

**MINUTES OF THE UNIVERSITY SENATE**  
**November 9, 2009**

1. The regular meeting of the University Senate for November 9, 2009 was called to order by Moderator Spiggle at 4:02 PM.

2. Approval of the Minutes

Moderator Spiggle presented the minutes from the regular meeting of October 12, 2009 for review.

**The minutes were approved as written.**

3. Report of the President

President Hogan began by thanking all the members of the UConn community for their response to the recent death of Jasper Howard. He stated that the outpouring of kindness and compassion was touching and healing. He also recognized the outstanding work of the University of Connecticut Police whose quick and expert response was important in guaranteeing the safety of our students, the maintenance of the integrity of the crime scene and the success of the investigation of the incident. The humane response of everyone in our community was striking.

President Hogan then turned to the state budget and the related budget of the University announcing that tuition and fees now constitute a greater contribution to the budget than does state support. President Hogan expressed doubts that the situation will reverse. Indeed, there will probably be a continued erosion of state support.

The President updated the Senate on the issues and plans surrounding the UConn Health Center. There have been some \$11 million so far in savings and increased revenue generation. Because of this and because of increased funding from the state of some \$10 million we are probably going to have a chance to end this fiscal year with something that looks like a break-even budget. This is the first time this has been achieved in five years. This is not only due to efficiencies and additional income but also is due to sacrifices made by the faculty in the wage freeze, and that agreement will end with the current fiscal year. Looking past to fiscal years further down the road, there is bound to be a re-emergence of the structural deficit. This will reappear in Fiscal 2011 and probably will continue to grow at a rate of \$1 to \$1.5 million dollars per year. It is for this reason that we are seeking a new model for the Health Center and the additional support from the state necessary to put it in place. There are considerable obstacles to the realization of this plan.

President Hogan reported the Provost plans to convene a committee to study the ways in which graduate education is administered and nurtured at the University of Connecticut. On October 18<sup>th</sup> a list of Fulbright Awards was released. UConn faculty received five Fulbrights this year. Ranking 7<sup>th</sup> among any public or private university in the nation.

Senator Mannheim inquired if the Storrs and regional campus budgets were entwined with the

budget of the Health Center. The President responded that the Health Center operates under a separate budget.

4. Report of the Provost

Provost Nichols announced the Final Report of the Graduate School Evaluation Committee has been posted to his web site. He praised the committee for its thorough work. They were asked to examine the structure of the graduate school, its functions, efficiencies and effectiveness and to examine features that might be adopted to improve graduate education. He asked for a summary of strengths and weaknesses of centralized versus non-centralized administrative models for graduate schools. The support was for a centralized model for the administration of graduate programs. The committee recommended the splitting of the current head of the graduate school—*The Vice President for Research and Graduate Education*--into two positions, one in charge of research and a separate person in charge of graduate education. Senator Mannheim inquired if there were to be established a Dean of the Graduate School, would that person become a member of the Council of Deans automatically. The Provost answered in the affirmative.

5. Senator Clausen presented the Report of the Senate Executive Committee.

(Attachment #12)

Senator Mannheim inquired about the work of the task force that was set up to examine the academic calendar. Senator Clausen replied that the task force has already made its report to Scholastic Standards Committee and it is posted to the Senate's web site.

6. Senator von Munkwitz-Smith presented the Report of the Nominating Committee.

(Attachment #13)

a) We move to appoint Robert Stephens to the General Education Oversight Committee effective immediately with a term ending June 30, 2012.

b) We move the following student additions to the named committees effective immediately with the term ending June 30, 2010:

- Kay Bloomberg, Undergraduate Student, to the Scholastic Standards Committee
- Brien Buckman, Undergraduate Student, to the University Budget Committee
- Matthew Burrill, Undergraduate Student, to the University Budget Committee
- Dipti Dehdia, Undergraduate Student, to the Scholastic Standards Committee
- Wonchi Ju, Undergraduate Student, to the Diversity Committee
- Jon Kotchian, Graduate Student, to the Scholastic Standards Committee
- Skyler Marinoff, Undergraduate Student, to the Faculty Standards Committee
- Tulsi Patel, Undergraduate Student, to the Curricula & Courses Committee
- Clive Richards, Undergraduate Student, to the Student Welfare Committee
- Yoo Mi Thompson, Undergraduate Student, to the Curricula & Courses Committee
- Katlin Tyrol, Undergraduate Student, to the Diversity Committee
- Yoana Yakova, Undergraduate Student, to the Growth & Development Committee

**Items a and b were presented as one motion.**

**The motion carried.**

7. Senator Recchio presented the report of the Scholastic Standards Committee.

(Attachment #14)

- a) Scholastic Standards proposes that the February 2, 2009 Senate statement on religious holidays, which was rescinded at the September 14, 2009 Senate meeting, be replaced by a statement, which is within the law and that provides guidance to facilitate student/faculty communication on the dates of religious holidays that conflict with classes and exams.

Background: On February 2, 2009 the University Senate approved a motion on religious holidays that was in conflict with the Connecticut General Statute. That motion was rescinded at the September 14, 2009 meeting. It was the sentiment of the Senate at that meeting that Scholastic Standards consider language that would provide clearer and firmer guidance to faculty on the best way to facilitate communication between students and faculty about religious holiday dates.

The Motion

**In addition to the Connecticut General Statute Sec. 10a-50 on “Absence of Students due to religious beliefs,” the Senate recommends that the Provost send the following message to Deans, Directors, Department Heads, Faculty and Staff prior to the start of each semester:**

**While faculty are encouraged not to schedule significant course assessments on major religious holidays as listed in the undergraduate catalog and on the Interfaith Calendar Web-site, they are also encouraged to inform students whose religious holidays are not recognized by the University’s calendar that they should provide the instructor with the dates they will be absent as early in the semester as possible.**

Senator Anderson moved to strike “whose religious holidays are not recognized by the University’s calendar” from the proposed motion.

**The Anderson motion to amend carried.**

Senator Pratto moved to amend by adding “for religious observances” after “will be absent.”

**The Pratto motion to amend carried.**

Moderator Spiggle presented the twice amended motion to the Senate:

**In addition to the Connecticut General Statute Sec. 10a-50 on “Absence of Students due to religious beliefs,” the Senate recommends that the Provost send the following**

**message to Deans, Directors, Department Heads, Faculty and Staff prior to the start of each semester:**

**While faculty are encouraged not to schedule significant course assessments on major religious holidays as listed in the undergraduate catalog and on the Interfaith Calendar Web-site, they are also encouraged to inform students that they should provide the instructor with the dates they will be absent for religious observances as early in the semester as possible.**

**The amended motion carried.**

- b) For the information of the Senate, the Scholastic Standards Committee has formed an ad hoc sub-committee for the development of standards for online courses. The members are: Francine DeFranco, Larry Gramling, Doug Hamilton, Thomas Recchio (chair), and Jeff von Munkwitz-Smith.
8. Senator Schultz presented the report of the Curricula and Courses Committee. (Attachment #15)

Senator Schultz presented the following slate of courses as one motion:

- a) The Curricula and Courses Committee recommends approval to ADD the following 1000 or 2000 level courses:
1. MCB 2225. Cell Biology Laboratory  
Second semester. Four credits. One 1-hour lecture and two 4-hour laboratories. Prerequisite or corequisite: MCB 2210. Open to honors students. Open to non-honors students with instructor consent.  
A laboratory experience that will prepare students for thesis research. Focus will be on experimental design, data analysis and presentation. Topics include cell culture, DNA transfection, fluorescence and time-lapse microscopy, image processing, and flow cytometry. Students will pursue independent research projects.
  2. MUSI 100X Popular Music and Diversity in American Society  
Popular Music and Diversity in American Society. Either Semester. Three credits. Two lecture hours and one discussion hour per week. No prior musical training or knowledge required. An introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop and other genres. Musicians and their music studied in the context of twentieth-century and contemporary American society, emphasizing issues of race, gender, class, and resistance.
  3. DRAM 1xxx: Theatre Production II  
Either semester. Three credits. Prerequisite: DRAM 1206. Two class periods and one 2-hour studio period. Open only with consent of instructor.  
An introduction to costume, lighting, management and stagecraft with application to departmental productions

- b) The Curricula and Courses Committee recommends approval to DELETE the following 1000 or 2000 level courses:
1. MCB 2225W Cell Biology Laboratory
  2. DRAM 1207 Theatre Production Studio
- c) The Curricula and Courses Committee recommends approval to REVISE the following 1000 or 2000 level courses:
1. DRAM 1202. Computer Drafting for the Theatre (add instructor consent)  
Revised Title and Catalog Copy  
202. Computer Drafting for the Theatre  
(106) Second semester. Three credits. Two 3-hour studio periods. Open only with consent of instructor.  
Computer Aided Drafting techniques for theatrical applications. Use of design software for creating various 2-D plans, including light plots, set designs and technical shop drawings. Assumes a good working knowledge of theatrical drafting conventions and techniques.
  2. DRAM 1209 Drawing and Painting Techniques for the Theatre (add instructor consent)  
Revised Title and Catalog Copy  
1209. Drawing and Painting Techniques for the Theatre  
(109) First semester. Three credits. Two class periods and one 2-hour studio period. Open only with consent of instructor.  
An introduction to theatrical sketching and rendering emphasizing color composition in various media.
  3. DRAM 1701-1702 Introduction to Acting (add instructor consent)  
Revised Title and Catalog Copy  
1701-1702. Introduction to Acting  
(143-144) Both semesters. Three credits each semester. Open only with consent of instructor. Concurrent enrollment in DRAM 1801-1802 required for all acting majors.  
First semester: Basic acting techniques, including improvisation and the use of the stage environment. Second semester: continuation of basic techniques with emphasis on the presentation of scenes from contemporary plays.
  4. DRAM 1801 Introduction to Movement for the Actor I (add instructor consent)  
Revised Title and Catalog Copy  
1801. Introduction to Movement for the Actor I  
(149) First semester. Three credits. Three 2-hour studio periods. Open only with consent of instructor. Sabatine  
Conditioning the body to increase stretch, strength, flexibility, and sensitivity.  
Exploration of movement concepts in space, time and energy values, and mind body and environment relationships.
  5. DRAM 1802 Introduction to Movement for the Actor II (add instructor consent)  
Revised Title and Catalog Copy  
1802. Introduction to Movement for the Actor II  
(150) Second semester. Three credits. Three 2-hour studio periods. Open only with

- consent of instructor. Sabatine  
Continuation of DRAM 1801. Emphasis on the organization of movement expression using essence theory of emotion, intentions, gestures and physical characterization through movement.
6. DRAM 1901 Production of the Speaking Voice (add instructor consent)  
Revised Title and Catalog Copy  
1901. Production of the Speaking Voice  
(120) Either semester. Three credits. Open only with consent of instructor. Stern  
Study and practice in the development of an expressive, injury-free speaking voice capable of filling most performance spaces without amplification. Students concentrate on breathing technique, throat relaxation, resonance enhancement, and the use of variety in pitch and speaking rate. The course also integrates these technical voice skills with the principles of the inner acting process.
  7. DRAM 2130 History of Drama I (add instructor consent)  
Revised Title and Catalog Copy  
2130. History of Drama I  
(130) First semester. Three credits. Not open for credit to students who have passed DRAM 2132. Open only with consent of instructor. McDermott  
Dramatic literature and theatre history from Classical Greece through the Spanish Golden Age, including an examination of non-western theatre traditions, especially Japanese.
  8. DRAM 2131 History of Drama II (add instructor consent)  
Revised Title and Catalog Copy  
2131. History of Drama II  
(131) Second semester. Three credits. Recommended preparation: DRAM 2130. Not open for credit to students who have passed DRAM 2133. Open only with consent of instructor. McDermott, Molette  
Dramatic literature and theatre history from the French Renaissance to Contemporary Theatre, including an examination of non-western theatre traditions, especially Chinese.
  9. DRAM 2132 Masterpieces of the Drama: Aeschylus to Shakespeare (add instructor consent)  
Revised Title and Catalog Copy  
2132. Masterpieces of the Drama: Aeschylus to Shakespeare  
(180) Either semester. Three credits. Open only with consent of instructor.  
A study of masterpieces of Greek, Roman and Elizabethan drama with emphasis on analysis of form and content and attention to staging conventions.
  10. DRAM 2133 Masterpieces of the Drama: Molière to the Present (add instructor consent)  
Revised Title and Catalog Copy  
2133. Masterpieces of the Drama: Molière to the Present  
(181) Either semester. Three credits. Open only with consent of instructor.  
A study of masterpieces of French 17th Century; English Restoration and 18th Century; European, English, and Japanese 19th Century; and European, English, African, and American 20th Century drama. Emphasis on analysis of form and content and attention to staging conventions.

11. DRAM 2702 Acting Technique II (add instructor consent)  
 Revised Title and Catalog Copy  
 2702. Acting Technique II  
 (244) Second semester. Three credits. Three 2-hour studio periods. Prerequisite: DRAM 2701. Open only with consent of instructor. McDonald  
 A continuation of the study and practice of techniques utilized in the performance of modern realists.
  12. DRAM 2711-2712 Introduction to Directing (add instructor consent)  
 Revised Title and Catalog Copy  
 2711-2712. Introduction to Directing  
 (163-164) Both semesters. Three credits each semester. Prerequisite: DRAM 1701. Open only with consent of instructor.  
 First semester: Emphasis on theory and play analysis from the director's point of view.  
 Second semester: Emphasis on practical staging experience, including casting techniques and rehearsal and performance methods.
  13. DRAM 2801 Theatre Jazz Dance I (add instructor consent)  
 Revised Title and Catalog Copy  
 2801. Theatre Jazz Dance I  
 (153) Either semester. Three credits. Three 2-hour studio periods. Open only with consent of instructor.  
 Basic techniques, styles, and composition of jazz dance. Emphasis placed on technique.
  14. DRAM 2802 Theatre Jazz Dance II (add instructor consent)  
 Revised Title and Catalog Copy  
 2802. Theatre Jazz Dance II  
 (154) Either semester. Three credits. Three 2-hour studio periods. Prerequisite: DRAM 2801. Open only with consent of instructor.  
 Continuation of Dramatic Arts 2801.
  15. DRAM 2941 Oral Interpretation (add instructor consent)  
 Revised Title and Catalog Copy  
 2941. Oral Interpretation  
 (141) Either semester. Three credits. Open only with consent of instructor.  
 An intensive study of background and thought content of literary material and the development of techniques of oral interpretation.
- d) The GEOC recommends approval of the following courses for inclusion in CA1 Arts and Humanities
1. MUSI 100X Popular Music and Diversity in American Society
- e) The GEOC recommends approval of the following course for inclusion in CA4 Diversity and Multiculturalism
1. PRLS/SPAN 1009 Latino Literature, Culture, and Society
- f) The GEOC recommends approval of the following course for inclusion in CA4 Diversity and Multiculturalism (International)

1. SPAN 1010 Contemporary Spanish Culture and Society through Film
  2. SOCI 2XXX/W Sociology of Anti-Semitism
  3. WS 2255/W Sexualities, Activism and Globalization
  4. WS 2105 Gender and Science
- g) The GEOC recommends approval of the following courses for inclusion in the Writing Competency
1. WS 2255W Sexualities, Activism and Globalization
  2. SOCI 2XXXW Sociology of Anti-Semitism
  3. WS 2105W Gender and Science
  4. AFAM 4994W Senior Seminar
- h) The GEOC recommends revision of the following courses:
1. SOCI 3211Q Quantitative Methods in Social Research (Change in credits and instructional pattern)  
Revised Title and Catalog Copy  
SOCI 3211Q. Quantitative Methods in Social Research.  
Either semester. Four credits. Lectures and discussion section. Prerequisite: SOCI 3201 and either STAT 1000 or 1100; or instructor consent; open to juniors and higher.  
Practical work in the design and execution of research, hypothesis testing, data analysis, and interpretations.
  2. EKIN 4510W Mechanisms and Adaptations in Sport and Exercise (Change in credits and instructional pattern)  
Revised Title and Catalog Copy  
EKIN 4510W. Mechanisms and Adaptations in Sport and Exercise. Second Semester.  
Three credits. Prerequisite: PNB 2264 and 2265; open only to students in Kinesiology programs; ENGL 1010 or 1011 or 3800. Armstrong, Maresh, Volek  
An applied approach to the physiological mechanisms and adaptations influencing sport and exercise: optimal nutrition, body composition, exercise training, ergogenic aids, aging, cardiovascular health and environmental factors.
- i) The GEOC recommends adding the following 4000-level W course
1. BADM 4070W Effective Business Writing  
Either semester. One Credit. Prerequisite: MGMT 3101, or MKTG 3101 or FNCE 3101; ENGL 1010 or 1011 or 3800; open only to Juniors or higher. Open only to School of Business students. Not open to students who have successfully completed MGMT 3070W.  
Techniques to improve written business communication skills. Requires a variety of written assignments and gives special attention to writing tasks that students are likely to encounter early in their careers, such as reports to supervisors, sales proposals, documentation of business policies, responses to complaints, as well as general business



letters and memos. Students will receive critiques of their written assignments and will be required to revise their writing.

j) The GEOC recommends deleting the following 3000-level W course

1. MGMT 3070W Effective Business Writing (effective fall 2010)

Senator Bavier expressed concern over changing EKin 4510W's pedagogy because of inadequate laboratory space. Senator Bushmich moved to divide the question pulling EKin 4510W from the rest of the slate of course changes proposed.

**The motion to divide carried.**

Senator Spiggle presented the slate of courses with the omission of EKin 4510W.

**The motion on the larger slate of courses carried.**

Senator Spiggle presented the motion to change the credits and instruction pattern for EKin 4510W.

**The motion carried.**

k) Senator Schultz presented a package of changes to the By-Laws, Rules, and Regulations of the University Senate and the University of Connecticut General Education Guidelines as proposed by the General Education Oversight Committee to the Curricula and Courses Committee on September 21, 2009.

(Attachment #16)

Senator Schultz provided discussion and clarification for the proposed changes which mainly update 3-digit course references to the current 4-digit renumbering scheme, correction of language concerning 6-department rule, and references to the Q Learning Center. The motion will be presented and voted on at the Senate meeting of December 14, 2009.

9. Lysa Teal present the Report of the Vice President and Chief Financial Officer on the University Budget.

(Attachment #17)

Senator Caira asked how much the University will recapture from the early retirement program. L. Teal responded that to date, nothing has gone back to the state.

Senator Bontly inquired about the \$2.3M adjustment and received a technical explanation.

Senator Bansal inquired about the sweeping of reserve funds, specifically the \$3 million dollars the state has taken this year and the \$5 million dollars it plans to take next year. Is it possible to reclassify this money so that it is protected. L. Teal replied that is not possible.

Senator Kazerounian inquired about the possibility that faculty under the alternate retirement plan might switch back to the state retirement system. L. Teal and Senator Munroe reported this effort would have to happen at the state level and it is not at present under discussion. It is their understanding there is a grass roots effort at beginning such a discussion headed by a professor at Eastern Connecticut State University.

10. Margaret Lamb presented the Annual Report on Interdisciplinary Courses.

(Attachment #18)

11. Jeffrey Hathaway presented an oral Annual Report of the Athletic Director.

J. Hathaway thanked all concerned for their assistance and sympathy over the recent death of a member of the football team. J. Hathaway reported on the NCAA review of the men's basketball program due to allegations of rules violation made last year by a local newspaper. The University and the NCAA have jointly begun a review of these allegations and of the men's basketball program. The review is not yet complete. J. Hathaway reported on the Academic Progress Review for athletes. Athletics reports the data on an annual basis but it is reported to the media on a four year moving average basis. Our athletes' current four-year average is 966 (925 is passing, 1000 is perfect). The figures reflect positively on the academic success of our athletes.

Senator Chambers inquired about the proposed basketball practice facility and the new student recreation center. J. Hathaway responded that the first priority (\$25 Million) would be the basketball facility to be built on the Memorial Stadium site. The funds would be gathered through fund raising. The recreation building is really a university wide effort. An architect has been hired and early planning work has begun. A big challenge is finding an appropriate site as this will be a large facility.

Senator Bavier asked about the graduation rates for student athletes and its relationship to the numbers reported by the NCAA Academic Progress Review. J. Hathaway responded there is no easy way to correlate these figures and noted the athletic population largely parallels the general graduation statistics of the university.

12. There was a motion to adjourn.

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

The meeting adjourned at 5:42 PM.

Respectfully submitted,

Robert F. Miller  
Professor of Music  
Secretary of the University Senate

The following members and alternates were absent from the November 9, 2009 meeting:

Accorsi, Michael  
Albert, Arlene  
Armando, Kayla  
Basu, Ashis  
Boyer, Mark  
Brown, Scott  
Bull, Nancy  
Callahan, Thomas  
Choi, Mun  
D'Alleva, Anne  
D'Amelio, Krista  
Desai, Manisha  
Feldman, Barry

Frank, Harry  
Gray, Richard  
Holgerson, Kathleen  
Holsinger, Kent  
Hoskin, Robert  
Hussein, Mohamed  
Jordan, Eric  
Kendall, Debra  
Laurencin, Cato  
LoTurco, Joseph  
Majumdar, Suman  
McCoy, Patricia  
O'Neill, Rachel

Roe, Shirley  
Rubio, Maria  
Scianna, Adam  
Segerson, Kathleen  
Singha, Suman  
Skoog, Annelie  
Strausbaugh, Linda  
Stwalley, William  
Trumbo, Stephen  
Ward, J. Evan  
Zirakzadeh, Cyrus Ernesto

## ATTACHMENT #12

**Report of the Senate Executive Committee**  
to the University Senate  
November 9, 2009

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

On October 30<sup>th</sup> the Senate Executive Committee met privately with Provost Nicholls. Afterwards, the SEC met with the Chairs of the Standing Committees to plan the agenda of this meeting and to coordinate activities among the committees. Prof. Fox, one of two senate reps to the B & G committee, reported on upcoming changes this summer to the alignment of Mansfield Road with the road diagonally across 195 from it. The entrance to Mansfield road will be closed all summer. Other committee business includes that the SSC is deliberating potential changes to the academic calendar; they hope to report in February but information will be made available in advance. The SSC has also developed a new subcommittee on online course standards in response to the Online course report and the Provost's response. The FSC has selected April 16, 2010 at 3-5 pm as the date of the PTR forum. The FSC is also reviewing the non-retaliation policy, and the nepotism policy. The Growth and Development committee will be looking at issues surrounding visa applications and the effect of the budget on the university.

On November 6<sup>th</sup> the Senate Executive Committee met privately with President Hogan. Afterwards, the SEC met with President Hogan, Provost Nicholls, and vice Presidents Suman Singha, Donna Munroe, Lee Melvin, and John Saddlemire. Updates were provided on the status of flu like illnesses, which may include H1N1 virus infections, and the plans to deal with vaccinations. Vice President Singha discussed the new NSF requirement for training in the responsible conduct in research for graduate students and post-docs working in labs supported by NSF. Training for undergraduate students working in these labs is also required but it will likely be different than for grad students. Details will be forthcoming from the VPR. A small committee composed of some SEC members and administrative representatives will meet shortly to initiate a review of the BOT Bylaws regarding the senate.

Respectfully submitted,  
John C. Clausen  
Chair, Senate Executive Committee  
November 9, 2009

## ATTACHMENT #13

**Nominating Committee Report  
to the University Senate**

November 9, 2009

1. We move to appoint Robert Stephens to the General Education Oversight Committee effective immediately with a term ending June 30, 2012.
2. We move the following student additions to the named committees effective immediately with the term ending June 30, 2010:

Kay Bloomberg, Undergraduate Student, to the Scholastic Standards Committee  
Brien Buckman, Undergraduate Student, to the University Budget Committee  
Matthew Burrill, Undergraduate Student, to the University Budget Committee  
Dipti Dehdia, Undergraduate Student, to the Scholastic Standards Committee  
Wonchi Ju, Undergraduate Student, to the Diversity Committee  
Jon Kotchian, Graduate Student, to the Scholastic Standards Committee  
Skyler Marinoff, Undergraduate Student, to the Faculty Standards Committee  
Tulsi Patel, Undergraduate Student, to the Curricula & Courses Committee  
Clive Richards, Undergraduate Student, to the Student Welfare Committee  
Yoo Mi Thompson, Undergraduate Student, to the Curricula & Courses Committee  
Katlin Tyrol, Undergraduate Student, to the Diversity Committee  
Yoana Yakova, Undergraduate Student, to the Growth & Development Committee

Respectfully submitted,

Jeffrey von Munkwitz-Smith, Chair  
Marie Cantino  
Karla Fox  
Debra Kendall  
Andrew Moiseff  
Susan Spiggle

## ATTACHMENT #14

**UNIVERSITY OF CONNECTICUT**  
**Senate Scholastic Standards Committee**  
**Report to the University Senate**  
**November 9, 2009**

1. Scholastic Standards proposes that the February 2, 2009 Senate statement on religious holidays, which was rescinded at the September 14, 2009 Senate meeting, be replaced by a statement, which is within the law and that provides guidance to facilitate student/faculty communication on the dates of religious holidays that conflict with classes and exams.

Background

On February 2, 2009 the University Senate approved a motion on religious holidays that was in conflict with the Connecticut General Statute. That motion was rescinded at the September 14, 2009 meeting. It was the sentiment of the Senate at that meeting that Scholastic Standards consider language that would provide clearer and firmer guidance to faculty on the best way to facilitate communication between students and faculty about religious holiday dates.

The Motion

**In addition to the Connecticut General Statute Sec. 10a-50 on “Absence of Students due to religious beliefs,” the Senate recommends that the Provost send the following message to Deans, Directors, Department Heads, Faculty and Staff prior to the start of each semester:**

**While faculty are encouraged not to schedule significant course assessments on major religious holidays as listed in the undergraduate catalog and on the Interfaith Calendar Web-site, they are also encouraged to inform students whose religious holidays are not recognized by the University’s calendar that they should provide the instructor with the dates they will be absent as early in the semester as possible.**

2. Scholastic Standards has formed an ad hoc sub-committee for the development of standards for online courses. The members are: Francine DeFranco, Larry Gramling, Doug Hamilton, Thomas Recchio (chair), and Jeff von Munkwitz-Smith.

## ATTACHMENT #15

**University Senate Curricula and Courses Committee  
Report to the Senate  
November 9, 2009**

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

- A. MCB 2225. Cell Biology Laboratory  
Second semester. Four credits. One 1-hour lecture and two 4-hour laboratories. Prerequisite or corequisite: MCB 2210. Open to honors students. Open to non-honors students with instructor consent.  
A laboratory experience that will prepare students for thesis research. Focus will be on experimental design, data analysis and presentation. Topics include cell culture, DNA transfection, fluorescence and time-lapse microscopy, image processing, and flow cytometry. Students will pursue independent research projects.
- B. MUSI 100X Popular Music and Diversity in American Society  
Popular Music and Diversity in American Society. Either Semester. Three credits. Two lecture hours and one discussion hour per week. No prior musical training or knowledge required.  
An introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop and other genres. Musicians and their music studied in the context of twentieth-century and contemporary American society, emphasizing issues of race, gender, class, and resistance.
- C. DRAM 1xxx: Theatre Production II  
Either semester. Three credits. Prerequisite: DRAM 1206. Two class periods and one 2-hour studio period. Open only with consent of instructor.  
An introduction to costume, lighting, management and stagecraft with application to departmental productions

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

- A. MCB 2225W Cell Biology Laboratory  
B. DRAM 1207 Theatre Production Studio

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

- A. DRAM 1202. Computer Drafting for the Theatre (add instructor consent)  
**Revised Title and Catalog Copy**  
1202. Computer Drafting for the Theatre  
(106) Second semester. Three credits. Two 3-hour studio periods. Open only with consent of instructor.  
Computer Aided Drafting techniques for theatrical applications. Use of design software for creating various 2-D plans, including light plots, set designs and technical shop drawings. Assumes a good working knowledge of theatrical drafting conventions and techniques.

- B. DRAM 1209 Drawing and Painting Techniques for the Theatre (add instructor consent)  
**Revised Title and Catalog Copy**  
 1209. Drawing and Painting Techniques for the Theatre  
 (109) First semester. Three credits. Two class periods and one 2-hour studio period. Open only with consent of instructor.  
 An introduction to theatrical sketching and rendering emphasizing color composition in various media.
- C. DRAM 1701-1702 Introduction to Acting (add instructor consent)  
**Revised Title and Catalog Copy**  
 1701-1702. Introduction to Acting  
 (143-144) Both semesters. Three credits each semester. Open only with consent of instructor. Concurrent enrollment in DRAM 1801-1802 required for all acting majors.  
 First semester: Basic acting techniques, including improvisation and the use of the stage environment. Second semester: continuation of basic techniques with emphasis on the presentation of scenes from contemporary plays.
- D. DRAM 1801 Introduction to Movement for the Actor I (add instructor consent)  
**Revised Title and Catalog Copy**  
 1801. Introduction to Movement for the Actor I  
 (149) First semester. Three credits. Three 2-hour studio periods. Open only with consent of instructor. Sabatine  
 Conditioning the body to increase stretch, strength, flexibility, and sensitivity. Exploration of movement concepts in space, time and energy values, and mind body and environment relationships.
- E. DRAM 1802 Introduction to Movement for the Actor II (add instructor consent)  
**Revised Title and Catalog Copy**  
 1802. Introduction to Movement for the Actor II  
 (150) Second semester. Three credits. Three 2-hour studio periods. Open only with consent of instructor. Sabatine  
 Continuation of DRAM 1801. Emphasis on the organization of movement expression using essence theory of emotion, intentions, gestures and physical characterization through movement.
- F. DRAM 1901 Production of the Speaking Voice (add instructor consent)  
**Revised Title and Catalog Copy**  
 1901. Production of the Speaking Voice  
 (120) Either semester. Three credits. Open only with consent of instructor. Stern  
 Study and practice in the development of an expressive, injury-free speaking voice capable of filling most performance spaces without amplification. Students concentrate on breathing technique, throat relaxation, resonance enhancement, and the use of variety in pitch and speaking rate. The course also integrates these technical voice skills with the principles of the inner acting process.



- G. DRAM 2130 History of Drama I (add instructor consent)  
**Revised Title and Catalog Copy**  
 2130. History of Drama I  
 (130) First semester. Three credits. Not open for credit to students who have passed DRAM 2132. Open only with consent of instructor. McDermott  
 Dramatic literature and theatre history from Classical Greece through the Spanish Golden Age, including an examination of non-western theatre traditions, especially Japanese.
- H. DRAM 2131 History of Drama II (add instructor consent)  
**Revised Title and Catalog Copy**  
 2131. History of Drama II  
 (131) Second semester. Three credits. Recommended preparation: DRAM 2130. Not open for credit to students who have passed DRAM 2133. Open only with consent of instructor. McDermott, Molette  
 Dramatic literature and theatre history from the French Renaissance to Contemporary Theatre, including an examination of non-western theatre traditions, especially Chinese.
- I. DRAM 2132 Masterpieces of the Drama: Aeschylus to Shakespeare (add instructor consent)  
**Revised Title and Catalog Copy**  
 2132. Masterpieces of the Drama: Aeschylus to Shakespeare  
 (180) Either semester. Three credits. Open only with consent of instructor.  
 A study of masterpieces of Greek, Roman and Elizabethan drama with emphasis on analysis of form and content and attention to staging conventions.
- J. DRAM 2133 Masterpieces of the Drama: Molière to the Present (add instructor consent)  
**Revised Title and Catalog Copy**  
 2133. Masterpieces of the Drama: Molière to the Present  
 (181) Either semester. Three credits. Open only with consent of instructor.  
 A study of masterpieces of French 17th Century; English Restoration and 18th Century; European, English, and Japanese 19th Century; and European, English, African, and American 20th Century drama. Emphasis on analysis of form and content and attention to staging conventions.
- K. DRAM 2702 Acting Technique II (add instructor consent)  
**Revised Title and Catalog Copy**  
 2702. Acting Technique II  
 (244) Second semester. Three credits. Three 2-hour studio periods. Prerequisite: DRAM 2701. Open only with consent of instructor. McDonald  
 A continuation of the study and practice of techniques utilized in the performance of modern realists.
- L. DRAM 2711-2712 Introduction to Directing (add instructor consent)  
**Revised Title and Catalog Copy**  
 2711-2712. Introduction to Directing  
 (163-164) Both semesters. Three credits each semester. Prerequisite: DRAM 1701. Open only with consent of instructor.  
 First semester: Emphasis on theory and play analysis from the director's point of view.  
 Second semester: Emphasis on practical staging experience, including casting techniques and rehearsal and performance methods.

M. DRAM 2801 Theatre Jazz Dance I (add instructor consent)

**Revised Title and Catalog Copy**

2801. Theatre Jazz Dance I

(153) Either semester. Three credits. Three 2-hour studio periods. Open only with consent of instructor.

Basic techniques, styles, and composition of jazz dance. Emphasis placed on technique.

N. DRAM 2802 Theatre Jazz Dance II (add instructor consent)

**Revised Title and Catalog Copy**

2802. Theatre Jazz Dance II

(154) Either semester. Three credits. Three 2-hour studio periods. Prerequisite: DRAM 2801. Open only with consent of instructor.

Continuation of Dramatic Arts 2801.

O. DRAM 2941 Oral Interpretation (add instructor consent)

**Revised Title and Catalog Copy**

2941. Oral Interpretation

(141) Either semester. Three credits. Open only with consent of instructor.

An intensive study of background and thought content of literary material and the development of techniques of oral interpretation.

**IV. The GEOC recommends approval of the following courses for inclusion in CA1 Arts and Humanities**

A. MUSI 100X Popular Music and Diversity in American Society

**V. The GEOC recommends approval of the following course for inclusion in CA4 Diversity and Multiculturalism**

A. PRLS/SPAN 1009 Latino Literature, Culture, and Society

**VI. The GEOC recommends approval of the following course for inclusion in CA4 Diversity and Multiculturalism (International)**

A. SPAN 1010 Contemporary Spanish Culture and Society through Film

B. SOCI 2XXX/W Sociology of Anti-Semitism

C. WS 2255/W Sexualities, Activism and Globalization

D. WS 2105 Gender and Science

**VII. The GEOC recommends approval of the following courses for inclusion in the Writing Competency**

A. WS 2255W Sexualities, Activism and Globalization

B. SOCI 2XXXW Sociology of Anti-Semitism

C. WS 2105W Gender and Science

D. AFAM 4994W Senior Seminar

### **VIII. The GEOC recommends revision of the following courses**

- A. SOCI 3211Q Quantitative Methods in Social Research (Change in credits and instructional pattern)  
**Revised Title and Catalog Copy**  
 SOCI 3211Q. Quantitative Methods in Social Research.  
 Either semester. Four credits. Lectures and discussion section. Prerequisite: SOCI 3201 and either STAT 1000 or 1100; or instructor consent; open to juniors and higher.  
 Practical work in the design and execution of research, hypothesis testing, data analysis, and interpretations.
- B. EKIN 4510W Mechanisms and Adaptations in Sport and Exercise (Change in credits and instructional pattern)  
**Revised Title and Catalog Copy**  
 EKIN 4510W. Mechanisms and Adaptations in Sport and Exercise. Second Semester. Three credits. Prerequisite: PNB 2264 and 2265; open only to students in Kinesiology programs; ENGL 1010 or 1011 or 3800. Armstrong, Maresh, Volek  
 An applied approach to the physiological mechanisms and adaptations influencing sport and exercise: optimal nutrition, body composition, exercise training, ergogenic aids, aging, cardiovascular health and environmental factors.

### **IX. The GEOC recommends adding the following 4000-level W course**

- A. BADM 4070W Effective Business Writing  
 Either semester. One Credit. Prerequisite: MGMT 3101, or MKTG 3101 or FNCE 3101; ENGL 1010 or 1011 or 3800; open only to Juniors or higher. Open only to School of Business students. Not open to students who have successfully completed MGMT 3070W.  
 Techniques to improve written business communication skills. Requires a variety of written assignments and gives special attention to writing tasks that students are likely to encounter early in their careers, such as reports to supervisors, sales proposals, documentation of business policies, responses to complaints, as well as general business letters and memos. Students will receive critiques of their written assignments and will be required to revise their writing.

### **X. The GEOC recommends deleting the following 3000-level W course**

- A. MGMT 3070W Effective Business Writing (effective fall 2010)

### **XI. The GEOC recommends revision of General Education By-Laws and Guidelines**

- A. Updating 3-digit course references to the 4-digit renumbering scheme, correction of language concerning 6-department rule, and references to the Q Learning Center

Respectfully Submitted by the 09-10 Senate Curricula and Courses Committee.

Eric Schultz, Chair, Michael Accorsi, Keith Barker, Norma Bouchard, Marianne Buck, Janice Clark, Michael Darre, Andrew DePalma, Dean Hanink, Kathleen Labadorf, Susan Lyons, Maria Ana O'Donoghue, Felicia Pratto

11-9-09

\* revisions to this report were made 10/5/2009

## Renumbering Update to General Education Guidelines and University Senate Bylaws

### A. Motion to update the General Education portion of the existing University Senate Bylaws to conform to the 4-digit renumbering scheme implemented in May 2008 and to correct subject area language representing existing practice already effectively approved by the Senate December 10, 2007.

Proposed changes are noted in *red italicized* font with a ~~strike~~ through the current wording.

#### II. Rules and Regulations

##### “2. *General Education Requirements*

(snip)

General Education Requirements are described in terms of four content areas and five competencies.

##### a. *Content Areas*

Students will be required to take six credits in Content Area One - Arts and Humanities; six credits in Content Area Two - Social Sciences; six to seven credits in Content Area Three - Science and Technology; and six credits in Content Area Four - Diversity and Multiculturalism.

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

Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Content Area One, one-credit performance courses may be included. Students may use no more than three credits of such courses to meet the requirement.

In Content Area Three, one of the courses must be a laboratory course of four or more credits. However, this laboratory requirement is waived for students who have passed a hands-on laboratory science course in the biological and/or physical sciences.

In Content Area Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.

One, and only one, Content Area Four course may also serve as a Content Area One, Two, or Three requirement.

For Content Areas One, Two and Three, there will be no multiple designations. An individual course will be approved for inclusion in only one of these Content Areas.

Interdisciplinary (INTD) courses may be proposed for inclusion in General Education. Each such INTD course must be approved by the General Education Oversight Committee (GEOC) and must be placed in only one of the first three Content Areas. No more than six credits with the INTD prefix may be elected by any student to meet the General Education Requirements.

General Education courses, whenever possible, should include elements of diversity.

##### b. *Competencies*

The University of Connecticut places a high value on the ability of its undergraduates to demonstrate competency in five fundamental areas - computer technology, writing, quantitative skills, second language proficiency, and information literacy. The development of these competencies rests on establishing clear expectations for students both at entrance and upon graduation, and on constructing a framework so that our students can reach these competencies.

The structure of each competency involves two parts: one establishing entry-level expectations and the second establishing graduation expectations. The entry-level expectations apply to all incoming students.

*c. Principles for the General Education Curriculum*

The General Education curriculum should entail a breadth of academic experience for all students, while at the same time providing an intellectually rigorous and challenging set of courses.

In Content Area Groups One, Two and Three, General Education courses cannot have prerequisites except for other General Education courses. Courses in Content Area Four may also have prerequisites outside of General Education courses.

Each department or School and College may propose courses for any of the four Content Areas. All courses approved for the General Education Requirements must be valid for all Schools and Colleges of the University of Connecticut in meeting the University General Education Requirements. This in no way inhibits the various Schools, Colleges, departments or programs from setting up additional internal requirements, and allows for courses to be used by a student to satisfy simultaneously University General Education Requirements and requirements for the School, College, and/or major.

General Education courses should be delivered by faculty members. Whenever possible, class sizes should be limited to permit direct interactions between students and faculty.

All courses offered for General Education credit must be approved by the General Education Oversight Committee (see II.C.2.d).

No academic unit may set enrollment bars or priorities for their own students for any General Education course, with the following exceptions:

An academic unit may reserve any percentage of seats for its own students in a ~~200-~~2000+ level W course that is not also approved for a content area.

An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a ~~200-~~2000+ level course approved for Content Area 4 (Diversity and Multiculturalism) as long as it is not also approved for any other content area.

While many courses may require both quantitative reasoning and writing, for the purposes of order and clarity there will be no multiple competency designations for ~~100-~~1000-level courses. This in no way should inhibit departments from requiring writing in their Q offerings or quantitative analysis in their W courses. Multiple competency designations, where a single course fulfills both Q and W requirements, are limited to ~~200-~~2000+ level courses.

University of Connecticut students seeking an Additional Degree or a Double Major are required to complete the degrees for both degrees/majors. Students will also be required to meet the advanced competency expectations in Computer Technology, Information Literacy and Writing for each degree/major. If an individual course is approved to fill a competency requirement for both degrees/majors, successful completion of that course will meet that requirement for both degrees/majors.

All students entering the University of Connecticut or changing school or college within the University beginning with the Fall semester 2005 are expected to meet these General Education Requirements. Bearing in mind the

principles outlined in this document, the Dean of the admitting School or College may make substitutions to the requirements for students who entered higher education prior to Fall 2005 and on a continuing basis for other students. Each Dean will submit an annual report summarizing this activity to GEOC by the end of the Spring semester each year.

Undergraduate students with Bachelor's degrees from regionally accredited institutions are exempt from the General Education Requirements.

d. *Oversight and Implementation*

The curriculum in degree programs remains vibrant and alive because faculty members constantly attend to it. They debate what is essential and what is optional to a degree program; they assess how the character of individual courses contributes to the whole; and they consider whether courses are properly sequenced relative to one another. If a general education curriculum is to avoid almost instant ossification, it requires a similar level of faculty involvement and on-going attention.

General Education Requirements will be overseen by a General Education Oversight Committee (GEOC), a faculty group appointed by the Senate and representative of the Schools and Colleges. The Committee also will have an undergraduate and a graduate student representative. The GEOC shall be a subcommittee of the Senate Curricula and Courses Committee, whose chair will serve as a non-voting member of GEOC. Representatives, either the Director or the Associate Director, of each of the W and Q Centers, will also be given non-voting appointments to GEOC. When Q or W Center Directors or Associate Directors are GEOC subcommittee chairs, and are members of the University faculty, they shall retain voting rights in the GEOC. The GEOC will monitor the General Education curriculum. This Committee will work in association with the Office of Undergraduate Education and Instruction. Financial support for the activity of the GEOC will come from the Office of the Provost.

The GEOC will be charged with:

- setting the criteria for approving all course proposals for the Content and Competency Areas;
- setting the criteria for entrance and exit requirements for the Competency Areas;
- developing policy regarding the delivery of the University-wide General Education program;
- reviewing and approving courses proposed for inclusion in the General Education Requirements;
- determining the resources necessary to deliver the General Education Curriculum;
- monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and
- reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Courses Committee when appropriate.

The membership of the GEOC shall be representative of the Faculty of all of the Schools and Colleges and members shall be appointed following current Senate Nominating Committee practice. While the members and chair shall be proposed by the Nominating Committee and approved by the Senate, the process of consultation shall include the Vice Provost for Undergraduate Education. Because the GEOC is a subcommittee of a Senate committee, the chair need not be a Senator.

Terms of appointment to the GEOC shall be two years, except in the case of the student member where a one-year term is appropriate. In addition, one half of the first group of GEOC members shall be appointed for one year to ensure some overlap in membership from year to year. Normally, no member shall serve more than two consecutive terms of two years each without leaving the committee for at least two years. The chair shall serve one three-year term and shall not be re-appointed.

The chair of the GEOC shall be responsible for the management of the General Education course proposal review process and the continued oversight of the curriculum. Because of the unusually demanding nature of this position, the chair will be given 50% release time and be provided with administrative support.

Faculty members involved in General Education have different pedagogical challenges from those facing instructors in major or graduate courses. These faculty members should be brought together on a regular basis to collaborate on issues concerning the delivery of these courses. This can be accomplished by the chair of the GEOC, who will organize their regular meetings. These meetings will provide the kind of on-going discussion necessary to keep this part of the curriculum vibrant and vital.

The GEOC shall establish and appoint members to four Content Area subcommittees. Each subcommittee will establish the criteria for all courses to be approved for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

The GEOC shall establish and appoint members to five Competency subcommittees. Each subcommittee will establish and continue to review entrance and exit expectations for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

Once the criteria or any changes to the criteria for each of the Content Areas and Competencies are developed and accepted by the GEOC, they must be submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.

Courses proposed for General Education, once they have been approved by the GEOC, will be submitted to the Senate Curricula and Courses Committee for formal approval and submission to the Senate.

The Senate Budget Committee is charged with determining:

- if sufficient seats and resources exist to handle the undergraduate enrollment;
- if academic resources, particularly TA's to assist in W courses, are available to meet enrollment demands; and
- if the Learning Center has been adequately funded to support the General Education Requirements.”

**B. GEOC recommends approval of the following revisions to the General Education Guidelines: update 3-digit course references to the 4-digit renumbering scheme; change “University Quantitative Center” references in the General Education Guidelines to the “University Quantitative Learning Center”; and, correct subject area language representing existing practice already effectively approved by the Senate December 10, 2007.**

Proposed changes are noted in *red italicized* font with a ~~strike~~ through the current wording.

## UNIVERSITY OF CONNECTICUT GENERAL EDUCATION GUIDELINES

**As approved by the University Senate on May 12, 2003\***

\*including motions passed by the Senate on 11/10/03, 12/8/03, 4/5/05, 2/13/06, 12/11/06, 12/10/07, 12/8/08, and 2/2/09.

### **Goals of General Education:**

(Based on the Ad Hoc Committee on General Education of 1985, the Task Force on General Education Report of 2000, and the Senate Curricula and Courses Committee Report of May 2001.)

The purpose of general education is to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. It is vital to the accomplishment of the University's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other.

The following four principles should support any effort in general education:

**Universality.** All students at the University of Connecticut should have the same University General Education Requirements irrespective of their major, School or College. Schools and Colleges may not restrict the courses that students are allowed to use in fulfilling the University General Education requirements.

**Accessibility.** All students at the University of Connecticut should have timely access to General Education courses and support services.

**Transferability.** Students must be able to transfer from one School or College to another without having to repeat General Education Requirements. A procedure should be established for the smooth transition of students who transfer into the University from other institutions.

**Faculty Participation.** General Education courses should be taught by faculty; resources should be allocated to promote this practice.

Guidelines for General Education are presented in three parts:

A. The General Education Requirements:

1. Content Areas
2. Competencies
3. Principles

B. Oversight and Implementation

C. Criteria for Specific Content Areas and Competencies

## **PART A: The General Education Requirements**

### **PART A.1. Content Areas**

**There are four content Areas:**

- Group One - Arts and Humanities. Six credits.
- Group Two - Social Sciences. Six credits.
- Group Three - Science and Technology. Six to seven credits.
- Group Four - Diversity and Multiculturalism. Six credits.

#### **Content Area Operating Principles:**

- a. The courses ~~in~~ *fulfilling the* Content Areas One, Two, and Three *requirements* must be ~~taken in~~ *drawn from at least* six different ~~academic units~~ *subjects as designated by the subject letter code (e.g., ANTH or PVS). The courses within each of these content areas must be from two different subjects.* Content Area courses may be counted toward the major.
- b. Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Group One, one-credit performance courses may be included. Students may use no more than three credits of such courses to meet the requirement.
- c. In Group Three, one of the courses must be a laboratory course of four or more credits. However, this laboratory requirement is waived for students who have passed a hands-on laboratory science course in the biological and/or physical sciences.
- d. In Group Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.



- e. One, and only one, Group Four course may also serve as a Group One, Group Two, or Group Three requirement.
- f. For Groups One, Two and Three, there will be no multiple designations. An individual course will be approved for inclusion in only one of these Groups.
- g. Interdisciplinary (INTD) courses may be proposed for inclusion in General Education. No more than six credits with the INTD prefix may be elected by any student to meet the General Education Requirements.
- h. General Education courses, whenever possible, should include elements of diversity.

## **PART A.2. Competencies**

The University of Connecticut places a high value on the ability of its undergraduates to demonstrate competency in five fundamental areas - computer technology, writing, quantitative skills, second language proficiency, and information literacy. The development of these competencies rests on establishing clear expectations for students both at entrance and upon graduation, and on constructing a framework so that our students can reach these competencies.

The structure of each competency involves two parts: one establishing entry-level expectations and the second establishing graduation expectations. The entry-level expectations apply to all incoming students. The entry and exit expectations for these five competencies are delineated in Part C of this document.

It is unreasonable to place the institutional responsibility for developing these competencies solely on individual courses. Therefore, a plan has been developed to enrich the instructional environment through the development of a Learning Center, a place where students can come for asynchronous learning supported by tutors, advisors, teaching assistants, peer preceptors and faculty, as well as through the use of technology. Faculty members should begin undergraduate classes with a summary of the competencies and proficiencies that a student will need to bring to the subject matter. Students can avail themselves of the services within the Learning Center to bring their skill levels up to faculty expectations.

## **PART A.3. Principles for the General Education Curriculum**

The General Education curriculum should entail a breadth of academic experience for all students, while at the same time providing an intellectually rigorous and challenging set of courses.

There must be a significant commitment to several principles:

### 1. Course Accessibility.

In Content Area Groups One, Two and Three, General Education courses cannot have prerequisites except for other General Education courses. Courses in Group Four may also have prerequisites outside of General Education courses.

### 2. Universality.

Each department or School and College may propose courses for any of the four Content Areas. All courses approved for the General Education Requirements must be valid for all Schools and Colleges of the University of Connecticut in meeting the University General Education Requirements. This in no way inhibits the various Schools, Colleges, departments or programs from setting up additional internal requirements, and allows for courses to be used by a student to satisfy simultaneously University General Education Requirements and requirements for the School, College, and/or major.

### 3. Other Operating Principles:

a. General education courses should be delivered by faculty members. Whenever possible, class sizes should be limited to permit direct interactions between students and faculty.

- b. All courses offered for General Education credit must be approved by the GEOC. There will be no rollover of existing course offerings. Procedures for course approval are listed in Part B.
- c. No School or College may set enrollment bars or priorities for their own students for any General Education course.
- (1). An academic unit may reserve any percentage of seats for its own students in a ~~200-~~2000+ level W course that is not also approved for a content area.
- (2). An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a ~~200-~~2000+ level course approved for Group IV (Diversity and Multiculturalism) as long as it is not also approved for any other content area.
- d. While many courses may require both quantitative reasoning and writing, for the purposes of order and clarity there will be no multiple competency designations for ~~100-~~1000-level courses. This in no way should inhibit departments from requiring writing in their Q offerings or quantitative analysis in their W courses. Multiple competency designations, where a single course fulfills both Q and W requirements, are limited to ~~200-~~2000+ level courses.
- e. University of Connecticut Students seeking an Additional Degree or a Double major are required to complete the requirements for both degrees/majors. Students will also be required to meet the advanced competency expectations in Computer Technology, Information Literacy and Writing for each degree/major. If an individual course is approved to fill a competency requirement for both degrees/majors, successful completion of that course will meet the requirement for both degrees/majors.
- f. All students entering the University or changing school or college within the University beginning with the Fall semester 2005 are expected to meet these General Education Requirements. Bearing in mind the principles outlined in this document, the Dean of the admitting School or College may make substitutions to the requirements for students who entered higher education prior to Fall 2005 and on a continuing basis for other students. Each Dean will submit an annual report summarizing this activity to GEOC by the end of the Spring semester each year.
- g. Undergraduate students with Bachelor's degrees from regionally accredited institutions are exempt from the General Education Requirements.
- h. Graduates of community college degree programs who completed requirements under approved General Education articulation agreements with the University will have satisfied all General Education Requirements.

## **PART B: Oversight and Implementation**

The curriculum in degree programs remains vibrant and alive because faculty members constantly attend to it. They debate what is essential and what is optional to a degree program; they assess how the character of individual courses contributes to the whole; and they consider whether courses are properly sequenced relative to one another. If a general education curriculum is to avoid almost instant ossification, it requires a similar level of faculty involvement and on-going attention. Given the responsibilities of the Senate Curricula and Courses Committee, it is unreasonable to expect this body to be directly responsible for General Education other than at the policy level that is its charge.

General Education Requirements will be overseen by a General Education Oversight Committee (GEOC), a faculty group appointed by the Senate and representative of the Schools and Colleges. The Committee also will have an undergraduate and graduate student representative. The GEOC shall be a subcommittee of the Senate Curricula and Courses Committee whose chair will serve as a non-voting member of GEOC. Representatives, either the Director or the Associate Director, of each of the W and Q Centers, will also be given non-voting appointments to GEOC. When Q or W Center Directors or Associate Directors are GEOC subcommittee chairs, they shall retain voting rights in the GEOC. The GEOC will monitor the General Education curriculum. The creation of a Senate-appointed committee recognizes the policy control of the Senate in matters relating to undergraduate education. This Committee will work in association with the Office of Undergraduate Education and Instruction because this office has University-wide responsibility for the health of

undergraduate education and the fiscal resources to address emerging issues. Financial support for the activity of the GEOC will come from the Office of the Provost.

**The GEOC will be charged with:**

- setting the criteria for approving all course proposals for the Content and Competency Areas;
- setting the criteria for entrance and exit requirements for the Competency Areas;
- developing policy regarding the delivery of the University-wide General Education program;
- reviewing and approving courses proposed for inclusion in the General Education Requirements;
- determining the resources necessary to deliver the new General Education Requirements (number of seats per Content Area per year, etc.);
- monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and
- reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Courses Committee when appropriate.

The membership of the GEOC shall be representative of the Faculty of all of the Schools and Colleges and members shall be appointed following current Senate Nominating Committee practice. While the members and chair shall be proposed by the Nominating Committee and approved by the Senate, the process of consultation shall include the Vice Chancellor for Academic Administration. Because the GEOC is a subcommittee of a Senate committee, the chair need not be a Senator.

Terms of appointment to the GEOC shall be two years, except in the case of the student member where a one-year term is appropriate. In addition, one half of the first group of GEOC members shall be appointed for one year to ensure some overlap in membership from year to year. Normally, no member shall serve more than two consecutive terms of two years each without leaving the committee for at least two years. The chair shall serve one three-year term and shall not be re-appointed.

The chair of the GEOC shall be responsible for the management of the General Education course proposal review process and the continued oversight of the curriculum. Because of the unusually demanding nature of this position, the chair will be given 50% release time and be provided with administrative support.

Faculty members involved in General Education have different pedagogical challenges from those facing instructors in major or graduate courses. These faculty members should be brought together on a regular basis to collaborate on issues concerning the delivery of these courses. This can be accomplished by the chair of the GEOC, who will organize their regular meetings. These meetings will provide the kind of on-going discussion necessary to keep this part of the curriculum vibrant and vital.

**Implementation:**

1. The GEOC shall establish and appoint members to four Content Area subcommittees. Each subcommittee will establish the criteria for all courses to be approved for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.
2. The GEOC shall establish and appoint members to five Competency subcommittees. Each subcommittee will establish and continue to review entrance and exit expectations for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.
3. Once the criteria for each of the Content Areas are developed and accepted by the GEOC, they must be submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.
4. Any new or revised University-wide criteria for the Competency Areas that are accepted by the GEOC must be submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.

5 Once criteria for the Content and Competency Areas are approved by the Senate, courses may be submitted to the GEOC for approval.

6. Courses newly proposed for General Education, once they have been approved by the GEOC, will be submitted to the Senate Curricula and Courses Committee for formal approval and submission to the Senate. Courses that had been included in the previous General Education listing, once they have been approved by the GEOC, will be submitted directly to the Senate for final approval.

7. After no more than one year of course submissions and approvals, the GEOC will submit the entire menu to the University Senate for final approval.

8. In parallel, there will be an evaluation made by the Budget Committee of the Senate to determine:

- a. if sufficient seats and resources exist to handle the undergraduate enrollment;
- b. if academic resources, particularly TA's to assist in W courses, are available to meet enrollment demands; and
- c. if the Learning Center has been adequately funded to support the General Education Requirements.

Once these conditions are met, the new General Education Requirements will be introduced to incoming freshmen the following Fall Semester, or as soon as deemed possible for the purposes of publication and scheduling.

### **PART C: Criteria for Specific Content Areas and Competencies**

Specific criteria for the four Content Areas and five Competencies were developed by the General Education Oversight Committee (GEOC) through nine Subcommittees that were formed to oversee these areas. The formation and functions of these Subcommittees were mandated by the General Education Guidelines, which were passed by the University Senate on May 6, 2002. The four Content Area Subcommittees and the Q and W Competency Subcommittees are responsible for reviewing and recommending to the Senate Curricula and Courses Committee courses proposed for inclusion in the General Education roster of courses. They are also responsible for monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the University Senate. For the remaining three Competency Areas, the Subcommittees will review the entrance and/or exit expectations in these areas and the means whereby the expectations are to be met.

As stated at the beginning of this document, the purpose of general education is to ensure that all University of Connecticut undergraduate students

1. become articulate,
2. acquire intellectual breadth and versatility,
3. acquire critical judgment,
4. acquire moral sensitivity,
5. acquire awareness of their era and society,
6. acquire consciousness of the diversity of human culture and experience, and
7. acquire a working understanding of the processes by which they can continue to acquire and use knowledge.

In order for any course to be included in Content Area Groups One, Two, Three or Four, it should be oriented toward these overarching goals. In addition, specific criteria for the four Content Areas and five Competency Areas are given below.

#### **Group One - Arts and Humanities**

##### **Definition of Arts and Humanities for General Education:**

Arts and Humanities courses should provide a broad vision of artistic and humanist themes. These courses should enable students themselves to study and understand the artistic, cultural and historical processes of humanity. They should encourage students to explore their own traditions and their places within the larger world so that they, as informed citizens, may participate more fully in the rich diversity of human languages and cultures.

The broadly based category of Arts and Humanities includes courses in many different aspects of human endeavor. In areas of exploration traditionally included within "the Arts and Literature," students should explore modes of aesthetic human expression that develop within cultures and are delivered through (a) visual arts (painting, sculpture, architecture, etc.), (b) dramatic performances (live theatre, video and film performances, dance, etc.), (c) musical composition and performance, and/or (d) writing in various literary forms. In areas of exploration traditionally included within "the Humanities," students should explore areas of knowledge and analysis relating to human history, philosophy, or culture.

The primary modes of exploration and inquiry within the Arts and Humanities are historical, critical, and aesthetic. The subject matter of courses in Group One should be approached and analyzed by the instructor from such artistic or humanistic perspectives.

**Criteria:**

Courses appropriate to this category must, through historical, critical and/or aesthetic modes of inquiry, introduce students to and engage them in at least one of the following:

1. Investigations and historical/critical analyses of human experience;
2. Inquiries into philosophical and/or political theory;
3. Investigations into the modes of symbolic representation;
4. Comprehension and appreciation of written, graphic and/or performance art forms;
5. Creation or "re-creation" of artistic works culminating in individual or group publication, production or performance. Three-credit courses in this category must be supplemented by written or oral analysis/criticism.

**Group Two - Social Sciences**

**Definition of Social Sciences for General Education:**

The social sciences examine how individuals, groups, institutions, and societies behave and influence one another and the natural environment. Courses in this group enable students to analyze and understand interactions of the numerous social factors that influence behavior at the individual, cultural, societal, national, or international level. They use the methods and theories of social science inquiry to develop critical thought about current social issues and problems.

**Criteria:**

Courses appropriate to this category must meet all of the following criteria:

1. Introduce students to theories and concepts of the social sciences.
2. Introduce students to methods used in the social sciences, including consideration of the ethical problems social scientists face.
3. Introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment.
4. Provide students with tools to analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or international level. Social issues that might be addressed include gender, race, social class, political power, economic power, and cross-cultural interaction.

**Group Three - Science and Technology**

### **Definition of Science and Technology for General Education:**

These courses acquaint students with scientific thought, observation, experimentation, and formal hypothesis testing, and enable students to consider the impact that developments in science and technology have on the nature and quality of life. Knowledge of the basic vocabulary of science and technology is a prerequisite for informed assessments of the physical universe and of technological developments.

#### **Criteria:**

Courses appropriate to this category should:

1. Explore an area of science or technology by introducing students to a broad, coherent body of knowledge and contemporary scientific or technical methods;
2. Promote an understanding of the nature of modern scientific inquiry, the process of investigation, and the interplay of data, hypotheses, and principles in the development and application of scientific knowledge;
3. Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions; and
4. Promote interest, competence, and commitment to continued learning about contemporary science and technology and their impact upon the world and human society.

Laboratory courses in this category must teach fundamental principles of the biological and/or physical sciences through hands-on participation.

### **Group Four - Diversity and Multiculturalism**

#### **Definition of Diversity and Multiculturalism for General Education:**

In this interconnected global community, individuals of any profession need to be able to understand, appreciate, and function in cultures other than their own. Diversity and multiculturalism in the university curriculum contribute to this essential aspect of education by bringing to the fore the historical truths about different cultural perspectives, especially those of groups that traditionally have been under-represented. These groups might be characterized by such features as race, ethnicity, gender, sexual identities, political systems, or religious traditions, or by persons with disabilities. By studying the ideas, history, values, and creative expressions of diverse groups, students gain appreciation for differences as well as commonalities among people.

Subject matter alone cannot define multicultural education. A key element is to examine the subject from the perspective of the group that generates the culture. The inquiry needs to be structured by the concepts, ideas, beliefs, and/or values of the culture under study. A variety of approaches can be used, including comparative or interdisciplinary methodologies. Regardless of the approach, courses should view the studied group(s) as authors and agents in the making of history.

#### **Criteria:**

Courses may be contemporary or historical in focus; they may be broadly based or highly specialized; they may be at an introductory or advanced level. Courses must contribute to advancing multicultural and/or diverse perspectives and also highlight the perspective of the group(s) under study.

Courses appropriate to this category must meet at least one of the following criteria:

1. Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity;
2. Emphasize that interpretive systems and/or social structures are cultural creations;

3. Consider the similarities that may exist among diverse groups;
4. Develop an understanding of and sensitivity to issues involving human rights and migration;
5. Develop an awareness of the dynamics of social, political, and/or economic power in the context of any of the above four items.

At least one course selected by each student must provide an international perspective and/or comparative study of the history of culture(s) over time and place. Courses meeting the international requirement must focus on a group(s) outside of the United States or on cultural continuities and transformations.

### **Computer Technology Competency**

#### **Definition of Computer Technology Competency:**

The computer technology entry expectations are designed to ensure that all incoming students will have sufficient skills and knowledge in the use of computers and associated computer technology to begin university study. Computer technology relates to both the hardware and software used in performing common computing tasks. The following standards identify essential skills for students' appropriate and responsible use of existing and emerging technology tools for communication, productivity, management, research, problem solving and decision making. Incoming students should take an online assessment of their knowledge of and competency in the eight computer skill areas listed below. Students meeting these entrance expectations will be better prepared to perform various computing tasks essential for a successful undergraduate experience. It is expected that incoming students who do not meet the minimum competency level in any of the eight computer skill areas will do so by the end of their freshman year. These skills may be developed in a variety of ways, for example through workshops and self-paced learning modules provided by the University.

#### **Entry Expectations:**

Students should demonstrate a basic understanding of and competency in computer technology in the following eight areas:

1. Computer Operation Basics;
2. Word Processing;
3. Presentation Software;
4. Spreadsheets;
5. Databases;
6. Graphics and Multimedia;
7. Internet - Web Basics;
8. Electronic Communications.

#### **Exit Expectations:**

Each major will establish expectations for the computer technology competencies of its graduates and will build the development of these into the major curriculum. These departmental requirements must be approved at the College or School level, in the same way that new ~~200~~-2000+ level courses are approved.

### **Information Literacy Competency**

#### **Definition of Information Literacy Competency:**

Information literacy involves a general understanding of and competency in three integrally related processes:

- Information development and structure - an understanding of how information is created, disseminated and organized;

- Information access - an understanding of information communication processes and a facility with the tools required to tap into these processes;
- Information evaluation and integration - an ability to evaluate, synthesize and incorporate information into written, oral, or media presentations.

### **Entrance Expectations:**

None

### **Exit Expectations:**

Students should be able to meet the following expectations abstracted from the Information Literacy Competency Standards for Higher Education from the Association of College and Research Libraries. [Association of College and Research Libraries. (2003). [Information literacy competency standards](#) for higher education. Retrieved February 25, 2003. See also [Standards Toolkit](#)]

1. Define and articulate information needs.
2. Compare and contrast information resources across a variety of formats (e.g., journal, book, website, database).
3. Identify and use primary sources of information.
4. Describe the procedures for using sources of information in the major field of study.
5. Select effective approaches for accessing information.
6. Implement an efficient and effective search strategy.
7. Develop expertise working with a variety of information sources.
8. Evaluate information for consistency, accuracy, credibility, objectivity, innovation, timeliness, and cultural sensitivity.
9. Synthesize main ideas to construct new concepts.
10. Ethically and legally acknowledge information sources, following discipline guidelines.
11. Incorporate the information in the planning and creation of a product or performance.
12. Use a variety of information technology applications to effectively communicate project outcomes.

These skills will first be developed at a basic level with incoming students and then in a more advanced, discipline-specific manner within the majors. Basic information literacy will be taught to all freshmen as an integral part of ENGL ~~110/111~~ **1010/1011**, in collaboration with the staff of the University Libraries. Each major program will consider the information literacy competencies required of its graduates and build those expectations into the upper-level research and writing requirements in the major. These departmental requirements must be approved at the College or School level, in the same way that new ~~200~~-**2000**+level courses are approved. The subject area specialists at the University Libraries will provide support.

### **Learning Modules:**

The University Libraries will create a series of interactive learning modules that will equip students with the information competencies that they need to succeed at the University of Connecticut. These modules will be integrated into the orientation program, the First Year Experience program and/or the first year composition courses. They will also be available for asynchronous learning at any time in the University Libraries or the Learning Center, and at the regional campuses.



## Quantitative (Q) Competency

### Definition of a Q course:

Q courses require the knowledge and use of mathematics and/or statistics at or above the basic algebra level as an integral part of the course. These courses might include comprehensive analysis and interpretation of data. The mathematical and/or statistical methods and skills required are those specific to the particular course and discipline.

### Criteria:

Courses appropriate for a Q designation should have the following attributes:

1. Mathematics and/or statistics at or above the basic algebra level must be an integral part and used throughout the course;
2. Courses must include use of basic algebraic concepts such as: formulas and functions, linear and quadratic equations and their graphs, systems of equations, polynomials, fractional expressions, exponents, powers and roots, problem solving and word problems. Formal abstract structures used in symbolic logic and other algebraic analyses are acceptable;
3. Courses should require the student to understand and carry out actual mathematical and/or statistical manipulations, and relate them to whatever data might be provided in order to draw conclusions. Merely feeding numerical data into a program on a computer or a calculator to obtain a numerical result does not satisfy this requirement. Technology should be viewed as a tool to aid understanding and not as a driver of content.

### Entry Expectations:

The present admission requirement for quantitative skills is the satisfactory completion of three or more years of high school mathematics course work including second-year algebra and first-year geometry. Students are strongly encouraged, however, to take four years of mathematics in high school. All students are expected to enter the University with a competency in basic algebra and quantitative reasoning as preparation for completing Q courses. All entering students will be evaluated for quantitative proficiency based on their Math SAT1 score and/or class rank.

### Exit Expectations:

All students must pass two Q courses, which may also satisfy a Content Area requirement. One Q course must be from Mathematics or Statistics. Students should discuss with their advisor how best to satisfy these requirements based on their background, prior course preparation and career aspirations. Students whose high school algebra needs strengthening should be encouraged to complete MATH 104Q *1011Q*: Introductory College Algebra and Mathematical Modeling, as preparation for other Q courses. Alternatively, students may take MATH 104 *1010*: Basic Algebra With Applications (a course that does not carry credit toward graduation). To receive credit for MATH 104Q *1011Q*, it must be a student's first Q course. In some cases, advisors may recommend postponing registration in a Q course until after the student has completed a semester of course work at the University.

### The University Quantitative *Learning* Center:

Advisors may also recommend that students avail themselves of support services offered at the University Quantitative *Learning* Center in Storrs and at the regional campuses. The Quantitative *Learning* Center will be directed by a full time faculty member who will oversee the administration of diagnostic examinations, quantitative-skills tutorials, workshops, modules, supplemental instruction, etc. The Quantitative *Learning* Center will also provide support to advisors and to faculty teaching Q courses on all campuses.

## Second Language Competency

### Definition of Second Language Competency:

Second-language competency prepares students for the increasingly multilingual challenges of involved exchanges of goods and ideas and for participation in local, regional and global affairs. It is thus an integral component of both liberal and practical education that contributes to students' articulateness in the second language and in their native language as well as awareness of the diversity of human cultures and languages.

The broad benefits of learning and using a second language can be obtained from the study of any one of a variety of languages: ancient or modern, written or spoken, less or more widely taught, verbal or sign.

### **Entry Expectations:**

The admission requirement for second language skills is two years of study in a second language in high school or the equivalent. Students are strongly encouraged, however, to take three or more years of the same second language by the time they complete high school.

### **Exit Expectations:**

Students meet the minimum requirement if admitted to the University having passed the third-year of a single second language in high school, or the equivalent. When the years of study have been split between high school and earlier grades, the requirement is met if students have successfully completed the third-year high school-level course. With anything less than that, students must pass the second course in the first-year sequence of college level study.

### **Writing (W) Competency**

#### **Definition of Writing Competency for General Education:**

The writing across the curriculum W course requirements are designed to ensure that writing instruction continues after the Freshman English writing courses (English 110 *1010* or English 111 *1011*). As one of the fundamental ways through which academic disciplines explore, construct, and communicate their various forms of knowledge, writing is an essential component of a university education. The goals of the Freshman English seminars emphasize the need to "engage students in the work of academic inquiry through the interpretation of difficult texts, [to help them participate in] the issues and arguments that animate the texts, and [to reflect] on the significance for academic and general culture and for themselves of the critical work of reading and writing" (Freshman English Seminar Description 1). The W requirement extends that work to other courses with an emphasis on the significance of writing in individual major fields of study.

W courses should demonstrate for students the relationship between the writing in the course and the content learning goals of the course. Students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of the course material. In addition then to the general formal questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression, and the discipline specific format, evidentiary, and stylistic norms, the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop both throughout their lives and careers after graduation.

The W requirement can be met in formats other than the standard three-credit course. For example, a department might add a fourth credit to a three-credit course to convert the course to a W; another department might adopt a portfolio assessment mechanism that requires substantial writing over a number of semesters' work in the major; and another department might organize a series of partial W courses in sequence that when completed would fulfill the W requirement.

The W requirement does not limit writing only to courses with a W designation; the requirement is designed to support and encourage writing instruction throughout the curriculum. Courses without a W designation, for example, still would commonly require that students write papers and essay examinations.

### **The University Writing Center:**

Much of the outside-of-class work involved in writing instruction will be supported by qualified tutors in the University Writing Center at Storrs and the regional campuses. The center, directed by a senior, tenured faculty member with another faculty member as an assistant and a group of graduate student (and in some cases undergraduate) tutors from across the disciplines, will be a clearing house for writing issues throughout the University. The Director of the Writing Center will organize on all campuses faculty development workshops for W course instructors and will be responsible for organizing and supervising the W course instructor orientations/workshops. The Writing Center will train tutors, and the Writing Center office will house copies of all W course syllabi that have been approved by GEOC.

### **Staffing:**

W courses normally will be taught by University of Connecticut faculty. When that is not possible, then qualified graduate students may be used to assist faculty in ~~200-2000+~~ level W courses or, with faculty supervision, to teach a ~~400-1000-~~ level W course.

All new instructors of W courses will be provided with a W course orientation. This orientation will be required of all teaching assistants assigned to assist in a ~~200-2000+~~ level or to instruct a ~~400-1000-~~ level W course. The orientation will present the W course guidelines and the pedagogical strategies and learning outcomes of the Freshman English courses in order to provide the institutional context and rationale for the requirement. Detailed descriptions of the Freshman English courses and a copy of the writing handbook required of all students in Freshman English will be distributed at the workshop. All orientation materials will be made available to experienced W course faculty. Supplemental workshops will be offered throughout the academic year. All W course instructors will be invited to those voluntary workshops, which will be designed to support the teaching of writing.

### **Departmental Responsibility:**

1. Each department must submit to GEOC a pedagogically sound plan for all W courses approved for the major. That plan must include specific courses and a brief rationale for how those courses are central to the major.
2. All plans that involve fulfilling the W requirement within each department (the preferred plan) or that link to courses in other departments must be submitted to the GEOC W course subcommittee for review and the GEOC for final approval.
3. Any changes in previously approved W courses that substantially alter the mode of writing instruction must be submitted to GEOC for review.
4. If a department desires to approve one or more W courses taught in other departments as a part of its own major requirements, the outside departments must agree to such arrangements.
5. Courses at the ~~400-1000-~~ level taught by TAs or ~~200-2000+~~ level courses with TA help must have a mechanism for TA supervision approved by GEOC.

### **Criteria:**

Courses (and their equivalents) appropriate for a W designation should:

1. Require that students write a minimum of fifteen pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness;
2. Address writing in process, require revision, and provide substantial supervision of student writing. (The structure of revision and supervision may vary, including in- class writing workshops, individual consultation, substantial formative commentary on drafts, and so on.);
3. Have an enrollment cap of nineteen students per section;

4. Make explicit the relation between writing and learning in the course;
5. Articulate the structure of supervision of student writing;
6. Explain the place and function of revision in the course;
7. Detail how the page requirement will be met;
8. Require that students must pass the writing component in order to pass the course.

### **Entry Expectations:**

1. Freshman English placement options for first year students at the University of Connecticut will vary depending upon their incoming qualifications.

#### Honors:

Honors Students may choose English ~~250~~ **3800**, a three-credit seminar taught by full-time faculty, to fulfill the Freshman English requirement.

#### SAT Placement Scores:

Students with Verbal SAT (VSAT) scores of 430 and below are automatically placed in English ~~104~~ **1004**. There is no pre-class appeal. Student writing is evaluated after the first week of the term. In rare cases it is possible, based on that writing and with the approval of the Director of Freshman English, for a student to be moved into an English ~~110~~ **1010** or ~~111~~ **1011** section.

Students with VSAT scores of 440-540 have the option to enroll in either English ~~104~~ **1004** or English ~~110~~ **1010** or ~~111~~ **1011**. Student writing is evaluated after the first week of the semester and all inconsistencies brought to the attention of the Director of Freshman English. At this point a student may be placed in a course more appropriate to his or her writing. All students who remain in English ~~104~~ **1004** must pass that course in order to move on to English ~~110~~ **1010** or ~~111~~ **1011**.

Students with VSAT Scores above 540 have the option to enroll in either English ~~110~~ **1010** or ~~111~~ **1011**.

#### 2. Connecticut Community College Transfer Students:

There is an articulation agreement with each community college that prescribes which two, three-credit community college courses fulfill UConn's Freshman English requirement. Four of these six credits count toward the four-credit Freshman English requirement; the other two credits come in as elective.

#### 3. Transfer students from other Connecticut colleges and from out-of-state:

These students are assessed on a case-by-case basis by the Director of Freshman English.

### **Exit Expectations:**

1. All students must take either English ~~110~~ **1010** or ~~111~~ **1011**. Students with Advanced Placement English scores of 4 or 5 and students passing English ~~250~~ **3800** are exempted from the English ~~110~~ **1010** or ~~111~~ **1011** requirement.

2. Additionally, all students must take two writing-intensive courses, one of which must be approved for the student's major (see Departmental Responsibility above). These courses may also satisfy other Content Area requirements. (Note: English ~~110~~ **1010** or ~~111~~ **1011** is a prerequisite to all writing-intensive courses.)

3. A writing-intensive course approved for the student's major does not have any credit-hour restriction, but it is to be at the ~~200~~-**2000+** level.

# University Senate

## *Operating Budget Presentation*



Prepared By  
Budget Office

November 9, 2009

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\*These documents were used at the Board of Trustees meeting on November 5, 2009 and are available on the CFO's website at <http://www.cfo.uconn.edu/BOT/BOT.html>

University of Connecticut (Storrs & Regionals)  
Statement of Current Funds Budget Operations<sup>1</sup> and Variance Analysis  
FY09 (unaudited)  
(Dollars in Millions)

	Budget	Actual	Variance	% Change
<b>Current Funds Revenues:</b>				
Operating Fund				
State Support	\$328.9	\$327.8	(\$1.1)	
Tuition	204.2	210.3	6.1	
Fees	82.6	82.9	0.3	
Grants & Contracts	76.1	74.0	(2.1)	
Investment Income	5.4	4.1	(1.3)	
Sales & Service Education	16.9	17.1	0.2	
Auxiliary Enterprise Revenue	140.4	152.4	12.0	
Other Revenue	<u>11.1</u>	<u>10.5</u>	<u>(0.6)</u>	
Total Operating Fund	865.6	879.1	13.5	1.6%
Research Fund	<u>73.7</u>	<u>80.6</u>	<u>6.9</u>	9.3%
<b>Total Current Funds Revenues</b>	<b>\$939.3</b>	<b>\$959.6</b>	<b>\$20.3</b>	<b>2.2%</b>
<b>Current Funds Expenditures / Transfers:</b>				
Operating Fund				
Personal Services	\$403.5	\$403.3	(\$0.2)	
Fringe Benefits	140.3	136.7	(3.6)	
Other Expenses	145.1	151.5	6.4	
Energy	33.0	33.6	0.6	
Equipment	12.0	14.8	2.8	
Student Financial Aid	90.5	90.4	(0.1)	
Transfers	<u>40.2</u>	<u>46.3</u>	<u>6.1</u>	
Total Operating Fund	864.6	876.6	12.0	1.4%
Research Fund	<u>73.7</u>	<u>78.2</u>	<u>4.5</u>	6.1%
<b>Total Current Funds Expenditures / Transfers</b>	<b>\$938.3</b>	<b>\$954.8</b>	<b>\$16.5</b>	<b>1.8%</b>
<b>Net Gain<sup>2</sup></b>	<b><u>\$1.0</u></b>	<b><u>\$4.8</u></b>	<b><u>\$3.8</u></b>	
	<b>Operating</b>	<b>Research</b>	<b>Total</b>	
Unrestricted	\$2.3	\$2.0	<b>\$4.3</b>	
Restricted	<u>0.2</u>	<u>0.3</u>	<b>0.5</b>	
<b>Total</b>	<b>\$2.5</b>	<b>\$2.3</b>	<b>\$4.8</b>	

<sup>1</sup> The University prepares and presents its Operating Budget requests and annual Spending Plan in a current funds format. The current funds format shows gross student tuition and fees and does not net out scholarship allowances, as required in the financial statements which are prepared in the GASB Nos. 34/35 format. Scholarship allowances are shown as an expense item. In addition, the University's current funds format includes equipment purchases as an expense, does not include depreciation and does not include the State debt service commitment for interest.

<sup>2</sup> The University had a net gain of \$4.8 million for the fiscal year ended June 30, 2009, which was comprised of a \$4.3 million unrestricted net gain and a \$0.5 million restricted net gain. The unrestricted net gain included the \$1.0 million reserve repayment for the November 2001 drawdown of \$11.5 million for the Towers Dining Center and Student Union, greater than anticipated tuition and fee revenue as a result of higher enrollment, more auxiliary revenues because of greater housing occupancy and meal plans, and additional facilities and administrative cost recovery as a result of increased research activity.

## Quarterly Overview of the Operating and Research Funds For the Twelve Months Ended June 30, 2009

### Results of Annual Operations

The enclosed report comparing the Operating and Research Funds actual results to budget for the twelve month period ended June 30, 2009 reflects unaudited figures and is subject to additional year-end accounting and audit adjustments.

On September 23, 2008, the Board of Trustees approved a Revised Spending Plan for Fiscal Year 2009 of \$938.3 million. This budget included \$939.3 million of revenue to cover \$938.3 million in expenses, yielding a \$1.0 million net gain. The net gain is the \$1.0 million reserve repayment for the November 2001 drawdown of \$11.5 million for the Towers Dining Center and Student Union.

The University ended the year with an unrestricted Operating Budget gain of \$4.3 million (Operating Fund \$2.3 million and Research Fund \$2.0 million) and a restricted gain of \$0.5 million (Operating Fund \$0.2 million and Research Fund \$0.3 million). The Operating Fund unrestricted net gain of \$2.3 million was slightly more than anticipated primarily due to additional tuition and fee revenue as a result of higher enrollment than budgeted. There were more auxiliary revenues than budgeted because the higher enrollment resulted in greater housing occupancy and meal plan consumption. An analysis of the results of operations for various categories of accounts is presented below.

	<u>Operating Fund</u>	<u>Research Fund</u>	<u>Total</u>
Unrestricted	\$2.3	\$2.0	\$4.3
Restricted	<u>0.2</u>	<u>0.3</u>	<u>0.5</u>
Total	\$2.5	\$2.3	\$4.8

### Revenues - Operating Fund

Total **Operating Fund** revenue collections for Fiscal Year 2009 were \$879.1 million which represented 101.5% of the annual budget. Last fiscal year, Operating Fund revenue collections represented 101.3% of the annual budget. A major source of revenue, **State Support**, consisted of a \$238.8 million appropriation and a fringe benefit allotment of \$88.9 million. State Support represented 37.3% of total Operating Fund receipts for the year. On June 24, 2008, the Governor issued a directive which reduced the Fiscal Year 2009 State appropriation allotment by \$6.7 million or 3%; associated fringe benefit support was also reduced by \$2.7 million for a total of \$9.4 million. This rescission and the anticipated reduction in collective bargaining support from the State's Reserve for Salary Adjustment account of approximately \$2.7 million (includes estimated fringe benefits) were reflected in the Revised Spending Plan for Fiscal Year 2009. Since the spending plan was revised in September, the Governor reduced the allotment by \$0.2 million (including fringe benefits) on December 17, 2009 and reduced the allotment by \$6.1 million (including fringe benefits) on March 30, 2009. Other adjustments to the allotment included \$0.2 million of additional funds as a result of a settled maintainers contract and \$0.8 million less due to a state mandated furlough day. The State Support amount also includes the year-end payroll accrual.



**Tuition** collections were the second largest source of revenue, totaling \$210.3 million, which represented 23.9% of total Operating Fund receipts. Tuition receipts were 103% of the annual amount budgeted (\$204.2 million). Tuition revenue collections reflect a 5.6% rate increase coupled with a 2.7% increase in the number of undergraduate degree-seeking students who account for approximately 86.6% of budgeted tuition revenues. The revised Board of Trustee budget was only based on a 1.6% increase in undergraduate degree-seeking students. Therefore, tuition revenue was greater than budgeted due to higher enrollment than expected.

**Fee** revenue is comprised of course fees from summer school, part-time, and non-degree students as well as self-supporting programs (off campus MBA, EMBA, etc.). Also included in this category is the General University Fee, which primarily supports four Auxiliary Enterprise programs and various other fees such as the Infrastructure Maintenance Fee, Application Fees and Late Payment Fees. The Fee collections were \$82.9 million or 100.3% of the amount budgeted. This category was more than budgeted primarily due to the higher enrollment mentioned above, but was offset by fewer than projected students in fee based self-supporting academic programs.

**Auxiliary Enterprise Revenue** for Fiscal Year 2009 was \$152.4 million which represented 108.6% of the annual budgeted amount and was ahead of budget due to a greater amount of students housed and more meal plans than anticipated. Auxiliary revenue consisted primarily of Room and Board Fees which reflect rate increases of 8.3% and 6.3% respectively (\$113.8 million) and Athletic Department receipts (\$34.8 million).

**Gifts, Grants and Contracts** revenue consists of restricted revenues from a granting agency or private donor and gifts transferred from the UConn Foundation. For Fiscal Year 2009, Gifts, Grants and Contracts revenue of \$74.0 million, which included \$18.5 million from the UConn Foundation, was 97.3% of the annual budget. The University has received additional federal financial aid, but this category is less than the budget due to slower implementation of the federally funded Teach Grant and less funds transferred from the Foundation for Athletics than expected.

**Investment Income** was \$1.3 million less than the budget for the year with revenues of \$4.1 million. Interest rates in the State Treasurer's STIF dropped to 0.54% by the end of the fiscal year. The average interest rate for Fiscal Year 2009 was 1.47% compared to 4.0% for Fiscal Year 2008.

**Sales and Services of Educational Activities and Other Sources** (primarily parking, transit fee, and rental income) revenue totaled \$27.6 million and were close to budget for the year.

### **Revenues - Research Fund**

With respect to the **Research Fund**, the granting agency or donor restricts most of the revenues. Fiscal Year 2009 Research Fund revenues were \$80.6 million and represented 109.3% of the amount budgeted as compared to \$72.9 million and 105.2% of the amount budgeted in Fiscal Year 2008. This category was ahead of budget due to an additional \$2 million from the Federal American Recovery and Reinvestment Act and a higher utilization of

NIH and NSF grants. These increased revenues have supported research in the Institute of Materials Science, the Center for Health, Intervention and Prevention, Psychology, and selected areas of science in the College of Liberal Arts and Sciences and the School of Engineering. The unrestricted fund balances of the aforementioned departments have also seen an increase as a result of increased recovery of facilities and administrative costs.

### **Expenditures - Operating Fund**

**Total Operating Fund** expenditures (excluding transfers) for Fiscal Year 2009 were \$830.3 million or 100.7% of the annual budgeted amount. Individual categories of expenditures as a percentage of the annual budget were as follows:

Personal Services	99.9%
Fringe Benefits	97.5%
Other Expenses	103.9%
Equipment	123.5%
Student Aid	99.9%

**Personal Services/Fringe Benefits** represented 99.3% of the annual budgeted amount of \$543.8 million and was close to budget. The University was able to identify resources to fund a net increase of 30 full-time faculty defined by the IPEDS federal reporting standard. The hiring of the additional full-time faculty is part of the on-going effort to meet the course coverage demands of increased undergraduate enrollment. This category was on target because the University experienced a slower attrition rate than expected and hiring was limited to only essential positions due to the reductions in State Support.

**Other Expenses** (including energy costs) were \$185.1 million and represented 103.9% of the amount budgeted. Energy expenditures were slightly over budget partially due to increased non-cogeneration gas consumption. Other Expenses (excluding energy costs) were ahead of budget due to two contributing factors. Library acquisitions which were classified as prepaids at June 30, 2008 are now included in actual expenditures. Also, there were additional academic and auxiliary enterprise expenses due to the higher enrollment.

**Equipment** expenditures of \$14.8 million were 123.5% of the amount budgeted and were ahead of budget for the year due to an upgrade to the Student Administration System and continued implementation of the Human Capital Management System. In prior years, UCONN 2000 was the primary fund source for information technology equipment purchases.

**Student Aid** was \$90.4 million and represented 99.9% of the amount budgeted. This category was close to budget for the year. While the University received additional federal aid for Pell Grants, there was a slower implementation of the federally funded Teach Grant than expected.

### **Expenditures - Operating Fund Transfers**

The **Transfers** line reflects transfers to Plant Funds for various building improvements, code related corrective action and bond and installment loan payments as well as payments for the

capital lease for the cogeneration plant. Transfers were over budget by \$6.1 million due to anticipated property acquisitions.

### **Expenditures - Research Fund**

Finally, **Research Fund** expenditures and transfers totaled \$78.2 million and represented 106.1% of the budgeted amount which tracks with the additional revenue noted above. Research Fund transfers included funds for faculty start-up equipment. In Fiscal Year 2008, Research Fund expenditures and transfers reported totaled \$74.5 million and represented 107.5% of the budgeted amount.

### **Enrollment**

Total University enrollment for fall 2008 (excluding the Health Center) was up 2.4% from fall 2007. First semester freshmen enrollment was up 12.3% from fall 2007 and total undergraduate enrollment (degree and non-degree) was up 2.5%. The current year budget was based on a projected 1.2% increase in total University enrollment and a projected 1.6% increase in undergraduate enrollment.

### **Cash Balance**

The June 30, 2009 current funds cash balance was \$118.1 million, \$5 million more than June 2008 which was \$113.1 million. The current funds cash balance reflected the collection of 102.2% of budgeted revenue while total expenditures and transfers were 101.8% of budget. Also, the June 30, 2009 cash balance represented 12.4% of the annual expenditures and transfers as compared to 12.5% one-year ago.

### **Fund Balance**

The University has a combined net gain of \$4.8 million for the fiscal year ended June 30, 2009, which is comprised of a \$4.3 million unrestricted net gain and a \$0.5 million restricted net gain. This results in a Current Funds Unrestricted Fund Balance of \$69.0 million (Operating Fund-\$48.8 million; Research Fund-\$20.2 million). The unrestricted fund balance represented 8.4% of the Fiscal Year 2009 unrestricted expenditure budget (\$823.7 million) or, alternatively stated, 30.6 days' worth of operations.

In accordance with standard University procedures, centrally funded unrestricted fund balances are carried forward in departmental accounts and are available for expenditure in the current and future fiscal years. The Fiscal Year 2009 revised budget assumed a consistent level of departmental fund balances at June 30, 2009. However, in anticipation of additional statewide budget reductions and the Governor's directives, departmental fund balances were greater than Fiscal Year 2008. The \$69 million fund balance represents the funds and inventory remaining in these accounts: the Research Fund (designated for research); the Auxiliary Operations (residential, dining, health, student activities and recreational services); and Departmental accounts (self-supporting fee-based instructional programs such as Continuing Studies and MBA).

The fund balances, while not all technically encumbered, are committed in a more generic sense. First of all, funds may be held in a departmental account in anticipation of expenditure such as start-up costs for a new researcher. Second, under the provisions of UCONN 2000, the University is required to maintain a Renewal and Replacement Fund to keep projects in sound operating condition; the fund balance serves this purpose under the Master Indenture. Third, these amounts include inventory.

The fund balance is our operating capital and reserve for programs and activities that generate revenue and are not supported by state appropriation or tuition funds. We borrow from the fund balance to pay our bills when necessary. For example, in Fiscal Year 2004, the University did not receive \$13.4 million in state fringe benefit support until June—the very end of the fiscal year. In Fiscal Year 2005, the first quarter allotment of our entire appropriation did not arrive until September 28th—two days before the close of the fiscal quarter. Another example: the state generally informs us of changes in fringe benefit rates after the fiscal year has started, and frequently the increases have a significant fiscal impact. The fund balance allows us to manage these dislocations without disrupting the University's operations.

The total unrestricted net assets of \$147.2 million are made up of the \$69 million current funds balance, \$42.0 million in unexpended Plant Funds, and \$36.2 million in funds that are Internally Restricted for the Retirement of Indebtedness. The University has traditionally been very conservative with regard to savings for debt obligations, maintaining funds at a level of approximately 1.75 times our annual debt payments. We believe that this policy has served us well as the University's bond rating has remained consistently strong.

The Plant Funds balance of \$42 million includes cash resources for projects for Auxiliary Enterprise operations such as Residential Life, Dining Services, Student Health Services, Student Union and Athletics. The University has a policy that a departmentally funded construction project does not begin unless the funding has been identified and transferred to Plant Funds. For Residential Life, the window of opportunity to actually complete many repairs and renovations is limited as some projects cannot be done while students are occupying the buildings, so the actual spending of the cash is a timing issue.

In addition to on-going Residential Life projects, the Plant Funds balance includes funds for projects such as dormitory window replacements and sprinkler installations. \$11.7 million in projects were approved by the Board of Trustees on June 23, 2009.

Also, the Plant Funds balance includes funds set-aside for on-going code related corrective action such as the Office of the State Fire Marshal Legacy Code Remediation project, which will correct discrepancies in 56 buildings, and various fire alarm audibility upgrade projects. The additional funding for these projects totals \$14.6 million and was approved by the Board of Trustees on June 23, 2009. These projects are moving forward expeditiously with completion anticipated near the end of the next fiscal year.



University of Connecticut  
*Office of the Vice President and  
 Chief Financial Officer*

Richard D. Gray  
 VP & CFO

November 5, 2009

**TO:** Members of the Board of Trustees

**FROM:** Richard D. Gray  
 Vice President and Chief Financial Officer

Paul R. McDowell  
 Chief Financial Officer

**RE: SPENDING PLAN FOR FISCAL YEAR 2010 FOR THE UNIVERSITY OF  
 CONNECTICUT, STORRS & REGIONAL CAMPUSES**

**RECOMMENDATION:**

That the Board of Trustees approve the Spending Plan for Fiscal Year 2010 of \$991.3 million for the University of Connecticut, Storrs and Regional Campuses.

**BACKGROUND:**

The Fiscal Year 2010 Spending Plan includes \$992.3 million of revenue, including state funding of \$233.0 (excluding fringe benefits), to cover \$991.3 million in expenses. The \$1.0 million gain is for the reserve repayment from the November 2001 drawdown of \$11.5 million for the Towers Dining Center and Student Union. In addition, the Fiscal Year 2010 State Budget requires a \$3.0 million transfer from University operating reserves to the State General Fund. The result is a net loss of \$2.0 million.

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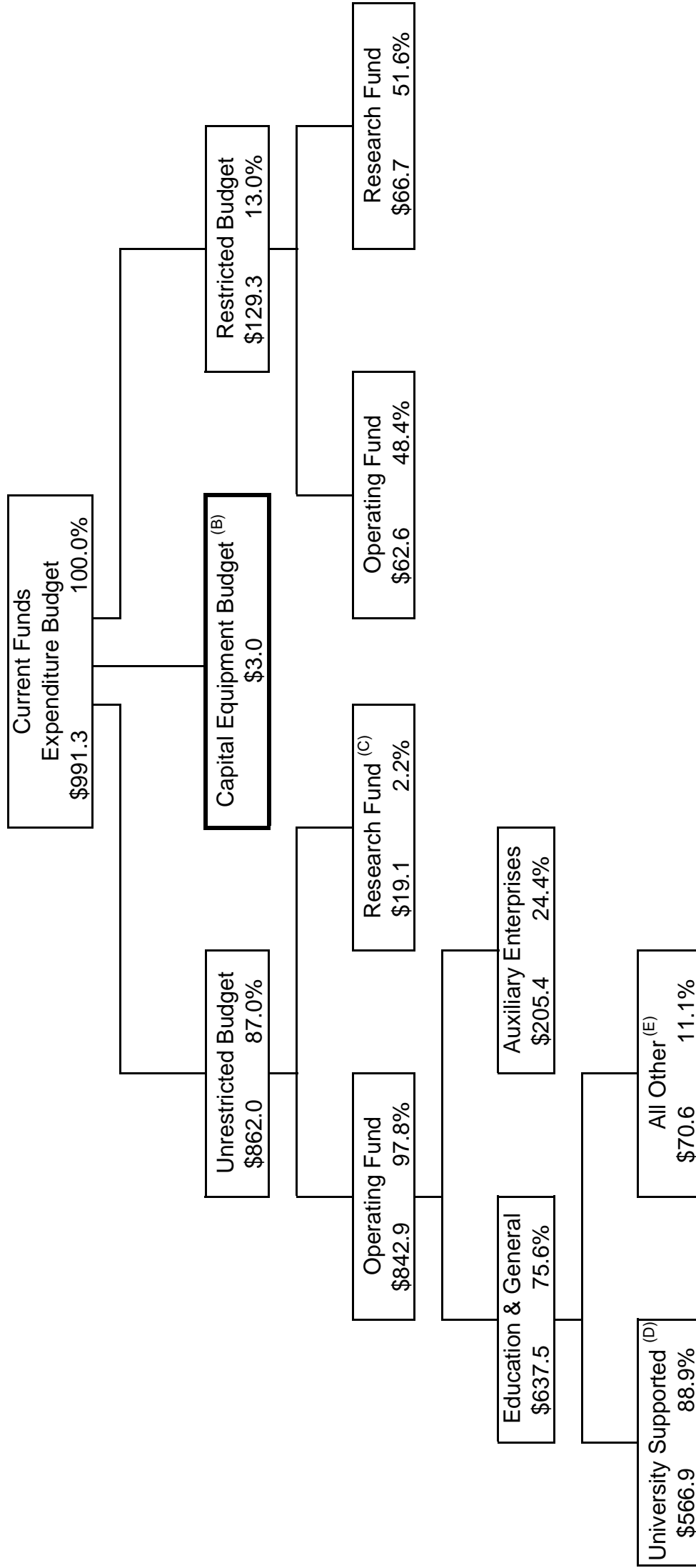
352 Mansfield Road Unit 2122  
 Storrs, Connecticut 06269-2122

Telephone: (860) 486-3455  
 Facsimile: (860) 486-1070

# University of Connecticut (Storrs & Regional Campuses)

## Total Current Funds Expenditure Budget (in millions) <sup>(A)</sup> - % by Categories

FY 2010



<sup>(A)</sup> Includes transfers for Debt Service and construction projects.

<sup>(B)</sup> The Capital Equipment Budget, funded by UCONN 2000, is shown for illustrative purposes only and is not included in the Current Funds Expenditure Budget figures.

<sup>(C)</sup> This amount represents grant indirects (F&A) funding only. Sponsored grants are reflected in the restricted portion of the budget.

<sup>(D)</sup> Primary revenue sources are the State Appropriation and tuition receipts.

<sup>(E)</sup> Primarily E&G Enterprise activities (e.g., Continuing Studies, MBA, etc...).

University of Connecticut (Storrs & Regional Campuses)  
Current Funds Budget  
FY 2010

	TOTAL	E & G	AUXILIARY	UNRESTRICTED	RESTRICTED
<b>Revenues</b>					
<b>Operating Fund</b>					
State Support					
State Appropriation/Allotment	\$ 233,011,263	\$ 233,011,263	\$	\$ 233,011,263	\$
Fringe Benefits	92,272,460	92,272,460		92,272,460	
Total State Support	<u>325,283,723</u>	<u>325,283,723</u>		<u>325,283,723</u>	
Student Tuition & Fees-Gross	360,997,146	326,294,488	34,702,658	360,997,146	
Tuition Waiver Discounts	<u>(48,035,546)</u>	<u>(48,035,546)</u>		<u>(48,035,546)</u>	
Net Student Tuition & Fees	312,961,600	278,258,942	34,702,658	312,961,600	
Grants & Contracts	53,883,723	53,205,068	678,655	2,173,876	51,709,847
Private Gifts & Grants	24,300,000	15,803,500	8,496,500	13,600,000	10,700,000
Investment Income	1,145,249	1,095,249	50,000	1,016,950	128,299
Sales/Services of Educational Depts	17,035,450	17,035,450		17,035,450	
Sales/Services Auxiliary Enterprises	161,462,091		161,462,091	161,462,091	
Other Revenue	<u>10,408,081</u>	<u>10,408,081</u>		<u>10,408,081</u>	
<b>Total Operating Fund</b>	<b>\$ 906,479,917</b>	<b>\$ 701,090,013</b>	<b>\$ 205,389,904</b>	<b>\$ 843,941,771</b>	<b>\$ 62,538,146</b>
<b>Research Fund</b>					
Research Grants and Contracts	<u>85,804,000</u>	<u>85,804,000</u>		<u>19,117,000</u>	<u>66,687,000</u>
<b>Total Revenues</b>	<b>\$ 992,283,917</b>	<b>\$ 786,894,013</b>	<b>\$ 205,389,904</b>	<b>\$ 863,058,771</b>	<b>\$ 129,225,146</b>
<b>Expenditures/Transfers</b>					
<b>Education and General (E&amp;G):</b>					
Instruction	\$ 281,806,665	\$ 281,806,665	\$	\$ 276,656,776	\$ 5,149,889
Research	76,096,403	76,096,403		8,046,984	68,049,419
Public Service	38,499,977	38,499,977		22,932,381	15,567,596
Academic Support	68,587,524	68,587,524		66,125,254	2,462,270
Library	22,198,748	22,198,748		22,145,495	53,253
Student Services	30,090,434	30,090,434		30,037,518	52,916
Institutional Support	83,802,673	83,802,673		83,794,366	8,307
Physical Plant	72,428,338	72,428,338		72,428,338	
Student Aid	<u>93,361,737</u>	<u>93,361,737</u>		<u>55,480,241</u>	<u>37,881,496</u>
<b>Sub-Total Education and General</b>	766,872,499	766,872,499		637,647,353	129,225,146
<b>E &amp; G Transfers / Debt Retirement</b>	<u>18,991,514</u>	<u>18,991,514</u>		<u>18,991,514</u>	
<b>Total Education and General</b>	<b>\$ 785,864,013</b>	<b>\$ 785,864,013</b>	<b>\$</b>	<b>\$ 656,638,867</b>	<b>\$ 129,225,146</b>
<b>Auxiliary Enterprises</b>					
Expenditures	167,824,985		167,824,985	167,824,985	
Mandatory Transfers for Debt Retirement	<u>12,776,919</u>		<u>12,776,919</u>	<u>12,776,919</u>	
<b>Auxiliary Expend. / Mandatory Trans</b>	<b>\$ 180,601,904</b>	<b>\$</b>	<b>\$ 180,601,904</b>	<b>\$ 180,601,904</b>	<b>\$</b>
Non-Mandatory Transfers	<u>24,788,000</u>		<u>24,788,000</u>	<u>24,788,000</u>	
<b>Total Auxiliary Enterprises</b>	<b>\$ 205,389,904</b>	<b>\$</b>	<b>\$ 205,389,904</b>	<b>\$ 205,389,904</b>	<b>\$</b>
<b>Total Expenditures/Transfers</b>	<b>\$ 991,253,917</b>	<b>\$ 785,864,013</b>	<b>\$ 205,389,904</b>	<b>\$ 862,028,771</b>	<b>\$ 129,225,146</b>
<b>Gain*</b>	<b>\$ 1,030,000</b>	<b>\$ 1,030,000</b>	<b>\$ 0</b>	<b>\$ 1,030,000</b>	<b>\$ 0</b>
Transfer to State General Fund	<u>(3,000,000)</u>				
<b>Net Loss</b>	<b>\$ (1,970,000)</b>				

\* The \$1.0 million gain is for the reserve repayment for the November 2001 drawdown of \$11.5 million for the Towers Dining Center and Student Union.

**University of Connecticut (Storrs & Regional Campuses)**  
**Current Funds - Actual and Proposed (in millions)**  
**Fiscal Years Ended June 30, 2007-2010**

	<b>Actual</b>		<b>Actual</b>		<b>Proposed</b>		
	<b>FY 2007</b>	<b>FY 2008</b>	<b>FY 2009</b> <small>(unaudited)</small>	<b>Change</b>	<b>FY 2010</b>	<b>Change</b>	<b>%</b>
<b>Revenues:</b>							
Operating Fund							
State Support	\$305.9	\$328.2	\$327.8	(\$0.4)	\$325.3	(\$2.5)	-0.8%
Tuition (Net of Discounts)	177.8	190.0	210.3	20.3	225.5	15.2	7.2%
Fees	74.6	78.9	82.9	4.0	87.5	4.6	5.5%
Auxiliary Enterprise Revenue	130.0	136.0	152.4	16.4	161.5	9.1	6.0%
All Other Revenues	<u>102.2</u>	<u>109.3</u>	<u>105.6</u>	<u>(3.7)</u>	<u>106.7</u>	<u>1.1</u>	<u>1.0%</u>
Total Operating Fund	\$790.5	\$842.4	\$879.0	\$36.6	\$906.5	\$27.5	3.1%
Research Fund	<u>71.8</u>	<u>72.9</u>	<u>80.6</u>	<u>7.7</u>	<u>85.8</u>	<u>5.2</u>	<u>6.5%</u>
<b>Total Revenues</b>	<b>\$862.3</b>	<b>\$915.3</b>	<b>\$959.6</b>	<b>\$44.3</b>	<b>\$992.3</b>	<b>\$32.7</b>	<b>3.4%</b>
<b>Expenditures / Transfers:</b>							
Operating Fund							
Personal Services	\$358.8	\$385.7	\$403.3	\$17.6	\$397.0	(\$6.3)	-1.6%
Fringe Benefits	122.2	134.2	136.7	2.5	138.6	1.9	1.4%
Other Expenses	173.7	172.7	185.1	12.4	192.9	7.8	4.2%
Equipment	10.9	11.0	14.8	3.8	21.3	6.5	43.9%
Student Financial Aid	76.7	81.2	90.4	9.2	102.6	12.2	13.5%
Transfers	<u>41.5</u>	<u>43.5</u>	<u>46.3</u>	<u>2.8</u>	<u>53.1</u>	<u>6.8</u>	<u>14.7%</u>
Total Operating Fund	\$783.8	\$828.3	\$876.6	\$48.3	\$905.5	\$28.9	3.3%
Research Fund Expenditures	<u>69.2</u>	<u>74.5</u>	<u>78.2</u>	<u>3.7</u>	<u>85.8</u>	<u>7.6</u>	<u>9.7%</u>
<b>Total Expenditures / Transfers</b>	<b>\$853.0</b>	<b>\$902.8</b>	<b>\$954.8</b>	<b>\$52.0</b>	<b>\$991.3</b>	<b>\$36.5</b>	<b>3.8%</b>
<b>Net Gain</b>	<b>\$9.3</b>	<b>\$12.5</b>	<b>\$4.8</b>		<b>\$1.0</b>		
Transfer from Reserves to State General Fund					<u>(3.0)</u>		
<b>Net Loss</b>					<b><u>(\$2.0)</u></b>		



Highlights  
Fiscal Year 2010  
University Spending Plan

### BUDGET PROCESS

For even-numbered fiscal years, the University prepares a single fiscal year spending plan; for odd-numbered years, the University also prepares a “current services” budget for the upcoming biennium for submission to the Office of Policy and Management (the Governor’s budget agency), as well as to the State Department of Higher Education. (“Current services” refers to the cost of continuing current programs and services, updated for inflation. The “current services” budget forms the basis of the Governor’s recommendations to the legislature.) The November 5<sup>th</sup> budget workshop will only focus on the spending plan for Fiscal Year 2010. The tuition and fee charges for Fiscal Year 2010 were set in March 2009 by the Board. FY11 tuition and fee rates are tentatively scheduled to be presented to the Board at the January 2010 meeting.

### BUDGET GOALS

For the past couple of years the University has been shifting into a minimal growth mode with respect to enrollment at Storrs. Our budget goals at Storrs have changed with the changing times, from managing dramatic growth to growing quality. However, the current state of the economy is such that UConn’s excellent value may be affecting the marketplace more than expected, as evidenced by increases not just in applications, but in paid deposits. It appears that the UConn equation (quality + price = value) is driving demand among talented students as never before. However, we have made the conscious decision to decrease the freshman class size for Fiscal Year 2010. Actual new freshman enrollment at all campuses was approximately 500 less students than in last year’s class. This decision to offer the UConn opportunity to fewer students will have an effect on this year’s budget. For Fiscal Year 2010, faculty hiring (which translates into course coverage, improved student faculty ratio and research productivity) remains the focal point in the proposed spending plan for the Storrs-based program.

### THE STATE BUDGET

On September 1, 2009, the Legislature passed the State budget for the next two fiscal years. The state appropriation reflects the continuing difficult fiscal environment. While we have been preparing for the reality of declining state support, we are also compelled to meet the needs of our students, patients and faculty. UConn is a vital state asset that plays a critical role in addressing our economic crisis in the short-term and ensuring Connecticut’s economic viability in the long-term. Investing in UConn is investing in our state’s future by educating our high-achieving students, providing Connecticut with a highly qualified workforce, and conducting research that serves as a catalyst for innovation, product development and job creation. As we have worked through strategies to

address these dramatic cuts, to the extent possible, we are committed to protecting financial aid to ensure access to our outstanding programs for those students with the greatest need for assistance. As a general principle, protecting program quality and accessibility are foremost. Yet, we recognize that cuts of this magnitude would necessitate sacrifices by all. The support for the University is as follows.

For Fiscal Year 2010, the Storrs appropriation of \$235.3 million is manageable, yet not without its challenges. The amount represents FY09 level funding post rescissions. University employees agreed to benefit and wage concessions for FY10 and FY11 in an effort to help the State and University through very challenging economic times. It has not been easy as we are doing more with less, but there has been a continued commitment to do all we can with what we have. Unfortunately, the budget bill did include the sweeping of fund balances or University reserves by the State into its General Fund in the amount of \$3 million in FY10. This action sets a serious and negative precedent in order to provide one-time budget relief in the current economic climate. It is important to note that fund balances do not occur as a result of the state appropriation, but through the stewardship of resources provided via non-state revenue streams. The sweeping of these fund balances to the State General Fund is nothing more than a tax on students and will reduce resources available to support the Academic Plan and to repair and replacement of the physical plant.

Note that on September 22, we were notified by the Office of Policy and Management of an adjustment to the Storrs appropriation. This adjustment to appropriation of \$2.3 million is attributed to state-wide contract services and management reductions included in the budget bill. Despite this reduction in support, we remain committed to maintaining academic quality and preserving access to the University as best we can.

Fringe benefit support from the state for Storrs is estimated to be \$92.3 million for FY10. The state share of the Storrs-based operating budget, which stood at 50% in FY91 and 35.4% in FY06, is projected to be 32.8% for FY10.

#### RETIREMENT INCENTIVE PROGRAM (RIP)

The impact of the Retirement Incentive Program cannot be overstated. At the Storrs-based programs, we saw a total of 211 people avail themselves of the RIP. Of this group, 52 were faculty, 75 were professional staff and 84 were classified personnel. The General Fund (i.e. state supported) portion of the dollar value of these retirements for Storrs is \$14.1 million in salary. The total value, which also includes salaries paid for by auxiliary funds, is \$17.5 million.

In the state budget just enacted, higher education constituent units are permitted to retain all of these General Fund "savings". From a program perspective, we are doing everything we can to address both the negative impact on programs and the opportunities presented by the RIP staffing losses. We have asked

certain retirees to return (for the statutorily permissible 120 days per calendar year) in order to enable us to cover classes, staff residence halls, and operate the city we call the Storrs campus. At this time, we are filling only the most critical positions. We will manage our way through the current year, but these temporary measures will not carry us through on a permanent basis. Furthermore, the timetable for faculty recruitment dictates that we enter the marketplace this fall. As a result, we are now beginning the search process for those positions essential to the ongoing growth and enhancement of our academic and research mission. There will, however, be no standard University-wide “refill rate.” Rather, as we look to FY11, positions will be approved and budgets will be developed based on programmatic priorities. For FY10, our focus will be to minimize the challenges associated with the RIP, but longer term our goal is to maximize the reallocation opportunities—and potential for significant change—that the retirement program represents.

### SPENDING REDUCTIONS AND CONTROLS

Over the course of the last year, Governor Rell has issued a number of directives to reduce state spending as an immediate response to revised revenue projections. The University has instituted new procedures in keeping with the Governor’s specifications, including serious constraints on the hiring of personnel.

We continue to seek efficiencies where possible, both immediate and long-term. At Storrs, the CORE Task Force continues to seek ways to generate cost-savings, efficiencies, and revenue enhancements.

### BUDGET PLAN AND PRIORITIES

By way of background, our unaudited numbers indicate that the Storrs-based program has closed FY09 with a net gain of \$4.8 million primarily due to greater than anticipated tuition and fee revenue as a result of higher enrollment, more auxiliary revenues because of greater housing occupancy and meal plans, and additional facilities and administrative cost recovery as a result of increased research activity.

This proposed spending plan for FY10 projects a \$1.0 million gain for the Storrs-based program. This gain is for the reserve repayment from the November 2001 drawdown of \$11.5 million for the Towers Dining Center and the Student Union. In addition, the FY10 State Budget requires a \$3.0 million transfer from University operating reserves to the State General Fund. The result is a net loss of \$2.0 million. (Percentages represent increases over the prior year.)

	<u>FY09</u>	<u>FY10</u>
Storrs based	\$954.8 million (5.8%)	\$991.3 million (3.8%)

This budget reflects the following:

- The state appropriation and estimates of state fringe benefit support.
- Efficiencies, cost-reductions and reallocations rolled out permanently into the base budget.
- Revenue enhancement/implementation of charges previously approved by the Board.
- Expenditures for quality: faculty hiring plan, course coverage and an enriched educational experience.
- Expenditures for equity and increased financial aid.

### STORRS & REGIONAL CAMPUSES

Our strategic budgetary focus remains the faculty hiring plan, which is the key to realizing the Academic Plan's three interrelated objectives: improving undergraduate instruction, growing research productivity and enhancing the University's reputation as a center for scholarly endeavor. The University's plan to increase full-time faculty is designed to: enhance the quality of the student experience, further the state's economic growth through research and workforce development, solidify the University's growing national reputation, and maximize the investment of parents and all taxpayers by ensuring that students can graduate in four years.

In FY06, we began the academic year with 51 net new faculty members. In FY07, we added 13 faculty to that number. Starting in FY08, the effort to recruit more faculty was organized into a comprehensive five-year plan. The plan provided for hires in areas that respond to student demand, offer greatest research opportunity and tie to the state's economic development. Many of the initial positions are in the fields of the state's workforce needs, namely science, technology and financial services. The faculty hiring plan had as its five year goal the addition of 175 net new faculty active in both instruction and research by FY12. Although we had sought state support for the effort in past years, until FY08 our additional hiring was funded through reallocation of resources.

In FY08, \$2 million in reallocated funds were significantly enhanced with an important infusion of \$1 million in new, targeted state aid for the hiring of additional faculty. (The biennial budget included \$1 million— not additive— for FY09 as well.) The funding of the FY08 component of the plan resulted in a net increase of 30 faculty members. The FY09 phase of the plan, all funded through reallocation, supported yet another addition of 30 faculty.

Due to the 52 faculty who took advantage of the RIP, we are behind the curve once again on the faculty hiring plan. This fall we will see a dramatic drop in the total faculty count. During the next few years of rebuilding our base, we will refocus and realign our faculty hiring plan with the Academic Plan.

## Revenue

The University relies heavily on its non-state revenue streams for fiscal stability, particularly in times when the state budget is under stress. These sources include tuition/room/board/fees at Storrs and the regional campuses, as well as private support and research funding.

The proposed budget incorporates the implementation of increases approved in March 2009 for tuition, room, board and fees. Please note that for an in-state student, tuition covers only about one-third of the cost of academic services; all charges combined (tuition, room, board and fees) cover only one-half of total costs.

For FY10 the total in-state undergraduate charge will be \$19,788, an annualized increase of 6.17% over FY09. Out-of-state undergraduate charges would rise at approximately the same percentages, for a total charge of \$35,388 in FY10. As described below, additional financial aid is budgeted to offset the impact of increased charges on financially needy students and families. UConn remains a tremendous value in comparison to our competitors—but it is a value only if the high quality of education remains high.

Tuition revenue growth—the combined effect of enrollment and tuition charges—is projected at 7.2% for FY10 over FY09. Changes in room and board (in Auxiliary Enterprises) and fees drive an increase of 5.8% for FY10 over FY09 revenue. Please note that growth in these revenue streams is a function of rate changes and occupancy. Another major source of revenue for FY10 is state support of \$325.3 million (a -0.8% decrease over FY09).

## Expenditure Highlights

- Current Services Needs  
This budget respects the constraints of the current economic environment. A portion of the increase in the budget is to support inflationary growth in ongoing activity: fringe benefit costs, utility demands, and service and commodities contracts. The two areas of expansion that serve as the primary exceptions to this general rule are undergraduate education and financial aid, described below.
- Undergraduate Education Enrichment  
If we are to continue expanding the ranks of highly talented students, we must enrich the educational experience. In FY10, the budget devotes an additional \$400,000 to the expansion of the Honors Program, \$300,000 to enhance Living & Learning communities, and \$500,000 for Regional Campus growth. In addition, we are working to expand opportunities for service learning and research experiences with faculty.

- Undergraduate Course Offerings  
 One measure of the enrollment surge is the increase in undergraduate credit hours, which jumped from 360,191 hours in FY 96 (Fall 1995 & Spring 1996) to 580,358 in FY09 (Fall 2008 & Spring 2009). This is a 61% increase over that period at all campuses and 59% at the Storrs campus alone. We have tried to respond to demand with a flexible mix of instructional capacity, including full-time faculty, in-residence faculty (3 year appointments) and adjunct faculty. As workforce and economic development needs emerge, the University does its best to respond with appropriate academic programming. For example, UConn now offers accelerated Nursing Master's programs at its Storrs, Stamford and Waterbury campuses. Our School of Business is now offering undergraduate and graduate concentrations in Entrepreneurship in an effort to train Connecticut's next generation of entrepreneurs. In response to the business community in Stamford, the University has started a Finance degree program at our campus there. The School of Engineering and College of Liberal Arts and Sciences now offer interdisciplinary curricula in nanotechnology – a discipline that will be essential to the high-technology industries of the future.
- Financial Aid  
 Financial aid represents an expenditure that, while to some extent discretionary, is inextricably intertwined with the mission of the University and is therefore treated as a “must do” in our budgets. When we develop our budget, each increase in student costs is matched by increased financial aid to ensure that no student's UConn education is denied or hampered based on financial need. For FY10, the University will earmark \$327.8 million for all forms of financial aid, and \$109.1 million (including tuition waivers) of that amount will be funded with tuition revenue. In other words, a remarkable 39.9% of this University's tuition revenue is dedicated to financial aid; 17.7% is dedicated to need-based aid. In fact, 77% of UConn's students received some form of assistance last year. This budget represents an increase of \$29.8 million over FY09 total financial aid expenditures.
- Equipment and Plant Renewal Program  
 As you know, UCONN 2000 includes project lines entitled “Equipment, Library Collections and Telecommunications,” and “Deferred Maintenance/Code/ADA Renovation Lump Sum”. In the past several years, we successfully shifted all library collections purchases onto operating dollars in order to help free up Equipment funds to address other capital needs. We have, however, discussed for the last few years the importance of gradually shifting equipment and some deferred maintenance onto operating dollars to ensure a stable funding stream for these activities. A steady phase-in would free up UCONN 2000 dollars for reallocation to other capital expenses. The FY10 budget moves \$3.0 million for equipment to the operating budget. The equipment phase-in will continue each fiscal year with the total coming from operating dollars by FY16. For FY10, we have set-aside \$2.0 million for a

plant renewal program which will assist us with our deferred maintenance needs. Once again, we would hope to increase this amount each year in order to relieve the pressure on the other UCONN 2000 named projects.

### FUND BALANCE

For the Storrs-based program, the FY09 unaudited unrestricted fund balance was \$69.0 million. The unrestricted fund balance represented 8.4% of the FY09 unrestricted expenditure budget (\$823.7 million) or, alternatively stated, 30.6 days' worth of operations.

The \$69.0 million fund balance represented the funds and inventory remaining in these accounts: the research fund (designated for research); the auxiliary operations (residential, dining, health, student activities and recreational services); and departmental generated (self-supporting fee-based instructional programs such as Continuing Studies and MBA).

It is important to remember that the fund balances, while not all technically encumbered, are committed in a more generic sense. First of all, funds may be held in a departmental account in anticipation of expenditure such as start-up costs for a new researcher. Second, under the provisions of UCONN 2000, the University is required to maintain a renewal and replacement fund to keep projects in sound operating condition; the fund balance serves this purpose under the Master Indenture. Third, these amounts include inventory.

The fund balance is our operating capital and reserve for programs and activities that generate revenue and is not supported by the state appropriation. We borrow from the fund balance to pay our bills when necessary. For example, in Fiscal Year 2004, the University did not receive \$13.4 million in state fringe benefit support until June—the very end of the fiscal year. In Fiscal Year 2005, the first quarter allotment of our entire appropriation did not arrive until September 28th—two days before the close of the fiscal quarter. Another example: the state generally informs us of changes in fringe benefit rates after the fiscal year has started, and frequently the increases have a significant fiscal impact. The fund balance allows us to manage these dislocations without disrupting the University's operations.

At year end, when funds are available, we also set aside dollars in accounts for planned one-time expenditures, mostly capital. These accounts comprise our plant funds resources for projects for Auxiliary Enterprise operations such as Residential Life, Dining Services, Student Health Services, Student Union and Athletics. The University has a policy that a departmentally funded construction project does not begin unless the funding has been identified and transferred to plant funds. For Residential Life, the window of opportunity to actually complete many repairs and renovations is limited as some projects cannot be done while students are occupying the buildings, so the actual spending of the cash is a timing issue.

Also, the plant funds balance includes funds set-aside for on-going code related corrective action such as the Office of the State Fire Marshal Legacy Code Remediation project, which will correct discrepancies in 56 buildings, and various fire alarm audibility upgrade projects. The additional funding for these projects totals \$14.6 million and was approved by the Board of Trustees on June 23, 2009. These projects are moving forward expeditiously with completion anticipated near the end of the next fiscal year.

For Storrs, then, our FY09 unaudited unrestricted net assets of \$147.2 million are made up of the \$69.0 million current fund balance, an estimated \$42.0 million in unexpended plant funds and a third component: \$36.2 million in funds that are internally restricted for the retirement of indebtedness. We have traditionally been very conservative with regard to savings for debt obligations, maintaining funds at a level of approximately 1.75 times our annual debt payments. We believe that this policy has served us well.



## ATTACHMENT #18

## Report to Senate: Interdepartmental (INTD) Courses

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Margaret Lamb, INTD administrator, Director, Individualized & Interdisciplinary Studies Program  
 Gerry Gianutsos, Chair, University Interdisciplinary Courses Committee  
 November 9, 2009

### The INTD Designation

“The Interdepartmental designation is used for courses that are truly interdisciplinary or interdepartmental; courses under the sponsorship or scope of a single department are given the departmental designation (e.g., History 195).”

*Senate “Guidelines for Submitting Course Proposals (Nov. 1995, updated 2002)”*  
 (<http://www.senate.uconn.edu/GUIDE1.html> as retrieved on Jul 15, 2007)

Some interdisciplinary teaching initiatives of faculty falls entirely within the scope of their department’s courses; others are appropriate for cross-listing (e.g. when two departments agree that the particular course fits equally comfortably within both departments’ disciplinary course offerings). The interdepartmental (INTD) designation is another option for interdisciplinary teaching initiatives and may be adopted when at least two departments share “ownership” of a course. Seven of the current INTD courses with catalog listings can be classed as collaborations of this type.

The INTD course designation is currently home for courses associated with a wide range of programs designed for University of Connecticut undergraduates, whatever their major and school or college affiliation. Such significant undergraduate programs include the University of Connecticut Honors Program, First Year Experience, and Senior Year Experience. Some other programs have important constituent courses among INTD offerings: Study Abroad, Urban Semester, the Individualized Major Program, the Diversity minor, and Linkage through Language.

### Oversight of INTD Courses

Responsibility for INTD courses rests with the Provost, who has delegated course oversight arrangements to the Vice Provost for Undergraduate Education. Dr. Makowsky has three goals for INTD courses:

- that INTD should represent a course category available for the promotion of interdisciplinary collaboration across schools and colleges;
- that faculty review of INTD course proposals should ensure that INTD courses achieve the quality expected of other courses across the University; and
- that a process of INTD course approval should be agreed across the University as the acceptable means to provide oversight for INTD courses.

### Administration of INTD Courses

Since 2004 the Individualized & Interdisciplinary Studies Program (IISP) has administered INTD courses. IISP is part of Undergraduate Education & Instruction, overseen by the Vice Provost for Undergraduate Education. Administration of INTD courses by IISP involves working with a faculty committee to approve new courses, as well as the Office of the Registrar and INTD-teaching programs to ensure that course descriptions and relevant information are up-to-date. In 2005 a process of consultation and reform was initiated to enhance faculty review arrangements for INTD course proposals so that they would be more consistent with the Vice Provost’s goals for INTD courses.

### Faculty Review of INTD Courses

An INTD C&CC was created in Fall 2006 as part of arrangements, initiated by the Vice Provost and developed in consultation with Senate, to provide better, appropriate oversight of interdepartmental courses and other university-wide courses taught under the designation “interdepartmental.” Faculty appointments to the Committee from each undergraduate school and college were made. In academic years 2006/07 and 2007/08, INTD C&CC functioned as the inaugural or transitional cross-college oversight committee for INTD course approvals. In January 2007, Senate Scholastic Standards Committee was asked by the Vice Provost to recommend a revised INTD course approval process. Such review took into account the work done by INTD C&CC and considered reservations expressed about the 2006/07 INTD course approval arrangements. In Fall 2007 Senate Scholastic Standards Committee proposed recommendations to the Provost.

In January 2008 Senate approved the recommendations for a revised undergraduate interdepartmental (INTD) course approval process, creation of a new University Interdisciplinary Courses Committee (UICC), and eventual recategorization of some existing INTD courses into a new catalog subject heading. The proposed new designation, provisionally labeled “University” or “UNIV,” would encompass some existing courses that serve important functions in university-wide academic and academic-related programs. A new UICC would serve to clarify and advise faculty members and staff who propose interdisciplinary and/or program-based, non-departmental courses on the approvals required. The committee would carry out advisory vetting for schools, colleges, and Senate and provide oversight of INTD and UNIV courses. While the UICC would act as a “gatekeeper” for the INTD and UNIV designations, UICC would not accredit new courses; schools and colleges, as well as Senate for particular types of courses, are the course accrediting bodies.

**INTD Activities (2008/09)**

INTD courses operated in the transitional manner approved by the Vice Provost for the previous year. No new INTD course proposals that would involve changes to the catalog were considered. Experimental courses previously reviewed and approved by the INTD C&CC were permitted to continue to be offered after administrative review.

The INTD administrator worked with the Provost's Office to obtain nominations of faculty members from each undergraduate school and college, a representative from a regional campus, and a chair for the University Interdisciplinary Courses Committee. Senate Executive, Senate Nominating Committee, and the Chairs of Senate Scholastic Standards Committee and Curricula & Courses Committee were consulted about various aspects of the formation of the UICC, including nomination of UICC chair and UICC membership. Ex-officio members of the UICC (non-voting) were chosen to represent academic and student affairs units with existing INTD courses, as well as other stakeholders.

UICC met once in Spring 2009 and will meet monthly during each of the 2009/10 semesters. In April 2009, UICC passed a resolution to "ask that Senate Executive Committee delay voting [by Senate Scholastic Standards Committee] on the proposed revision to Article XI to the Senate bylaws which would grant authority to non academic units to offer courses for academic credit until such time as the UICC has had an opportunity to make informed decisions about the topic to make specific recommendations."

Current UICC members are:

<b>Faculty (voting members and alternates)</b>		
Chair	SOP/PHAR SCI	Gerry Gianutsos
Member	CANR/NUSC	Nancy Rodriguez
Member	CLAS/ SOCI	Richard Rockwell
Member	NEAG/EDCI	Wendy Glenn*
Member	NEAG/EDCI	David Moss
Member	SFA/ ARTH	Margo Machida
Member	SOB/MKTG	Robert Bird
Member	SOE	Marty Fox*
Member	SOE	TBD
Member	SON	Cynthia Collins*
Member	SON	Jennifer Telford
Member	SOP/ PHAR Pract.	Michael Gerald
Member	REGIONAL CAMPUS	Ingrid Semaan
Alternate	CANR/NRE	Tom Meyer
Alternate	CLAS/ PSYC	Robert Henning
Alternate	NEAG/EPYS	Melissa Bray
Alternate	SFA/MUSI	Glenn Stanley*
Alternate	SFA/DRAM	Adrienne Macki
Alternate	SOB/ACCT	Larry Gramling

Alternate	SOE/CSE	Ion Mandoiu
Alternate	SON	Anne Bavier
Alternate	SOP	TBD

<b>Ex-Officio (non-voting members and alternates)</b>		
Member	Enrichment Programs	Lynne Goodstein
Member	Inst. for Student Success	David Ouimette
Member	ITL	Keith Barker
Member	Registrar's Office	Jeff von Munkwitz-Smith
Member	Senate C&CC	Mike Darre
Member	Student Affairs	Daniel Doerr
Alternate	Enrichment Programs	Margaret Lamb
Alternate	Inst. for Student Success	Steve Jarvi
Alternate	ITL	Catherine Ross
Alternate	Registrar's Office	Marianne Buck
Alternate	Senate C&CC	Eric Schultz
Alternate	Student Affairs	TBD

\* These members and alternates served on the committee AY0809 but will not serve AY0910.

**INTD Course Statistics (2008-09, with comparatives for 2007-08)**

Of the 31 INTD courses approved for regular listing in the course catalog, 24 were taught in 2008-09 (07-08: 31 and 25 respectively). Eight INTD courses were designated general education courses (as either Ws and/or content area courses).

PeopleSoft listings of INTD course sections (based on data supplied by OIR)

	<b>2008-09</b>		<b>2007-08</b>	
	<b>Sections</b>	<b>Seats</b>	Sections	Seats
First Year Experience Program (INTD 1800, 1820 – each 1 cr.)	<b>268</b>	<b>4297</b>	249	4113
Honors Program courses (INTD 1784, 3784 –1 cr., and 3 cr. respectively)	<b>26</b>	<b>440</b>	22	366
Linkage through Language course (INTD 3222 – 1 cr.)	<b>30</b>	<b>206</b>	39	255
Senior Year Experience course [lecture sections] (INTD 4800 – 1 cr.)	<b>2</b>	<b>356</b>	2	331
Departmental- and Program-based courses with individual catalog listings (incl. 1700 [170])	<b>22</b>	<b>221</b>	34	234
Other INTD courses (including experimental, special topics, independent study, study abroad courses)	<b>80</b>	<b>652</b>	81	579
<b>Total</b>	<b>428</b>	<b>6172</b>	427	5878

Every one of UConn's six campuses used at least two INTD courses to offer sections to its students.

2008-2009 instructors of INTD course sections were 30% faculty (tenured, untenured, adjunct), 15% graduate students, and 54% other professionals (07/08: 40%, 13%, 47% respectively).