ is the faculty member's probationary year.)

- This individual is not in a position leading to tenure; but funding permitting, I recommend reappointment.

Signed: _____

Date:

THE DEPARTMENT HEAD SHOULD GIVE A COPY OF THIS PAGE TO THE CANDIDATE

C. DEAN'S ADVISORY COUNCIL RECOMMENDATION

Provide an evaluation of the candidate together with supporting data. What was the vote of the Council regarding its recommendation? If there was a division of opinion regarding the recommendation, provide the reasons for this division of opinion.

D. RECOMMENDATION OF THE DEAN

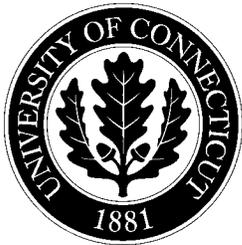
Provide your recommendations regarding the candidate. Comment in detail on any aspects of the Department Head's recommendation and the advice of the Departmental PTR Advisory Committee or the Dean's Advisory Council with which you disagree.

If there was an appeal at the Dean's level, please describe this and report on its outcome.

Signed: _____

Date:

ATTACHMENT #46



PROMOTION, TENURE, AND REAPPOINTMENT FORM

NAME:

DEPARTMENT:

SCHOOL/COLLEGE:

CAMPUS:

DATE OF HIRE:

DATE OF TENURE: (awarded/anticipated)

CANDIDATE FOR (Check all that apply):

Promotion to:

Tenure

Reappointment in a position leading to tenure

Reappointment in a position not leading to tenure

International Faculty: It is the policy of the University of Connecticut to not grant tenure in the absence of permanent residency. It is the obligation of the faculty member in a tenure-track position to pursue permanent residency status in a timely manner.

Revised: March 2008

INSTRUCTIONS

- This PTR form is to be used for promotion, tenure, and reappointment of tenure-track faculty in all schools/colleges. The form should also be used for the promotion of individuals who are in positions that do not lead to tenure and may be used for the reappointment of individuals who are not in tenure track positions.
- *Note: For a first year reappointment the candidate only needs to complete the Cover Page and Section One and the Department Head only needs to complete Section Three part B - VI: Recommendation of the Department Head.*

For the Candidate:

- The candidate is responsible for completing the Cover Page, Section One and Section Two. Candidates should consult with their Department Heads to ensure that the information in Sections One and Two of the form are complete and in the correct format. The accuracy and completeness of these sections are the responsibility of the candidate.
- For all chronological items (e.g., courses taught, advising, bibliography, grants, etc) list these from present to past (in a reverse chronological order). Do not use font smaller than 12-point to complete this form. Mark as “not applicable” any questions or sections of the form that fall into this category.
- All supplementary material, including student evaluations of teaching, letters of acceptance for publications, reviews, reprints, etc., should be appropriately labeled and inserted as appendices after Section Three.
- After completing the relevant sections the candidate should submit the form to the Department Head and retain a copy for his/her files. The completed PTR form along with all supporting documentation becomes the candidate’s dossier.
- Upon request, a candidate may review and/or update his/her PTR dossier at any step of the process.

For the Department Head:

- The Department Head is responsible for ensuring the completion of Section Three parts A and B. These should reflect as accurately as possible the opinion of the Department Head, as well as those of the candidate’s colleagues and students, and others whose opinions may be useful. The written report of the Departmental PTR Advisory Committee should be included as Section Three part A. In cases where the judgment of the Department Head differs from the advice he/she has received, all views should be recorded. The Department Head must inform the candidate in writing of substantive negative findings and of the reason for negative recommendations. External letters of reference (required for tenure and promotion) should be inserted after Section Three part D: Recommendation of the Dean.
- After making his/her recommendation, the Department Head will forward the dossier to the Dean.

For the Dean:

- The Dean is responsible for ensuring the completion of Section Three parts C and D and forwarding the dossier to the Provost.

Note: Schools that are non-departmentalized (Law, Nursing and Social Work) may use a substitute mechanism for obtaining input from advisory committees other than a Departmental PTR Advisory Committee or a Department Head. This protocol should be disseminated to the faculty in the school.

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	8. Department Head Recommendation
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	Appendix A: Student Evaluations of Teaching

SECTION ONE: PROFESSIONAL EXPERIENCE AND EDUCATION

Name:

ACADEMIC APPOINTMENTS AT THE UNIVERSITY OF CONNECTICUT

Present Rank: Since:(mm/yy)

Previous Rank: Since:(mm/yy)

Previous Rank: Since:(mm/yy)

PROFESSIONAL EXPERIENCE PRIOR TO THE UNIVERSITY OF CONNECTICUT *(limit to a period of 10 years)*

<u>Title and organization</u>	<u>From</u>	<u>To</u>
-------------------------------	-------------	-----------

EDUCATIONAL BACKGROUND

<u>Degree</u>	<u>Field</u>	<u>Institution</u>	<u>Date:(mm/yy)</u>
---------------	--------------	--------------------	---------------------

SECTION TWO: TEACHING, SCHOLARSHIP AND SERVICE

(Faculty member should complete Section Two parts A-E)

A. UNDERGRADUATE AND GRADUATE TEACHING

1. Briefly (suggested length 300-500 words) describe your teaching philosophy, your goals relative to your instructional responsibilities, and any activities you have undertaken to enhance your pedagogical capabilities.
2. Briefly describe your teaching specialties (content areas).
3. List (in reverse chronological order) the courses you have taught at the University of Connecticut by semester and year (include the course number and title, whether it was solo or team taught, and enrollment).

<u>Semester & Year</u>	<u>Course No. & Title</u>	<u>Solo (Y/N)</u>	<u>Enrollment</u>
--------------------------------	-------------------------------	-----------------------	-------------------

For each course taught insert a copy of the Office of Institutional Research (OIR) student evaluation under "Appendix A" (labeled "Student Evaluations of Teaching"). If there are formal departmental student evaluations, insert these after the OIR evaluations in this Appendix.

Do not append individual comment sheets from students.

4. Provide the number of undergraduate majors you have advised in each of the past five years.

<u>Year</u>	<u>Number of Advisees</u>
-------------	---------------------------

5. Briefly list other advising or counseling duties with which you have been involved (e.g. advising Honors students, mentoring undergraduate research projects, advising non-majors, etc.).

6. If you are a member of the Graduate Faculty, provide date (mm/yy) of appointment:

MASTER'S DEGREE ADVISING

(in reverse chronological order)

As Major Advisor:

Name of advisee

Year admitted

Year degree awarded

As Associate Advisor:

Name of advisee

Year degree awarded

Ph.D. ADVISING

(in reverse chronological order)

As Major Advisor:

Name of advisee

Year admitted

Year degree awarded

As Associate Advisor:

Name of advisee

Year degree awarded

B. SCHOLARSHIP AND CREATIVE ACCOMPLISHMENTS (including art exhibits, musical compositions, and/or dramatic productions). All listed items should be in reverse chronological order.

1. Briefly (suggested length 300-500 words) outline your scholarly/creative goals for the next 5 to 10 years and the activities you have initiated to achieve them.

2. Scholarly/Creative Record. Provide full citations of your *published* work in the standard entry form used in your field for the categories listed below. Each citation should include a complete list of authors and pagination. (*Do not include work in progress, submitted for publication, or in press*).
 - a. Books, Monographs
 - b. Book Chapters
 - c. Textbooks
 - d. Refereed Journal Articles
 - e. Conference Proceedings
 - Full length papers
 - Abstracts
 - f. Miscellaneous Publications (including reviews, technical articles, and non-refereed journal articles)
 - g. Exhibits, Performances, Curatorial Activity

3. List published reviews of your scholarly work or creative accomplishments (if available, attach copies as an appropriately labeled Appendix).

4. List unpublished or unreleased work (including where it was submitted/accepted).
 - a. Now accepted or in press (attach acceptance letter as an appropriately labeled Appendix).
 - b. Submitted for publication or dissemination (with date of submission).

5. List creative works or manuscripts currently under preparation. (If you wish work in progress to be part of your evaluation, tangible evidence of the work must be made available for review. Provide this as an appropriately labeled Appendix).

6. List all unpublished papers or colloquia you have delivered before professional groups. Indicate whether the talk was invited or contributed and the name of the national, regional, or local organization or group.

7. List all external grants or contracts for which you have applied. Provide your role (PI, co-PI, named investigator), your percent time, grant title, funding agency, funding status (funded, pending, not funded), funds requested or received, and duration (start and end date of grant).

8. List all internal grants or contracts for which you have applied. Provide your role (PI, co-PI, named investigator), your percent time, grant title, funding source, funding status (funded, pending, not funded), funds requested or received, and duration (start and end date of grant).

9. List any fellowships you have held, with dates.

10. List and briefly describe any professional honors (with dates) that you have received related to scholarship or creative accomplishments.

C. ACADEMIC AND PROFESSIONAL SERVICE. All listed items should be in reverse chronological order.

1. List departmental level committees on which you have served and any other departmental assignments you have undertaken. For each entry provide the name of committee or assignment, the responsibilities of the assignment, and dates of service.

2. List school/college and University level service activities. For each entry, provide name of committee or assignment, the responsibilities of the assignment, and dates of service.

3. List your activities to your discipline(s)/professional organizations e.g., holding office, committee assignments, participation in grant panels, editorships, ad hoc review of journals, grant proposals, and books, etc. For each entry, provide name of committee or assignment, the responsibilities of the assignment, and dates of service.

4. List your outreach and service contributions to the non-University community e.g., talks to community groups, assistance to non-profit organizations etc. For each entry, provide name of committee or describe the assignment, and dates of service.

D. JOINT APPOINTMENTS

If you hold a joint appointment and your work is supervised by individuals other than your Department Head (e.g., regional campus director or associate vice provost, institute director, head of department in which you hold a joint appointment), list their name(s) and title(s) and briefly describe your duties for their program(s).

E. STATEMENT BY FACULTY MEMBER

I certify that this information is complete and correct. I have added the items listed below to the folder (in an Appendix following Section Three), so that they may be made part of the record to be reviewed as a part of the tenure and promotion process.

Signature: _____

Name:

Date:

SECTION THREE: EVALUATION**A. RECOMMENDATION OF THE DEPARTMENTAL PROMOTION, TENURE, AND REAPPOINTMENT ADVISORY COMMITTEE**

Provide an evaluation of the candidate together with supporting data and dissenting views, if any. What was the vote of the committee regarding its recommendation? If there was a division of opinion regarding the recommendation, provide the reasons for this division of opinion.

In addition, evaluations from others who supervise the candidate's work should be included here and labeled "Other Evaluations."

B. DEPARTMENT HEAD'S RECOMMENDATION

I. UNDERGRADUATE AND GRADUATE TEACHING

1. What is your estimate of the faculty member's competence as a teacher? What are his/her strengths and weaknesses? Do you believe that the student evaluations fairly reflect his/her teaching? Explain.
2. What other evidence do you have regarding the effectiveness of the faculty member's teaching? Add any supporting materials you believe are germane, including peer evaluation through direct observation of the faculty member's teaching, his/ her contributions to the teaching activities of the department such as developing new courses, supervising independent study projects, etc.
3. What is your estimate of the faculty member's performance as an advisor of undergraduate majors?
 4. What is your estimate of the faculty member's performance as a graduate advisor?

II. SCHOLARSHIP

1. Evaluate the quality of the faculty member's scholarly and creative activities. Identify the articles published in the major refereed journals in the field or other significant outlets relevant to the field. Where these are available, summarize or quote from reviewers' opinions.
2. Evaluate the quality of work the faculty member has awaiting release, in press or submitted for publication (see Section Two part B, item #4). What are your expectations of its value and ultimate reception?
3. Where appropriate, evaluate the activity of the faculty member in applying for, and securing external funding to support his/her research.

4. Based on the candidate's objectives for scholarship or creative activity and work in progress (see Section Two part B, items #1 and #4), evaluate the potential scholarly contribution of the candidate over the long term.

5. Do you consider the faculty member to have a national or international reputation in his/her field? For what specific scholarly contributions is the individual known outside the University?

6. For tenure and promotion to associate or full professor: Attach letters from four or more people in the faculty member's field outside of the University who can speak to his/her professional contribution to scholarship. It is important to solicit impartial evaluation of the candidate's scholarly contribution to the field. These letters should not be from close acquaintances, former mentors or collaborators. Indicate which of the letters is from the list of names suggested by the candidate, and which were suggested by you or the Departmental PTR Advisory Committee.

Briefly summarize the comments of the outside reviewers and their affiliation and qualifications to evaluate the candidate.

III. ACADEMIC AND PROFESSIONAL SERVICE

1. Evaluate the contributions of the candidate to the departmental committees on which he/she has served and any other departmental responsibilities he/she has undertaken.

2. Evaluate the contributions of the candidate to school/college and University committees or other activities in which he/she has participated.

3. Evaluate the candidate's contributions to his/her discipline(s)/professional organizations. These include holding office, committee assignments, participation in grant panels, editorships, ad hoc review of journals, grant proposals, and books, etc.

4. Evaluate the candidate's outreach and service contributions to the non-University community. These include talks to community groups, assistance to non-profit organizations etc.

IV. ADVICE FROM COLLEAGUES

Section Three A provides the Departmental PTR Advisory Committee's report on this faculty member along with the comments of others who supervise the candidate's work.

1. Describe the procedure for the selection of the Departmental PTR Advisory Committee, its composition and its procedures.
2. If there was a division of opinion on this recommendation within the PTR Committee, report the vote, and comment on any views taken by the committee with which your recommendation disagrees.
3. If you have consulted others beside the PTR Committee about this faculty member, list the individuals or ad hoc groups consulted and summarize their advice. Comment specifically on any views that differ from your own conclusions.

V. ADDITIONAL COMMENTS

Add any other evidence you feel is germane, and make any additional comments you believe should accompany your recommendation.

VI. RECOMMENDATION OF THE DEPARTMENT HEAD

This report contains the advice I have received from others and clearly states my own opinion.

I recommend that:

(name of candidate)

Check all statements that apply:

- Be promoted to the rank of
- Be granted permanent academic tenure
- Be given a terminal appointment
- Be reappointed for another probationary year
- Be reappointed in a position not leading to tenure
- Not be promoted
- Not be reappointed

Signed: _____

Date:

***Note:** For a first year reappointment the Department Head only needs to complete this page (Section Three part B - VI: Recommendation of the Department Head). The Department Head should give a copy of this page to the candidate.*

VII. FOR SECOND AND SUBSEQUENT REAPPOINTMENTS

Please add any additional comments you deem necessary for each recommendation of a second or subsequent reappointment. Be certain that you check the appropriate statement in each cluster.

This faculty member was reappointed last year. At that time I checked the statement that judged him/her to be:

_____ Performing in superior fashion

_____ Performing competently

_____ Not performing as well as expected

To date, in my judgment (check the statement that is appropriate):

_____ The faculty member is performing in a superior fashion; therefore, I recommend reappointment.

_____ The faculty member is performing competently; therefore, I recommend reappointment.

_____ The faculty member is not performing as expected; nonetheless, I recommend reappointment for another probationary year with the expectation that he/she may, in that period, effectively address the noted weakness. At present I am in doubt as to whether he/she will earn tenure in due course.

_____ The faculty member is not performing as expected; therefore, I do not recommend reappointment.

(The current academic year is the faculty member's _____ probationary year.)

_____ This individual is not in a position leading to tenure; but funding permitting, I recommend reappointment.

Signed: _____

Date:

THE DEPARTMENT HEAD SHOULD GIVE A COPY OF THIS PAGE TO THE CANDIDATE

C. DEAN'S ADVISORY COUNCIL RECOMMENDATION

Provide an evaluation of the candidate together with supporting data. What was the vote of the Council regarding its recommendation? If there was a division of opinion regarding the recommendation, provide the reasons for this division of opinion.

D. RECOMMENDATION OF THE DEAN

Provide your recommendations regarding the candidate. Comment in detail on any aspects of the Department Head's recommendation and the advice of the Departmental PTR Advisory Committee or the Dean's Advisory Council with which you disagree.

If there was an appeal at the Dean's level, please describe this and report on its outcome.

Signed: _____

Date:

ATTACHMENT #47



PROMOTION, TENURE & REAPPOINTMENT (PTR) PROCEDURES

Documents for Download

- [PTR Form \(Word Doc\)](#)
- [PTR Deadlines for 2007-2008 \(Word Doc\)](#)
- [PTR Dossier Checklist \(Word Doc\)](#)
- [PTR Summary Sheet \(Excel Spreadsheet\)](#)
- [Tenure Cycle and Dates \(PDF\)](#)

Introduction

The following Promotion, Tenure and Reappointment (PTR) procedures have been adopted by the faculties of the University of Connecticut (except those of the School of Medicine and the School of Dental Medicine) under the authority of *Laws and By-Laws of the University of Connecticut, Article XV*. They should be followed insofar as possible by all departments. When a department cannot follow these procedures exactly or where a school/college does not have departments, it should follow procedures bearing as much similarity to these as is reasonable.

If a faculty member has reason to believe that he/she has been denied any of the protections provided for or has suffered through any failure to observe these procedures, he/she may seek redress through the grievance procedure described in the *Laws and By-Laws of the University of Connecticut, Article XV*.

The following links take you to the various sections of this page:

- I. [Responsibilities](#)
- II. [Procedures](#)
- III. [PTR Form](#)
- IV. [Letters of Reference](#)
- V. [Appointment of International Faculty to Tenure Track Positions](#)
- VI. [Offers of Tenure to Newly Appointed Faculty](#)
- VII. [Review of In-Residence Faculty and Non-Tenure Track Appointments](#)

I. RESPONSIBILITIES

The Department Head:

- shall annually appraise the status of each faculty member eligible for promotion, tenure, and reappointment in his or her department;

- shall include for consideration for promotion and/or tenure all those who request in writing that they be considered;
- shall obtain a minimum of four letters from external referees who are expert in the individual's field or a related scholarly field, at least two of whom are chosen from a list of at least five referees suggested by the candidate and at least two chosen from a list of at least five suggested by the Department Head and/or the Departmental PTR Advisory Committee;
- shall obtain any information requested by the Departmental PTR Advisory Committee from such sources as the Dean of the Graduate School, and Directors of the regional campuses, centers and institutes, and shall make it available to the Committee;
- shall follow prescribed procedures (see Section II below).

The Departmental PTR Advisory Committee:

Each department shall have a Departmental PTR Advisory Committee selected according to a method approved by a majority of the faculty members of the Department. This Committee:

- shall advise the Department Head on promotion, tenure, and reappointment;
- shall review all pertinent data and appraise the teaching, research, and service performance and potential of each faculty member under consideration, basing its evaluations on the criteria listed in the *Laws and By-Laws of the University of Connecticut*, Article XV. This evaluation should take into account the assignments of the individual, including appointment at sites other than the Storrs campus;
- shall summarize all materials;
- shall advise the Department Head by making a formal recommendation by vote and summarizing its evaluation and vote in a written report;
- shall follow prescribed procedures (see Section II below).

The Dean:

- shall review the candidate's dossier and the recommendation of the department and such other pertinent information as he/she may require;
- shall base his/her recommendations, insofar as possible, upon a uniform application throughout the school/college of the specified criteria;
- shall follow prescribed procedures (see Section II below).

The School/College Dean's Advisory Council:

Each school/college shall have a Dean's Advisory Council on PTR composed of faculty members of the school/college selected by a method approved by the faculty in accordance with the following criteria:

- membership on the Council should be selected from tenured faculty who have been at the University of Connecticut at least two years;
- those eligible to elect Council members should be department, or school/college members who hold tenure track appointments or planned continuing appointments;
- Department Heads should not serve as Council members;
- terms of Council members ordinarily should not exceed three years with staggering of terms to provide continuity;

- turnover of Council membership should be encouraged through restrictions on consecutive terms;
- an individual may vote at only one level (either at the department or the school/college level) on any candidate under consideration.

The Dean's Advisory Council:

- shall advise the Dean on promotion, tenure, and reappointment on the basis of the recommendations and other material submitted by the Department Heads and any pertinent information the Council may solicit from others;
- shall follow prescribed procedures (see [Section II below](#)).

The Provost:

- shall review the material received under these procedures and such other pertinent information as he/she may require;
- shall assure, insofar as possible, that recommendations are based upon uniform application throughout the schools/colleges of the specified criteria;
- shall follow the prescribed procedures (see [Section II below](#)).

The Faculty Review Board:

The University shall have a [Faculty Review Board](#) to consider specific cases on promotion, tenure and reappointment. The Faculty Review Board is composed of six non-administrative, tenured full professors elected by the University Senate. The Faculty Review Board:

- shall consider the cases referred to it by the Provost under the procedures described below in [Section II](#);
- shall review all the material received by the Provost, and may supplement this information with additional opinions;
- shall follow the prescribed procedures (see [Section II below](#)).

II. PROCEDURES

The Provost will determine specific time lines annually in accordance with the date of presentation to the Board of Trustees. Before the start of the PTR cycle the Provost will publish the time lines for that year and will make available the PTR form and guidelines approved by the University Senate.

1. It is the responsibility of the faculty member wishing to be considered for reappointment, promotion, and/or tenure to complete the PTR form and submit this to the Department Head along with any supporting documentation. The completed PTR form along with all supporting documentation becomes the candidate's dossier. Supplemental information can be added to the dossier at any time. Such information must be dated.
2. The faculty member may request withdrawal from consideration for promotion in writing at any stage in the process.

3. The Departmental PTR Advisory Committee shall receive from the Department Head the dossiers of all faculty members to be considered for reappointment, promotion, and/or tenure.
4. The Department Head shall collect pertinent information from such sources as the Dean of the Graduate School and Directors of regional campuses, centers and institutes, and shall make it available to the Departmental PTR Advisory Committee. Consultation with qualified individuals inside and outside the department is encouraged.
5. As part of its review, the Departmental PTR Advisory Committee (the Committee) shall provide to the candidate (or to members of the Department who so desire) an opportunity either to appear before the Committee or to submit written statements to the Committee.
6. The Committee, after its review, shall provide the faculty member with an opportunity to appear in person to discuss substantive negative findings.
7. The Committee shall report its recommendations and appraisals with supporting evidence in writing to the Department Head. If the Committee's recommendation is not unanimous, its report shall include the dissenting opinions with supporting data.
8. The Department Head, after his/her review, shall provide the faculty member with an opportunity to appear in person to discuss substantive negative findings.
9. The Department Head shall discuss his/her recommendation with the Committee.
10. The Department Head shall inform the faculty member of the recommendations by the Department Head and by the Committee, including the substance of any dissenting opinions. Reasons for a negative recommendation shall be in writing if either the Department Head or the faculty member so wishes.
11. The Department Head shall transmit to the Dean his/her recommendations for promotion, tenure and reappointment, together with those of the Committee, the supporting data, and dissenting opinions. When neither the Committee nor the Head recommends promotion, no recommendation need be transmitted to the Dean unless specifically requested by the faculty member or the Dean.
12. If either the Department Head or the Committee makes a negative recommendation to the Dean, the faculty member may submit to the Dean a written statement presenting his/her case for consideration by the Dean and the Dean's Advisory Council. The faculty member must submit this statement to the Dean within one week after being informed in writing of the recommendation by the Department Head.
13. The Dean's Advisory Council (the Council) shall receive from the Dean and review the recommendations and supporting materials received from the Department Head.
14. The Council shall provide an opportunity for the faculty member to appear in person to discuss any substantive negative findings.
15. The final recommendation of the Council will be forwarded in writing to the Dean.
16. If, after review, the Dean is inclined toward a negative finding, he/she shall provide an opportunity for the faculty member to appear in person to discuss any substantive negative findings within a reasonable timeframe.
17. If the Dean anticipates a recommendation contrary to that of the Department Head, the Dean shall provide an opportunity for the Head and the Departmental Committee to review and supplement their original recommendations.
18. The Dean shall inform the Department Head and the faculty member of the recommendations by the Advisory Council and the Dean. If either the faculty member or the Dean so wishes, reasons for a negative recommendation shall be in writing.
19. The Dean shall transmit to the Provost his/her recommendations and those of the Dean's Advisory Council, the Department Head, and the Departmental PTR Advisory Committee, together with any

dissenting opinions. When recommendations differ, the Dean must include a statement explaining his/her recommendation.

20. Positive recommendations by the Dean for faculty in their first and second years of full, six-year probationary appointments will be forwarded to the Board of Trustees with no further review.
21. The Provost, Dean and Department Head shall meet to review any PTR cases selected by the Provost. These may include those where there has been a lack of unanimity or in which the Provost's recommendation may differ from that of the Dean or Department Head. In these cases, opportunity shall be provided to the Department Head and Dean to review and supplement the original recommendation.
22. The Provost, after his/her review, shall provide the faculty member with an opportunity to appear in person to discuss substantive negative findings and ask if the faculty member wants the case referred to the Faculty Review Board.
23. The Provost shall refer to the Faculty Review Board for its consideration:
 - those cases whose referral was requested by a faculty member or Department Head;
 - those cases where following a discussion the Provost's recommendations still differs from that of a Dean;
 - other cases that the Provost wishes to refer.
24. The Faculty Review Board shall provide the faculty member with an opportunity to discuss the case. The Faculty Review Board shall discuss each case with the Provost.
25. For each case, the Faculty Review Board shall submit a written recommendation to the Provost and shall inform the faculty member in writing of its recommendation, together with reasons for it.
26. If the Provost makes a negative recommendation, the reasons shall be in writing if the faculty member so requests.
27. The Provost shall make recommendations to the President for the granting of promotion and/or tenure by the Board of Trustees no later than the April meeting of the Board. In the case of reappointment, action will be taken by the President, who will inform the Board of Trustees of his/her decisions (per the *Laws and By-Laws of the University of Connecticut, Article II*).
28. A faculty member may appeal a negative decision by the Provost to the Committee of Three. Per the *Laws and By-Laws of the University of Connecticut, Article XV*. "Complaints involving promotion, tenure, and reappointment decisions may be brought to the Committee of Three only at the end of a sequence of peer review procedures, including those of the Faculty Review Board."

III. PTR FORM

The PTR form is to be used for promotion, tenure, and reappointment of tenure-track faculty in all schools/colleges. The form should also be used for the promotion of individuals who are in positions that do not lead to tenure and may be used for the reappointment of individuals who are not in tenure track positions.

The form is a Word document. The tabulated information (e.g. Service, Education, Courses Taught, Advisees, etc) can be completed either by tabbing from one box to another or by moving the cursor. Tabbing at the end of the last row that was just completed will provide an additional row (should this be needed).

[DOWNLOAD: PTR FORM](#)

IV. LETTERS OF REFERENCE

A minimum of four letters of reference for candidates for promotion or tenure must be in the PTR file prior to final recommendations by the Departmental PTR Advisory Committee. All solicited reference letters that are received must be included in the PTR file.

Reference letters should be obtained from individuals in the faculty member's field outside of the University who can speak to his/her professional contribution to scholarship. It is important to solicit impartial evaluation of the candidate's scholarly contribution to the field. These letters should not be from close acquaintances, former mentors or collaborators. Letters of reference for candidates for promotion to full professor must be obtained from individual who hold this or an equivalent rank.

At a minimum, the Department Head should provide the following to external referees:

- the candidate's dossier;
- copies of the candidate's publications;
- an explicit statement of what the candidate is being considered for and whether or not the decision is mandatory with respect to tenure;
- a statement such as the following: "While candidates do not necessarily see letters of reference, such letters become part of their Promotion, Tenure and Reappointment file. Under Connecticut Freedom of Information statutes candidates have access to their files and to the recommendation letters."

At a minimum, the Department Head should ask the external referees to provide:

- his/her relationship to the candidate (if any);
- an assessment of the quality of the candidate's scholarship and, if appropriate, of teaching and professional service;
- an explicit recommendation regarding promotion and/or tenure.

V. APPOINTMENT OF INTERNATIONAL FACULTY TO TENURE TRACK POSITIONS

It is the policy of the University of Connecticut to not grant tenure in the absence of permanent residency. It is the obligation of the faculty member in a tenure-track position to pursue permanent residency status in a timely manner. It is important that the faculty member work with the Department of International Services and Programs to ensure that this is achieved during the probationary period.

VI. OFFER OF TENURE TO NEWLY APPOINTED FACULTY

Tenure at hire should be granted only in exceptional cases and to individuals who have a demonstrated record of scholarly accomplishment.

Tenure at hire for individuals who are tenured at a peer institution:

The following steps should be followed if an individual being offered a position at UConn has tenure at a peer institution and is being recommended for tenure at hire:

- The Department Head obtains the Departmental PTR Advisory Committee recommendation and submits this along with his/her own recommendation to the Dean;
- The Dean obtains the school/college PTR Advisory Council recommendation and forwards this along with his/her recommendation to the Provost. The documentation submitted to the Provost should include the individual's curriculum vita;
- The Provost will evaluate these recommendations and notify the Dean whether he/she supports offering the individual tenure at hire;
- The Provost will forward his/her recommendations to the President for approval by the Board of Trustees.

Tenure at hire for individuals who do not have tenure at a peer institution:

If an individual being appointed at UConn does not have tenure at a peer institution then the Provost would not normally expect to recommend tenure on appointment. However, in exceptional cases the individual may be considered for tenure on appointment. These exceptions will be dealt with on a "case by case" basis, ensuring that the integrity of the tenure process is protected. In these situations (as with regular evaluation for tenure at UConn), the following steps should be followed:

- The Department Head obtains three external letters of evaluation (these must be independent of those submitted on behalf of the candidate as a part of the application process);
- The Department Head obtains the Departmental PTR Advisory Committee recommendation and submits this along with his/her own recommendation to the Dean;
- The Dean obtains the school/college Dean's Advisory Council recommendation and forwards this along with his/her recommendation to the Provost. The documentation submitted to the Provost should include the individual's curriculum vita, letters of recommendation submitted by referees named by the candidate and the three external letters of evaluation obtained by the Department Head;
- The Provost will evaluate these recommendations and notify the Dean whether he/she supports offering the individual tenure at hire;
- The Provost will forward his/her recommendations to the President for approval by the Board of Trustees.

VII. REVIEW OF IN-RESIDENCE FACULTY AND NON-TENURE TRACK APPOINTMENTS

The Provost does not review the annual reappointment of In-Residence and other non-tenure track faculty, except for those faculty not in the tenure track solely due to immigration restrictions. Formal review of In-Residence and other non-tenure track faculty is conducted by the school/college, with reappointment determined by satisfactory performance and the availability of funding. Appointment letters should be issued annually upon confirmation of support for the next fiscal year. After the sixth year of service, reappointments of Extension Professors will be reviewed every three years according to the AAUP contract.

The promotion of In-Residence faculty requires a review and recommendation at all levels including the Provost.

Note: State regulations require that personnel records, which include PTR files, be retained for 30 years after termination of employment. The Office of the Provost will assume responsibility for retaining PTR files for the required amount of time. Deans and Department Heads may retain the files beyond the two years they normally save them, but they are not required to do so.

Dated: March, 2008

ATTACHMENT #48

**University Senate Curricula and Courses Committee
Report to the Senate
March 31, 2008**

I. The Curricula and Courses Committee recommends approval to add the following 1000 or 2000 level courses:

A. PHYS 2400 Mathematical Methods for the Physical Sciences

PHYS 240. Mathematical Methods for Physical Science
Second semester. Three credits. Prerequisite: PHYS 1230 or 1530 or 1402 or 1602 or 1502; and MATH 2110Q; either or both may be taken concurrently; or consent of the instructor.

Theoretical mathematical methods required for physical science courses.

B. PHIL 220 Philosophical Foundations of Human Rights

PHIL 220. Philosophical Foundations of Human Rights Either semester. Three credits. Prerequisite: At least one of PHIL 101, 102, 103, 104, 105, 106,107. Bloomfield, Parekh
Ontology and epistemology of human rights investigated through contemporary and/or historical texts.

C. GEOL 1xxx (also offered as GEOG 1xxx). Global Change and Natural Disasters.

GEOL 1XXX (Also offered as GEOG 1XXX) Global Change and Natural Disasters. Either semester. Three credits.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past.

II. The Curricula and Courses Committee recommends approval to drop the following 1000 or 2000 level course:

A. LING 2020 (202) “Principles of Linguistics”.

III. The Curricula and Courses Committee recommends approval to revise the following 1000 or 2000 level courses:

A. Change in Title:

Old Title: PHYS 127 Physics for the Health Sciences.

New Title: PHYS 127 (PHYS 1300). Physics for the Pharmacy Profession.
Second semester. Three credits. Prerequisite: MATH 113 which can be taken concurrently, or MATH 115, or MATH 135. Not open for credit to students who have passed PHYS 123, 131, 132, 141, 142, 151, or 152. May not be used as part of the PHYS sequence for degree requirements in other schools or colleges.
Survey of the principles of physics and their application to the health sciences.

Basic concepts of calculus are used. Examples from mechanics, electricity and magnetism, thermodynamics, fluids, waves, and atomic and nuclear physics.

B. LING 215C (3110C) Experimental Linguistics. Change in prerequisites. Change from: Prerequisite: PSYC 132 and LING 101 or 202. TO: Prerequisite: PSYC 1100 and LING 2010Q.

C. LAND 275/2110 The Common (Shared) Landscape of the USA: Rights, Responsibilities and Values.

Current Title and Catalog Copy: LAND 275. Landscape Architecture: Theory I - The Cultural Landscape First semester. Two credits. Two class periods. Open to sophomores or higher. *Miniutti*

An introduction to the study of landscape architecture and related planning and design disciplines. Emphasis on understanding the political and social forces which influence development patterns in the United States.

Revised Cat Copy: 275/2110 The Common (Shared) Landscape of the USA: Rights, Responsibilities and Values First semester. Three credits. Three class periods. Open to sophomores or higher. *Miniutti* An introduction to the study of vernacular landscapes in the USA with an emphasis on the relationship between societal values and land use patterns.

IV. The Curricula and Courses Committee recommends approval to crosslist the following 1000, 2000 or Gen Ed courses:

- A. HIST/LAMS 3635 Mexico in the Nineteenth and Twentieth Centuries
- B. GEOG/GEOL 1XXX Global Change and Natural Disasters

V. The Curricula and Courses Committee recommends approval of S/U grading for the following 1000, 2000 or Gen Ed courses:

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 1, Arts and Humanities

1. LAND 275/2210 The Common (Shared) Landscape of the USA: Rights, Responsibilities and Values.
2. PHIL 220 Philosophical Foundations of Human Rights

The Curricula and Courses Committee recommends approval of the following course for inclusion in Content Area 2, Social Sciences

1. HIST 3635/LAMS 3635 Mexico in the Nineteen and Twentieth Centuries
2. HIST /LAMS 3609 Latin America in the National Period

B. The Curricula and Courses Committee recommends approval of the following courses for inclusion in Content Area 3, Science and Technology

- 1 GEOG/GEOL 1XXX Global Change and Natural Disasters

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

1. HIST 3635/LAMS 3635 Mexico in the Nineteen and Twentieth Centuries
2. HIST /LAMS 3609 Latin America in the National Period

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

- | | |
|----------------|---------------------|
| 1. POLS 3208W. | Politics of Oil |
| 2. POLS 3850W | Politics and Ethics |

Report Submitted by: Michael Darre, Chair, Keith Barker, Laurie Best, Janice Clark, Andrew DePalma, Robert Jeffers, Kazem Kazerounian, Kathleen Labadorf, Susan Lyons, Jose Machado, Maria Ana O'Donoghue, Christopher Purzycki, Eric Schultz, Nancy Shoemaker and Robert Stephens.

University Senate Nominating Committee
2008-2009 Standing Committee Membership
Nominating Slate ~ March 31, 2008

University Budget	Curricula & Courses	Enrollment
*Winthrop Smith, Chair	*Michael Darre, Chair	Brenda Murphy, Chair
*Bansal, Rajeev	Buck, Marianne	Cooke, Thomas
Boster, James	Clark, Janice	*Croteau, Maureen
Clokey, David	*D'Alleva, Anne	*Engel, Gerald
*Hart, Ian	DePalma, Andrew	Gorbants, Eva
*Holsinger, Kent	Hanink, Dean	*Hoskin, Rob
*Holzworth, Jim	*Hussein, Mohammed	Kaufman, Douglas
*Kendall, Deb	Labadorf, Kathleen	Lin, Senjie
*Lipsky, Sue	Lyons, Susan	*Ogbar, Jeffery
*Mannheim, Philip	O'Donoghue, Maria Ana	*Pane, Lisa
Marsden, James	*Ortega, Morty	*Strausbaugh, Linda
*Moiseff, Andy	*Schultz, Eric	*Thorson, Robert
*Rummel, Jeff		Ulloa-Beal, Susana
*Smith, Winthrop		
Stolzenberg, Daniel		

Faculty Standards	Growth & Development	Scholastic Standards
*Pamela Bramble, Chair	*Cameron Faustman, Chair	*Hedley Freake, Chair
Armstrong, Lawrence	*Beck, Cheryl	Bennett, John
*Boyer, Mark	*Becker, Loftus	*Brown, Scott
Engler, Arthur	*Fox, Karla	*Clausen, John
*Frank, Harry	*Jain, Faquir	*DeFranco, Francine
*Freake, Hedley	*Martin, Jean	Gianutsos, Gerald
Gilbert, Harvey	*O'Neill, Rachel	Gramling, Lawrence
*Kazerounian, Kazem	*Silbart, Lawrence	*Hamilton, Doug
*Holgerson, Kathleen	*Stwalley, William	Higgins, Katrina
*Jordan, Eric	*Weiss, Robert	Rong, Yuhang
*Lowe, Charles		*Shoemaker, Nancy
Punj, Girish		*von Munkwitz-Smith, Jeffrey
*Rubio, Maria		*Wagner, David
*Schaefer, Carl		Weiner, Robert
*Siegel, Del		
*Silander, John		
*Thorpe, Judith		
*Tuchman, Gaye		
*Van Heest, Jaci		
Williams, Cheryl		
*Wilson, Richard		
*Zirakzadeh, Ernesto		

Student Welfare

***Kathryn Ratcliff, Chair**

Bresciano, Karen
 Britner, Preston
 *Chambers, Kim
 *Deibler, Cora Lynn
 *Goodheart, Lawrence
 *Guillard, Karl
 *Kelly, Kristen
 *Korbel, Donna
 *Kurland, Michael
 *Letendre, Joan
 *Sanner, Kathleen
 *Trumbo, Steve