

**MINUTES OF THE UNIVERSITY SENATE MEETING  
April 25, 2011**

1. The regular meeting of the University Senate for April 25, 2011 was called to order by Moderator Spiggle at 4:05 p.m.
2. Moderator Spiggle began the meeting by leading an observation of a moment of silence in memory of Professors Michael Neumann (Mathematics) and Alex Vias (Geography) who both recently passed away.
3. Approval of Minutes

Senator Spiggle presented the minutes from the regular meeting of March 28, 2011 for review.

**The minutes were approved as written.**

4. Report of the President

The President began by discussing the state of flux with the state budget, and indicated that the University has plans to get through the next two years, whatever “shared sacrifice” is asked for. On a more optimistic note, he highlighted State Senator Don William’s strong support for UConn, including an initiative to revive the University of Connecticut Educational Properties Incorporated (UCEPI) venture. The state budget as passed includes \$18 million in financial support for planning. UConn is proposing a facility of >100,000 square feet on the way to Charter Oak Apartments. President Austin also discussed the \$100 million in funding Senator Dodd had tried to secure for hospital facilities, which ended up going to Ohio. Governor Malloy also sees the need to use UConn to help create jobs and improve the lives of the citizens of Connecticut. The proposal the Governor has been considering would involve the creation of a new hospital and ambulatory care facility, as well as renovation of the current hospital into research space. President Austin is encouraged by this plan to continue to invest in long-term infrastructure.

The President also discussed the recent quiet spring weekend, brought about by a combination of university policies, weather, holidays, student government leadership and police enforcement.

Finally, in reflecting on his year back as Interim President, President Austin shared his appreciation for having been able to work with friends in the Senate Executive Committee, UCPEA and AAUP again.

5. Senator Clausen presented the Report of the Senate Executive Committee  
(Attachment #46)
6. On behalf of the Senate Executive Committee and University Senate, Senator Lowe shared the following words of thanks for Senator Clausen’s service as Chair of the Senate Executive Committee:

“The Senate Executive Committee has asked me to say a few words on their behalf about Jack Clausen, who is stepping down as Chair of the SEC this year. Jack has the ability to be

both funny and serious at the same time. I will not try to be Jack, but I will try to be like Jack.

Jack is from Minnesota, and like most Minnesotans, he is a man of few words. His Minnesotan sense of humor is like a loaf of bread – wry. For example, Jack has told me that I am a true wit, but that he was only half right. Jack has the remarkable ability to say the funniest things without cracking a smile. Several months ago, Jack and I were emailing back and forth about meeting and driving to the airport together to interview the finalists for UConn’s Presidential Search. My last, late night email to Jack was that I would meet him at 6:30 am and would be dressed appropriately. Within a few seconds, I received an email reply from Jack which simply said, “*Will you be wearing tights?*” That night I went to bed chuckling, thinking of what I would look like in tights. Jack is an hydrologist, he quite simply loves water in all of its aspects, and one of his favorite places to be is walking through a swamp – perhaps wearing tights Jack?

More seriously, Jack has been an outstanding chair of the SEC. He has been directly responsible for streamlining our Senate meetings by initiating Consent Agenda Items, by having the Annual Standing Committee Reports entered into the Senate minutes, and by devising the 10-minute rule for presentations to the full Senate, even when those presentations are being given by high level administrators. He has been responsible for shepherding through the Senate two separate changes in the University By-Laws, and two strong statements from the full Senate involving Spring Weekend and a proposed Metanoia. To keep the Senate running smoothly and to get things done, Jack has had countless coffees, lunches, informal meetings, and telephone conversations with a wide-variety of folks including students, staff members, faculty, and administrators, and always, in those conversations, Jack listens – when you talk with Jack, you know that he has heard you. Jack truly cares about the work of the Senate and about the well-being of the University. At our last Senate meeting, Jack described himself as a vertebrate. True, Jack does have a backbone, yet he has shown himself to be flexible, and to be one who is skilled in the arts of cooperation, collaboration, and compromise, while maintaining high standards and a gentle firmness that is to be admired.

And so Jack, on behalf of the members and staff of the SEC, and on behalf of the entire Senate, we thank you for your tireless efforts, your good work, and your leadership as our SEC Chair.”

7. Moderator Spiggle presented the Consent Agenda

Senator Darre asked that the Annual Report of the Commencement Committee be moved to the consent agenda. There were no objections.

**The Senate voted to approve the Consent Agenda as modified.**

- a. Annual Report of the Curricula & Courses Committee (Attachment #47)
- b. Annual Report of the Diversity Committee (Attachment #48)
- c. Annual Report of the Enrollment Committee (Attachment #49)
- d. Annual Report of the Faculty Standards Committee (Attachment #50)

- e. Annual Report of the General Education Oversight Committee (Attachment #51)
  - f. Annual Report of the Growth & Development Committee (Attachment #52)
  - g. Annual Report of the Scholastic Standards Committee (Attachment #53)
  - h. Annual Report of the Student Welfare Committee (Attachment #54)
  - i. Annual Report of the University Budget Committee (Attachment #55)
  - j. Report of the Curricula & Courses Committee (Attachment #56)
  - k. Report of the Nominating Committee w/GEOC Appointments (Attachment #57)
  - l. Annual Report of the Commencement Committee (Attachment #58)
8. Senator Segerson presented the Report of the Faculty Standards Committee (Attachment #59)
- a. The Faculty Standards Committee moves that the University Senate approve the attached document entitled “Interpreting Student Evaluation of Teaching (SET) Results: Guidelines for Deans, Department Heads, and Faculty,” dated April 7, 2011, which was developed by the Faculty Standards Committee. (Attachment #60)

Senator Colon asked whether teaching assistants could be covered by the new guidelines. Senator Segerson responded that teaching evaluations for TAs were not considered in developing these guidelines, but did say that the new form for evaluation of teaching will be used not only for faculty, but also for TAs, so that development of a similar set of guidelines would be appropriate. Senator Clausen indicated that the Faculty Standards Committee is actively considering evaluation of TAs, so that it might be appropriate to delay any motion on this topic. Senator Segerson stated that the literature on evaluation of teaching was consulted in developing these guidelines. Senator Eby pointed out the list of references included at the end of the report.

**The motion carried.**

- b. The Faculty Standards Committee and the Diversity Committee jointly move that the document entitled “Interpreting Student Evaluation of Teaching (SET) Results: Guidelines for Deans, Department Heads, and Faculty”:
- (1) Be part of the promotion and tenure instructions from the Provost’s office,
  - (2) Be disseminated to departments heads and faculty in conjunction with the annual review documents from the Provost’s office,
  - (3) Be disseminated to department heads for use in the merit process,
  - (4) Be included in orientation sessions for new department heads, directors, and deans,
  - (5) Be included in the Faculty Standards Committee’s Annual PTR Forum, and

- (6) Be sent to faculty and other instructors along with the results of their student evaluations of teaching.

**The motion carried.**

- c. The Faculty Standards Committee moves that the following (or comparable) language be inserted into Section 2A of the PTR form:

“Also, if desired, provide any additional contextual information regarding the Student Evaluation of Teaching (SET) results of a specific course that you believe is relevant for properly interpreting those evaluations. (Note: Inclusion of contextual information is optional.)”

**The motion carried.**

- d. The Faculty Standards Committee moves that the Senate approve the attached proposed changes to the PTR procedures, which include the recommendations from the Provost’s office, as amended by the Faculty Standards Committee.

(Attachment #61)

Senator Segerson provided a brief background on the motion stating that the initial list of suggested changes came from the Provost’s Office. The Faculty Standards Committee accepted most of the recommendations from the Provost’s Office, but was opposed to one: the request that a complete list of individuals contacted to write external letters be provided. In reviewing the procedures and suggested changes, the Faculty Standards Committee also added several suggestions, including making explicit the fact that faculty members up for promotion have the right (by state statute and AAUP contract) to access their entire file. In addition, the Committee recommended that this be explicitly stated to external letter writers. The Faculty Standards Committee also recommended against asking external reviewers to explicitly evaluate professional service, in part because of concerns that professional service should not be a necessary condition for tenure but they did suggest that the external reviewers be invited to comment on service if appropriate.

There was extensive discussion concerning the motion to modify PTR procedures. Senator Bansal asked whether an individual School or College could require a complete list of individuals contacted to write external letters be provided. Senator Segerson responded that Schools and Colleges can develop additional guidelines.

Senator Freake asked about the term “official business” in the section on Rights of Faculty Member. Senator Segerson responded that this language was taken verbatim from the AAUP contract.

Senator Mannheim asked about the requirement for five external letters and whether it would apply at the three year review. Senator Segerson responded that there is nothing in the procedures that addresses rules for the third year reappointment. Senator Pratto said that she did not like the idea of having more letters, and said that she had never seen an ambiguous case with four letters. Senator Segerson responded that the Faculty Standards Committee did not object to the change proposed by the Provost’s Office to increase the minimum number of letters from four to five. Senator

Cooper responded on behalf of the Provost's Office that more letters make a case easier to evaluate, and that some Schools have a minimum of eight letters, which makes it very easy for the Provost's Office to reach consensus. Senator Cooper also pointed to a past case with four letters that was problematic. Senator Tuchman responded that she does not like hearing that we should do something different because of a single mistake. Senator Cooper reiterated that the Provost's Office finds it easier to reach consensus when more letters are provided. Senator Lowe indicated that for Department Heads, the requirement to obtain five external letters is a lot more work than four. Senator Bansal asked whether schools other than Engineering (which requires eight letters) require more than four letters. Senator Hussein indicated that the School of Business requires four letters but request them from eight reviewers in the hopes of getting four.

Senator Chambers asked for clarification about what happens if the Senate approves the motion. Senator Segerson responded that once the Senate approves the procedures, they will be the operative procedures. They have already discussed the changes with the Provost's Office.

**An amendment to IV. Letters of Reference was moved by Senator Pratto.**

A minimum of ~~five~~ **four** external letters of reference for faculty members being considered for promotion and/or tenure must be in the PTR File prior to final recommendation by the Departmental PTR Advisory Committee. All solicited reference letters that are received must be included in the PTR File.

The Department Head is responsible for obtaining the external letters of reference. Both the faculty member, and the Department Head and/or the Departmental PTR Advisory Committee, should each create a list of five or more names of potential external reviewers. The Department Head should obtain half of the total number of letters from names on the faculty member list, ~~rounded in favor of the faculty member when an odd number of letters are obtained.~~ The ~~remainder~~ **remaining letters** should be obtained from the Department Head and/or the Departmental PTR Advisory Committee list.

Senator Pratto stated that additional editorial changes may be needed elsewhere in the PTR procedures to make consistent with the motion to change the number of external letters from five to four.

The Pratto motion to amend was seconded.

**Senator Ratcliff moved that the amendment be amended to indicate that the Department Head should REQUEST (rather than OBTAIN) half of the letters from names on the faculty member list.**

A minimum of ~~five~~ **four** external letters of reference for faculty members being considered for promotion and/or tenure must be in the PTR File prior to final recommendation by the Departmental PTR Advisory Committee. All solicited reference letters that are received must be included in the PTR File.

The Department Head is responsible for obtaining the external letters of reference. Both the faculty member, and the Department Head and/or the Departmental PTR Advisory Committee, should each create a list of five or more names of potential external reviewers. The Department Head should ~~obtain~~ **request** half of the total number of letters from names on the faculty member list, ~~rounded in favor of the faculty member when an odd number of letters are obtained.~~ The remainder **remaining letters** should be ~~obtained~~ **requested** from the Department Head and/or the Departmental PTR Advisory Committee list.

The motion to amend the amendment was seconded.

Senator Chambers called for a vote on the amendment to the amendment (to change OBTAINED to REQUESTED).

A vote to call the question passed.

**The Ratcliff motion to amend to the Pratto amendment carried.**

Moderator Spiggle returned the Senate to the discussion concerning the Pratto amendment proposing that a minimum of four, rather than five, letters be required.

**Senator Hussein proposed to delete the last sentence of the paragraph concerning requesting letters, on the basis that the information in the last sentence is implicitly there since both the PTR committee and the candidate provide lists.**

~~The remainder **remaining letters** should be obtained **requested** from the Department Head and/or the Departmental PTR Advisory Committee list.~~

The Hussein amendment was seconded.

Discussion of the Hussein amendment: Senator Pratto spoke against the Hussein Amendment, on the basis that the PTR procedures should be explicit where the second half of the letters are obtained. Senator Bramble spoke in favor of explicitness (and thus against the amendment). Senator Fox spoke in favor of the amendment because of the flexibility it provides in cases where an individual is outside the main disciplinary range of the department. Senator Mannheim spoke against the amendment, on the basis that it might suggest that the Senate was intentionally injecting ambiguity into the procedure.

**The Hussein motion to amend the Pratto amendment failed.**

Moderator Spiggle returned the Senate to the discussion concerning the Pratto amendment proposing that a minimum of four, rather than five, letters be required.

**Senator Freake raised the concern that there is often overlap between the lists of the candidate and the PTR Committee. Thus he made a motion to amend the language to include the phrase “at least”**

The Department Head should ~~obtain~~ **request at least** half of the total number of letters from names on the faculty member list

**The Freake motion to amend to the Pratto amendment carried.**

Moderator Spiggle returned the Senate to the discussion concerning the Pratto amendment (as amended by Ratcliff and Freake) proposing that a minimum of four, rather than five, letters be required.

**The amended Pratto motion carried.**

The final language approved by the Senate for the first two paragraphs of IV. Letters of Reference is as follows:

A minimum of ~~five~~ **four** external letters of reference for faculty members being considered for promotion and/or tenure must be in the PTR File prior to final recommendation by the Departmental PTR Advisory Committee. All solicited reference letters that are received must be included in the PTR File.

The Department Head is responsible for obtaining the external letters of reference. Both the faculty member, and the Department Head and/or the Departmental PTR Advisory Committee, should each create a list of five or more names of potential external reviewers. The Department Head should ~~obtain~~ **request at least** half of the total number of letters from names on the faculty member list, ~~rounded in favor of the faculty member when an odd number of letters are obtained.~~ The remainder **remaining letters** should be ~~obtained~~ **requested** from the Department Head and/or the Departmental PTR Advisory Committee list.

9. Senator Gramling presented the Report of the Scholastic Standards Committee.
  - a. The Scholastic Standards Committee moves to amend the By-Laws, Rules and Regulations of the University Senate, Section II.C.1.b: Residence Requirement as follows:
 

(Attachment #62)

***b. Residence Requirement***

~~No undergraduate degrees shall ordinarily be granted unless work of the last two semesters had been completed in residence. Exceptions are made for the following: (1) acceptable work done in the armed services programs, provided the transcript of the work is presented for evaluation by the University within two years after the discharge of the student from the military service; (2) a student whose program can be academically enriched by work at another institution as certified by the head of the major department and dean of the school or college, by special request to the President; and (3) a student who is compelled for personal reasons to leave the University for any or all of the final year, by special permission of the department head, the dean of the school or college, and the Vice President for Academic Affairs.~~

It is expected that advanced course work in the major will be completed in residence. If an exception is made, the Students must have earned earn a minimum of thirty credits in residence toward a degree at the University, though particular schools and colleges may require more. Courses taken at the University and through the University's Study Abroad, National Student Exchange and Early College Experience programs are all deemed in-residence. Students desiring to transfer credits in the final two years should be aware of residence requirements in the individual schools and colleges, and should get request necessary permissions in advance. All Extension courses offered by this institution for credit may be used to meet undergraduate residence requirements of the institution. Students seeking exceptions to any additional residence requirements of a school or college must petition the dean or director of the appropriate program from which they will earn their degree.

**The motion carried.**

- b. The Scholastic Standards Committee moves to amend the By-Laws, Rules and Regulations of the University Senate, Section II.E.11 Class Attendance as follows:  
(Attachment #63)

11. *Class Attendance* (Add the following fifth paragraph:)

In the event that the University is closed due to inclement weather or other emergency on a regularly scheduled class day, instructors are expected to make reasonable attempts to complete all stated course learning objectives by the last day of classes. Approaches that an instructor may use to ensure the completion of all stated course learning objectives include, but are not limited to:

- a. Scheduling class make up on the "Emergency Closing Make Up Date(s)" designated by the Registrar's Office in the University calendar
- b. Scheduling class make up at other times
- c. Extending class times
- d. Using distance learning alternatives

In all situations in which stated course learning objectives would be completed outside of the regularly scheduled class time, instructors should be sensitive to students' inability to attend these alternative class times due to unavoidable conflicts such as, but not limited to, religious observances and other previously scheduled University obligations.

Senator Chambers proposed an amendment to modify the language of the motion to bring it into accordance with a specific definition of Distance Learning that is used in other UConn policies (and in PeopleSoft). He also proposed additional modifications to the language to emphasize the need to accommodate students with conflicts to the make-up sessions. [Chambers amendment shown in **bold**.]

11. *Class Attendance* (Add the following fifth paragraph:)



In the event that the University is closed due to inclement weather or other emergency on a regularly scheduled class day, instructors are expected to make reasonable attempts to complete all stated course learning objectives by the last day of classes. Approaches that an instructor may use to ensure the completion of all stated course learning objectives include, but are not limited to:

- a. Scheduling class make up on the “Emergency Closing Make Up Date(s)” designated by the Registrar’s Office in the University calendar
- b. Scheduling class make up at other times
- c. Extending class times
- d. Using ~~distance learning alternatives~~ **educational technology and other not in-person alternatives.**

In all situations in which stated course learning objectives would be completed outside of the regularly scheduled class time, **it is essential that** instructors should be sensitive to students’ inability to attend these alternative class times due to unavoidable conflicts such as, but not limited to, religious observances and other previously scheduled University obligations. **Reasonable accommodation should be offered to students with such conflicts.**

#### **The Chambers motion to amend to motion carried.**

Moderator Spiggle returned the discussion to the main motion. Senator Eby raised the issue of how the proposed amendment would affect regional campuses. In her view, this is not practical at the regional campuses, where many students work full time and have substantial commutes. Senator Gramling responded that the objective of this section is to give instructors impetus to make sure that they complete their stated course learning objectives by whatever means are possible. He believes that the amendment is not making anyone do anything, and thus would be workable at all campuses. Senator Chambers spoke about the assistance his staff has provided to instructors at the branch campus. Senator Eby stated that options A-C (involving extra class time) are not possible at the branches, and that option D (using educational technology) is also not appropriate in many areas. Senator Higgins indicated that the list is not intended to be exhaustive. Senator Bramble gave an alternative view as a regional campus faculty member, saying that she had had positive experiences using HuskyCT to create workable exercises that lead to student attainment of the learning objectives.

Senator Eby proposed an amendment to modify the language of the motion to add work obligations to the list of unavoidable conflicts. [Eby amendment shown in *italics*.]

In all situations in which stated course learning objectives would be completed outside of the regularly scheduled class time, **it is essential that** instructors should be sensitive to students’ inability to attend these alternative class times due to unavoidable conflicts such as, but not limited to, religious observances, ~~and~~ other previously scheduled University obligations, *and work obligations.* **Reasonable accommodation should be offered to students with such conflicts.**

Discussion of the proposed amendment followed. Senator Sewall indicated that his view of the legitimacy of work obligations depends on whether the student is a full time student or a part time student. He also indicated that while he likes using technology, it requires a lot of time, and is thus hard to implement after the fact (e.g., after class is canceled because of weather). Senator Bramble suggested that work obligations does not need to be added because it is clear that this is not an exhaustive list. Senator Tuchman reminded the Senate that a minority of students in the US are full time students at this point. Senator Schultz indicated that he will vote against the Eby amendment because the language as originally written already incorporates instructor discretion. Senator Goodheart stated that the student body of the regional campuses have needs different than that of the Storrs population.

**The Eby motion to amend the motion failed.**

Moderator Spiggle returned the discussion to the main motion. Senator Knecht spoke against the motion raising the issue of lab classes, which cannot meet their learning objectives when class is canceled given the limitations on space and time. He also spoke to the issue of large classes. Senator Haggerty spoke to the genesis of the proposed amendment. Students were bothered that a common instructor reaction was to cut material from the syllabus rather than to find an alternative way to teach it. The goal of developing a policy was to give students a way to open a dialogue with instructors about this.

**The motion, as amended by Chambers, carried.**

- c. **The Scholastic Standards Committee moves to amend the Bylaws, Rules, and Regulations of the University Senate, Section II. F. 3. University Scholars as follows:**

(Attachment #64)

3. *University Scholars*
  - a. The ~~Standing Honors Committee~~ **Honors Board of Associate Directors** is authorized to select no more than thirty in any one year of the most promising undergraduate students who will then have freedom from formal curriculum requirements in order that they may develop some program of study which will have personal and academic merit. These students will be appointed University Scholars for their sixth, seventh, and eighth semesters (or eighth, ninth and tenth semesters for students in five-year programs). When fewer than thirty University Scholars are appointed in any selection period, late selections may be considered.
  - b. Students eligible for these appointments should have completed at least 54 calculable credits at the University of Connecticut, and ordinarily shall have a very high combined cumulative grade point average. The ~~Standing Honors Committee~~ **Honors Board of Associate Directors** will determine the CGPA cutoff for issuance of invitations to apply for the University Scholar Program. The

selection process for students interested in applying will involve the following steps:

1. Submission of a written application with a statement of purpose and a tentative program of study and with names of faculty who may be asked for recommendations.
  2. Interview with the Director of the Honors Program.
  3. Consideration of applications and selection of University Scholars by faculty members of the ~~Standing Honors Committee~~ **Honors Board of Associate Directors**. Selection will be made on the following criteria: the level of lower division work as evidenced by CGPA and letters of recommendation, advancement into a major field with evidence of ability to do independent work, and wide-ranging intellectual interest. The selection will be made before the registration period for second-semester courses in each academic year.
- c. In consultation with each Scholar, the Director of the Honors Program shall appoint a committee of three faculty members one of whom will be designated the major advisor, whose duties shall include helping the student develop a program of study which has academic merit. The Advisory Committee shall make a progress report to the ~~Standing Honors Committee~~ **Honors Board of Associate Directors** on the nature and quality of the student's work. At the end of the senior year, the ~~Standing Honors Committee~~ **Honors Board of Associate Directors**, with concurrent recommendation of the University Scholar's Advisory Committee, shall certify to the Registrar that the student is entitled to the bachelor's degree.
- d. The following privileges will be granted these Scholars:
1. The waiving of whatever fees and charges may legally be waived or the assignment of a stipend, the amount to be set by the President.
  2. The removal of the limitation of credit-load in a semester.
  3. The waiving of maximum credit to be taken in special topics courses in a department.
  4. Permission to take courses numbered 5000 and above.
  5. The waiving of all further ordinary requirements for a degree, after completion of requirements prescribed to the time of entry into the program.

- e. Students who cannot make satisfactory progress in their program of study will be advised to return to the regular program with necessary adjustments made by the Advisory Committee and the student's school or college.
4. *Honors Program*
- a. The Senate Committee on Scholastic Standards is authorized to conduct an Honors Program as a regular part of the instructional program of the University and to delegate such authority as it may deem necessary to the ~~Standing Honors Committee~~ ***Honors Board of Associate Directors*** to administer this program. Changes in the Senate regulations required by the Honors Program shall be submitted to the Senate for action through the Committee on Scholastic Standards. Schools, colleges, and departments involved shall be consulted by the ~~Standing Honors Committee~~ ***Honors Board of Associate Directors*** on all matters touching their interests. For the current regulations governing the Honors Program see the minutes of the University Senate.
  - b. The ~~Standing Honors Committee~~ ***Honors Board of Associate Directors*** shall report to the Senate annually through the Committee on Scholastic Standards on the progress of the Honors Program.

**The motion carried.**

10. On behalf of the Courses and Curricula Committee, Senator Schultz presented the Report of the W Task Force, along with a motion containing five recommendations deriving from the report.

(Attachments #65 & #66)

Senator Schultz thanked the members of the W Task Force for their focused and reflective report, which was the product of two academic years of effort. The Curricula and Courses Committee bases the following recommendations on the task force's report.

The Curricula and Courses Committee moves:

- a. that the W requirement be retained in its present form, and that the enrollment cap of 19 students per section be maintained;
- b. that sufficient resources be allocated to the General Education Oversight Committee so that it can continue to assess writing instruction;
- c. that the General Education Oversight Committee work with academic units to develop discipline appropriate and measureable learning objectives for W courses;
- d. that support for faculty teaching writing, in W and non-W courses, be expanded across departments and programs through access to University professional development resources and GEOC instructional resources;
- e. that support for the development and delivery of W courses be expanded, with an emphasis on 1000- and 2000-level courses.

**The motion carried.**

11. Senator Cantino presented the Report of the Nominating Committee.

(Attachment #67)

The 2011/2012 Standing Committee membership of the University Senate as drafted by the Nominating Committee was presented by Senator Cantino

The Nominating Committee moved the approval of the 2011/2012 standing committee membership as shown on Attachment #67.

**The motion carried.**

12. Vice President for Research Singha presented a Report on Research at UConn.

(Attachment #68)

Highlights include the following: a ca. 30% increase in external research funding at the Storrs campus over the last few years; the Department of Human Health Services has become the largest source of external funding on the Storrs campus (as it is at Farmington); internal programs will be funded at their current levels next year, despite the budget issues; distribution of indirect cost returns to departments and investigators were increased; there are decreases in several long term sources of federal funds (including earmarks and programmatic funding); the number of graduate students receiving competitive federal fellowships has increased, perhaps in part because of a policy of supplementing fellowships for students who receive these awards (to cover benefits that are otherwise provided as part of teaching and research assistantships.)

13. Proposed Modifications to the Agenda

**At 6:00 p.m. Senator Ratcliff moved that all remaining reports be placed on the Consent Agenda.**

Senator Fox warned that there are huge changes to parking coming and that she would like to opportunity to present them to the Senate. Senator Mannheim suggested that the meeting continue as there was still a quorum.

**The motion failed.**

**Senator Sewall moved that the New Business (#14 on the agenda) be moved ahead of the remaining reports.**

**The motion carried.**

14. New Business: a motion was presented by Senator Tuchman to provide Senate endorsement of the right of faculty and staff to bargain collectively.

**Inasmuch as the Chronicle of Higher Education reported on April 21, 2011, that committees of the Connecticut legislature are considering defining the faculty and staff of the colleges and universities of the state of Connecticut as managerial employees who are not entitled to collective bargaining, and inasmuch as other states have either deprived faculty and staff or their rights to collective bargaining or are considering doing so,**

**Be it resolved that the University Senate of the University of Connecticut supports the collective bargaining rights of our faculty and staff, as well as the collective bargaining rights of our colleagues in other states.**

**The motion carried.**

15. Vice Provost Cooper presented the Annual Report on the Regional Campuses.  
(Attachment #69)

Senator Goodheart commented that the report indicates that at the regional campuses 70% of the courses are taught by adjuncts. In the future, comparison of this figure to the figure for the Storrs campus would be useful.

16. Senator Fox presented the Annual Report of the Parking Advisory Committee.  
(Attachment #70)

Senator Fox reported that the groundbreaking for the Storrs Downtown Center will have major impacts on parking and traffic patterns. Dog Lane will be blocked and surrounding buildings torn down. There will be a loss of parking spaces as a result of these changes. To ameliorate this situation, a new parking lot will be added between Bishop Center and Shippee Hall, and some student spaces will become available to faculty and staff but there will still be a net loss of parking in this part of campus. Access to each building was evaluated by a consulting group and improvements will be made as a result.

Senator Mannheim asked about the net loss of parking spaces. Martha Funderburk, from Parking & Transportation Services, was recognized. She indicated that approximately 100 spaces will be lost. Senator Chambers asked about the lack of a posted speed limit in parking garages, and also whether a third parking garage could be built between South Campus and E.O. Smith. Senator Fox responded that the Parking Advisory Committee would investigate speeding in garages and that the third parking garage was removed from "UConn 2000" years ago.

17. Vice Provost Franklin presented the Annual Report of the Library Advisory Committee.  
(Attachment #71)

18. There was a motion to adjourn.

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

The meeting adjourned at 6:25 p.m.

Respectfully submitted,

Elizabeth Jockusch  
Secretary of the University Senate

The following members and alternates were absent from the April 25, 2011 meeting:

Accorsi, Michael  
Aggison, Lee  
Aindow, Mark  
Anderson, Elizabeth  
Armando, Kayla  
Bedore, Pamela  
Biechele, Travis  
Bouchard, Norma  
Boyer, Mark  
Bradford, Michael  
Breen, Margaret  
Carrah, Jr., Michael  
Choi, Mun

Collins, Grace  
Deibler, Cora Lynn  
Feldman, Barry  
Forbes, Robert  
Gilbertson, David  
Gray, Richard  
Hamilton, Douglas  
Hiskes, Richard  
Kazerounian, Kazem  
Laurencin, Cato  
Madaus, Joseph  
McCoy, Patricia  
McGavran, Dennis

Munroe, Donna  
Nicholls, Peter  
Ogbar, Jeffrey  
Overmyer-Velazquez, Mark  
Paul, Jeremy  
Ricard, Robert  
Roe, Shirley  
Skoog, Annelie  
Stwalley, William  
Williams, Michelle  
Yanez, Robert

**Report of the Senate Executive Committee**  
**April 25, 2011**

The Senate Executive Committee has met twice since the March 28<sup>th</sup> meeting of the University Senate.

On April 15<sup>th</sup> the Senate Executive Committee (SEC) met in closed session with Provost Nicholls. Afterwards the SEC met with the Chairs of the Standing Committees. The Growth and Development Committee is reviewing 19 IT policies at the request of David Gilbertson, Chief Information Officer. Deans Department Heads, and Directors were notified of these policies for review in February. It is important that these should receive review. They call for departments to have a "Facility Security Plan" and a risk assessment is required to be performed annually. Confidential data is to be protected and includes grades, transcripts and test scores, and advising records. Other components of the policy address issues centrally, such as disaster recovery plans.

On April 22<sup>nd</sup> the Senate Executive Committee met in closed session with President Austin. Afterwards the SEC met with President Austin, and Vice Presidents Suman Singha, Barry Feldman, Lee Melvin, and John Saddlemire. There was some discussion on the early signals about students celebrating on the weekend. The students are largely credited with keeping the activities safe and more appropriate. We also discussed the McKinsey consultants. The SEC will be meeting with them shortly. We also discussed deposits by admitted students. The new class will look even better than the last.

This is the last Senate meeting of the year. As is the Senate's custom, the SEC wishes to thank members of the Senate for their service and highlight some of the contributions that have helped shape the Senate's work this year. This will make my report somewhat more lengthy than usual but the time is small relative to the countless hours of work that the Senate as a whole has invested in helping to improve our University.

The Senate Executive Committee wishes to extend its deep appreciation to President Austin, Provost Nicholls, and Chief Operating Officer Feldman for their regular attendance at meetings of the full Senate and the monthly meetings of the SEC and President's cabinet. This signals your interest in co-governance and the value you place on good communication among administrators, faculty, staff, and students. We also appreciate the attendance of the more than a dozen *ex-officio* members of the Senate who attend full Senate meetings and some of our standing committees as well.

The SEC thanks the more than one hundred Senators and non-Senators who served this year on the Senate's standing committees. The core of the Senate's work gets done, in large part, in the standing committees. Our monthly Senate meetings are the culmination of these comprehensive efforts yet one cannot possibly appreciate what the Senate is about without knowledge of the work of our standing committees.

The SEC would also like to recognize the Chairs of the Senate's committees for their tireless service working on behalf of all of us. I fi could ask them to stand and remain standing while I name them. Please hold any applause until the end.

This year the committee chairs were:  
Rajeev Bansal/Budget  
Hedley Freake & Eric Schultz/C&C  
Cora Lynn Deibler & Anne Hiskes/Diversity



Carol Polifroni/Enrollment  
Kathleen Segerson/FSC  
Murphy Sewall/GEOC  
Jeffrey Ogbar/G&D  
Marie Cantino/Nominating  
Thomas Recchio & Lawrence Gramling/Scholastic Standards  
Kim Chambers /Student Welfare

The individuals who will chair each of the committees next year will be presented later during this meeting by the Nominating Committee. The SEC wishes to thank them in advance for agreeing to participate in this important work.

We thank Senator Susan Spiggle for her professionalism, poise and skillful handling of Robert's Rules (and us) as she moderates these Senate meetings each month. Our Senate secretaries, Bob Miller and Elizabeth Jockusch, have worked hard to accurately record the information we share in our monthly meetings. We thank both Moderator Spiggle and Secretary Miller for agreeing to return to their roles next year and welcome Elizabeth Jockusch, who has been elected to the Senate for the upcoming academic year.

Respectfully submitted,  
John C. Clausen  
Chair, Senate Executive Committee  
April 25, 2011

**Annual Report of the Curricula & Courses Committee  
to the University Senate**

**April 25, 2011**

Senate-approved actions February 1, 2010 through March 28, 2011

**I. 1000-level courses**

**A. Courses added**

|           |  |
|-----------|--|
| ENVE 1000 | Environmental Sustainability (11/2010) |
| URBN 1300 | Exploring Your Community (2/2011)      |

**B. Courses revised**

|                     |  |
|---------------------|--|
| AH 1100             | Introduction to Allied Health Professions (3/2010)         |
| BADM 1801           | Contemporary Issues in the World of Business (2/2010)      |
| ENGL 1004           | Introduction to Academic Writing (2/2011)                  |
| ENGL 1701           | Creative Writing I (2/2011)                                |
| LAMS/HIST/PRLS 1570 | Migrant Workers in Connecticut (3/2011)                    |
| MGMT 1801           | Contemporary Issues in the World of Management<br>(2/2010) |
| NRE 1235            | Environmental Conservation (3/2010)                        |

**II. 2000-level courses**

**A. Courses added**

|           |   |
|-----------|---|
| AH 2093   | Foreign Studies in Allied Health (10/2010)          |
| NRE 2215  | Water Resources Assessment and Development (2/2010) |
| OPIM 2001 | MIS in Business: A Hands-On Introduction (2/2010)   |
| PSYC 2110 | Psychology of Human Sexuality (5/2010)              |
| TURF 2200 | Athletic Field Management (11/2010)                 |
| WS 2250   | Feminisms (2/2011)                                  |
| WS 2263   | Women and Violence (2/2011)                         |
| WS 2267   | Women and Poverty (2/2011)                          |

**B. Courses revised**

|           |  |
|-----------|--|
| CHEG 2103 | Introduction to Chemical Engineering (10/2010) |
| NUSC 2245 | Profession of Dietetics (11/2010)              |

**III. S/U Graded Courses**

**A. Courses added**

|           |  |
|-----------|--|
| BADM 4892 | Practicum in Professional Sales (4/2010)   |
| INTD 1998 | Variable Topics Seminar The Holster First Year Project<br>(11/2010, for Spring 2011; S/U graded) |
| INTD 3985 | Special Topics Career Planning – Stamford Campus<br>(11/2010, for Spring 2011; S/U graded)       |
| INTD 3991 | Interdisciplinary Internship (11/2010; S/U graded)   |

**B. Courses revised**

|          |                            |
|----------|----------------------------|
| SAAS 299 | Independent Study (3/2010) |
|----------|----------------------------|

## IV. General Education courses

### A. General Education Content Area courses

1. Inclusion in Content Area 1 - Arts and Humanities
 

|           |   |
|-----------|---|
| CLCS 1002 | Reading Between the Arts (10/2010)                                      |
| CLCS 3211 | Indigenous Film Worldwide (4/2010)                                      |
| ENGL 3629 | Introduction to Holocaust Literature (3/2010)                           |
| ENGL 3633 | The Rhetoric of Political Discourse in Literature and Society (12/2010) |
2. Inclusion in Content Area 2 – Social Sciences
 

|           |  |
|-----------|--|
| ENVE 1000 | Environmental Sustainability (11/2010) |
| URBN 1300 | Exploring Your Community (2/2011)      |
3. Inclusion in Content Area 4 - Diversity and Multiculturalism
 

|           |                                   |
|-----------|-----------------------------------|
| URBN 1300 | Exploring Your Community (2/2011) |
|-----------|-----------------------------------|
4. Inclusion in Content Area 4 - Diversity and Multiculturalism International
 

|           |   |
|-----------|---|
| CLCS 3211 | Indigenous Film Worldwide (4/2010)            |
| ENGL 3629 | Introduction to Holocaust Literature (4/2010) |
5. Content Area courses revised
 

|                     |  |
|---------------------|--|
| ECON 1000           | Essentials of Economics (CA2; 11/2010)   |
| ECON 1179           | Economic Growth and the Environment (CA2; 11/2010)   |
| FREN 1169           | Modernity in Crisis: France and the Francophone World From 1850- Today (CA1, CA4-Int; 12/2010) |
| LAMS/HIST/PRLS 1570 | Migrant Workers in Connecticut (CA1, CA4; 3/2011)  |
6. Content Area courses deleted
 

|           |  |
|-----------|--|
| AASI 3215 | Critical Health Issues of Asian Americans (CA4; 12/2010) |
| AASI 3216 | Asian Medical Systems (CA4, International; 12/2010)      |

### B. General Education Skill Code courses

1. Added Skill Code courses
 

|            |  |
|------------|--|
| AH 4240W   | Writing for Allied Health Research (12/2010)   |
| ARTH 3050W | African American Art (3/2011)  |
| BADM 4075W | Business Communications (4/2010; approved as BADM 4080W, course number subsequently revised) |
| BIOL 3520W | Ethical Perspectives in Biological Research and Technology (12/2010)                         |
| ENGL 3013W | Media Publishing (3/2011)  |
| ENGL 3633W | The Rhetoric of Political Discourse in Literature and Society (12/2010)                      |
| ENVE 3300W | Environmental Engineering Technical Communication (12/2010)                                  |
| HRTS 4XYW  | Senior Thesis (3/2011)   |
| MCB 3601W  | Physiology of Archaea and Bacteria (10/2010)   |

2. Deleted Skill Code courses
 

|            |  |
|------------|--|
| CHEG 4139W | Chemical Engineering Laboratory (10/2010)              |
| AH 4241W   | Research Methods for the Health Professional (12/2010) |
  
3. Revised Skill Code Courses
 

|              |  |
|--------------|--|
| AH/OSH 3277W | Hazardous Chemicals (4/2010)                             |
| AH/OSH 4221W | Trends in Environmental and Occupational Safety (4/2010) |
| BME 3600W    | Biomechanics (3/2010)                                    |
| BME 3600W    | Biomechanics (10/2010)                                   |
| HORT 2560W   | Written Communications in Horticulture (4/2010)          |
| MLSC 4094W   | Seminar in Medical Laboratory Sciences (12/2010)         |

## V. Reported for the information of the Senate

### A. Approved for teaching in intensive session

1. CA1 Arts and Humanities:
 

|           |   |
|-----------|---|
| ARTH 1137 | Introduction to Art History I (4/2010)  |
| CLCS 1110 | Introduction to Film Studies (10/2010; report to Senate erroneously indicates GEOC approval for Intersession)   |
| DRAM 1110 | Introduction to Film (10/2010; report to Senate erroneously indicates GEOC approval for Intersession)   |
| FREN 1177 | Magicians, Witches, Wizards: Parallel Beliefs in Popular Culture in France (10/2010; report to Senate erroneously indicates GEOC approval for Intersession) |
| GSCI 1052 | Laboratory Earth and Life through Time (12/2010)  |
| PHIL 1102 | Philosophy of Logic (4/2010)  |

### B. Approved for teaching in the intersession:

1. CA2 Social Science:
 

|                |  |
|----------------|--|
| HRTS/POLS 1007 | Introduction to Human Rights (10/2010) |
|----------------|--|
  
2. CA4 Diversity and Multiculturalism - International:
 

|                |   |
|----------------|---|
| FREN 1177      | Magicians, Witches, Wizards: Parallel Beliefs and Popular Culture in France (10/2010) |
| HRTS/POLS 1007 | Introduction to Human Rights (10/2010)  |

### C. Approved for S/U grading

- |           |   |
|-----------|---|
| INTD 1998 | Variable Topics Seminar (11/2010)                       |
| INTD 3985 | Special Topics (11/2010)                                |
| INTD 3991 | Interdisciplinary Internship Field Experience (11/2010) |
| NUSC 2245 | Profession of Dietetics (11/2010)                       |

**VI. Revision of Senate By-Laws and General Education Guidelines**

- A. **Revision of General Education Guidelines Regarding Optional Multi-Content Area General Education Courses (3/1/2010)**
- B. **Revision of *By-laws of the University Senate* (corresponding to revisions in the *General Education Guidelines*) Regarding Optional Multi-Content Area General Education Courses (3/1/2010)**

**VII. Other motions**

- A. **Regarding the W Task Force (4/2010)**
- B. **Motion to remove pattern of offering from the Undergraduate Catalog (1/2011)**

## **University Senate Diversity Committee Annual Report April 2011**

The Diversity Committee will have met seven times during AY 2010-11, on October 4, November 3, December 6, January 31, February 28, March 28, and April 25.

To date during AY2010-11 the Committee has approved three action items and invited a number of guests to provide updates and discuss diversity-related issues affecting students, faculty and staff. Cora Lynn Deibler served as chair during fall, 2010, and Anne Hiskes served as chair spring, 2011.

### **A. Action Items.**

**1. Student Evaluations of Teaching.** The committee discussed the Faculty Standards Committee document “Interpreting Student Evaluation of Teaching (SET) Results: Guidelines for Deans, Department Heads, and PTR Committees. The Committee moved to recommend to Faculty Standards that it retain the section “Factors that can influence SET results” which discusses possible effects of gender, race, and ethnicity on SET results.

The Committee also independently drafted and approved a motion for specific procedures for disseminating the guidelines to Deans, Department Heads, and faculty. This motion will be brought to the Senate on April 25, 2011 as a joint motion with Faculty Standards.

**2. Diversity Document Archives.** The Committee determined that it would like to create an archival resource for the University community of diversity-related documents created at the University of Connecticut over the decades. This archive will be linked from the Diversity Committee website (which is linked on the University Senate website) at some future date.

**3. Faculty engagement with the Cultural Centers.** The Committee supports the Directors of the Cultural Centers, the Women’s Center, and the Rainbow Center in seeking ways to further engage faculty in mentoring and supporting students who use these centers.

### **B. Issues and Guests**

The Committee discussed the following issues, inviting guests as appropriate.

**1. Status of the IAAS, IPRLS, AASI (the ethnic studies institutes) and Women’s Studies** as they transitioned into the College of Liberal Arts and Sciences. The Executive Council of the programs will be meeting during the year to address administrative issues on joint hires, mission and identity as units in CLAS, and strategies for enhancing collaborations. A CLAS associate dean is working with them.

**2. Policy for Reporting Sexual Assault.** Kathleen Holgerson, Director of the Women’s Center, met with the Committee to discuss changes in policies concerning who must report sexual assaults once they hear about alleged assaults. A concern is that if individuals (e.g. counselors, advisors) in whom students confide become mandated reporters, then students may be reluctant to seek the support they need.

Dana McGee and Kathleen Holgerson noted that they have drafted a policy aiming at clarifying who needs to report and what needs to be reported and to whom.

**3. Universitas 21 and Diversity.** Ross Lewin met with the Committee to discuss new opportunities for international exchanges and collaborations that are open to students, faculty, and programs now that UConn is a member of Universitas 21.

Committee members voiced concerns about access to these opportunities for students of color and also those who are low-income and first-generation and were informed that the Institute for Student Success is working on addressing these issues. Ross Lewin noted that there is also a gender imbalance since 75% of students who study abroad are women.

**4. Puerto Rican and Latino Cultural Center (PRLCC).** The Committee welcomed the new director of PRLCC, Dr. Gladys Santiago-Tosado, to discuss her vision and future challenges and opportunities for PRLCC. The Committee clarified its role in UConn's shared governance system and as a potential partner in diversity-related initiatives, policies, and procedures.

The importance of personal faculty-student interactions in student retention and success and the need for increasing faculty engagement was emphasized. The Committee also raised concerns about support systems for regional campus students such as those provided by the Cultural Centers.

**5. The Provost's Commission on Institutional Diversity.** The Committee met with the Commission's co-chairs, Dean Salome Raheim and Dean Jeremy Teitelbaum, to clarify and provide input on the Commission's charge, structure, and areas of concern.

In connection with this meeting, the Committee shared the following documents for consideration by the Commission's co-chairs:

- Documentation regarding The University of Wisconsin System's Inclusive Excellence Initiative
- Documents regarding a Diversity Scorecard
- NEAG School of Education pilot data on the student learning outcomes regarding multicultural and diversity education

**6. Recruitment and Retention of Faculty and Students.** The Committee plans to meet with Provost Nicholls at its April meeting to discuss initiatives for enhancing faculty diversity, particularly with respect to the Faculty Excellence and Diversity Program. The Committee also plans to meet with an individual about from Undergraduate Admissions to talk about recruiting and diversity at Storrs and the regional campuses, recruiting of international students, and the retention of students at the regional campuses.

#### **7. Other Issues**

- **Diversity and the Full Professorship.** The Committee discussed whether there are diversity-related issues connected with the PRT process for promotion to full professor and considered Ohio State's initiative for multiple paths to the full professorship. The Committee decided that at this point there are insufficient data to determine whether there is an issue.
- **Agenda items for AY2011-12** (Meeting of April 25)

Enrollment Committee  
2011 Annual Report to the University Senate  
April 15, 2011

### Committee Charge

This committee shall propose legislation within the jurisdiction of the Senate and make recommendations on all matters relating to the recruitment, admission, enrollment, and retention of an outstanding and diverse student population. The committee shall include two undergraduate students.

### Committee Members (2010-2011) \* Senate members

- \*Carol Polifroni, Chair
- \*Michael Bradford
- Carl Coelho
- \*Maureen Croteau
- Rebecca D'Angelo, undergraduate student
- \*Robert Forbes
- Eva Gorbants
- Michael Howser
- \*Kazem Kazerounian
- Thomas Long
- Lee Melvin, ex-officio, non-voting representative from the Provost's Office
- Lisa Pane
- \*Linda Strausbaugh
- \*Robert Thorson
- Susana Ulloa
- Mary Yakimowski
- \*Robert Yanez

#### 1. January 2010-May 2010 Activities of the Enrollment Committee

The committee met twice in spring 2010. The focus of the February meeting was the honors program and the April meeting addressed enrollment goals for the class of 2014.

#### 2. August 2010-April 2011 Activities of the Enrollment Committee

The committee met five times during this current academic year. More than 85% of all members attended each meeting and were actively engaged in the discussions at hand. Having Mr. Melvin as an ex officio member of the committee enhanced discussions, provided up to date information on enrollment and retention, and facilitated discussions re admission and enrollment challenges. While only one undergraduate student was assigned to the committee, she ably brought the student perspective to all discussions.

#### 3. Committee focus:

##### a. Enrollment Class of 2014 and 2015

- i. By all measures, met or exceeded planned enrollment goals for Class 2014: number, out of state mix, academic qualifications, honors, class rank, and SAT scores.



- ii. Goals for 2015 are ~3225 students, increased enrollment at regional campuses, maintenance of SAT scores at current level, 65% in state and 35% out of state including 4% international students, 450 honor students
  - b. International students
    - i. University desires 3000 international applications per year
    - ii. Choose not to use a broker or third party intermediary for recruitment due to limited reliability of data
    - iii. Asia, South America and Europe are primary recruitment sites
    - iv. Goal is to foster retention to 90% (currently at 84%)
    - v. May need an FYE course with focus on language skill acquisition
    - vi. Working with residential life to have students housed throughout university housing not only in Global House
  - c. National student exchange program
    - i. Administered through Office of Study Abroad
    - ii. 164 exchange students in 2010-2011 in comparison to 115 in 2009-2010
    - iii. Membership in Universitas 21 will enhance exchange programs
    - iv. Rural location of Storrs is attractive to those from large urban areas
  - d. Relationship between GPA and SAT scores
    - i. Requested consideration of addressing grades in all FYE courses
    - ii. Discussed with Vice Provost Cooper inclusion of a discussion on grades and work needed to be 'an A student' in convocation presentation
  - e. Admission of the 16 or younger year old student
    - i. Unanimously endorsed the current case by case review rather than creating overall policies
  - f. Honors program
    - i. 443 honors Freshman in AY 2010-2011 which is 54 more than 2009; planning for 450 for 2011
    - ii. Average SAT for 2009 was 1393
    - iii. Total honors enrollment approximately 1600 for AY 2010-2011
    - iv. Range from 5.4% to 14.4% honors students per school/college; Engineering is highest at 14.4%
    - v. ~43% of honor students who enter as Freshman graduate with honors in comparison to national data of 20%
  - g. Retention data
    - i. Strategic recruitment is essential to achieving desired retention & graduation rates
    - ii. Compared to top 57 public research universities, UConn has 9<sup>th</sup> highest four year graduation rate (67%) and 11<sup>th</sup> highest Freshman retention rate (93%)
4. Focus for 2011-2012
- a. Follow-up on National Student Exchange Programs
  - b. Admission and enrollment of the student with disabilities
  - c. Enrollment (as compared to admission) of the 16 or younger year old student

**Faculty Standards Committee**  
**2010-2011 Annual Report to the Senate**  
**April 15, 2011**

**Submitted by Kathleen Segerson, Chair 2010-2011**

**Committee Charge**

This committee shall continuously review University policies and practices relating to tenure, academic freedom, workloads, rank and promotion, remuneration, retirement, and other matters affecting the faculty and shall propose any desirable expression of Senate opinion on these matters, including proposals to the Trustees for modifications in their rules and regulations on these matters. The committee shall include two undergraduate students and one graduate student. It shall make an annual report at the November meeting of the Senate.

(<http://senate.uconn.edu/faculty.htm>)

**Committee Members (20102011):** \*Kathleen Segerson, Chair, \*Mark Aindow, \*Amy Anderson, \*Lawrence Armstrong, Nancy Bull, ex-officio, non-voting representative from the Provost's Office, \*Gerald Dunne, \*Clare Eby, \*Harry Frank, \*Kathleen Holgerson, Mohamed Hussein, \*Eric Jordan, \*Jane Kerstetter (on sabbatical Fall 2010), \*Diane Lillo-Martin, \*Charles Lowe, \*Suman Majumdar (on sabbatical Spring 2011), \*Michael Neumann, Girish Punj, Kyle Smith, \*Gaye Tuchman, Cheryl Williams, \*Michelle Williams (on sabbatical Fall 2010)

\*Senate member 2010/2011

**Activities of the FSC (January 2010 – April 2011)**

**1. PTR Forum**

The seventh annual PTR forum was held on April 16, 2010, and the eight annual forum was held on April 8, 2011. Some questions were raised about both the timing and the usefulness of a university-wide PTR forum.

**2. Student Evaluation of Teaching**

The FSC devoted considerable time and energy over the past two years to the issue of student evaluations of teaching. This led to several actions:

- On March 1, 2010, the Senate approved a motion by the FSC to endorse the use of SETs for purposes of improving and evaluating teaching performance, but to recognize that the results of SETs should be interpreted and used cautiously.
- After extensive discussion, development, and comment/feedback from across the University, the FSC brought a new Student Evaluation of Teaching (SET) form to the

Senate for a vote on approval on November 8, 2010. The new form was approved by the Senate, along with a set of reporting guidelines.

- In accordance with the March 1, 2010 motion, the FSC developed, in consultation with appropriate bodies, a set of guidelines for use by deans, department heads, and faculty in interpreting SET results. The Senate is scheduled to vote on a motion by the FSC to adopt these guidelines at its meeting on April 25, 2011.
- To ensure that the SET guidelines (if approved) are widely disseminated and readily available for use, the FSC, jointly with the Senate Diversity Committee, is bringing a motion regarding dissemination of the SET guidelines to the Senate for a vote at its meeting on April 25, 2011.
- In addition, the FSC has appointed subcommittees to examine the following issues related to teaching evaluations:
  - Should teaching evaluations be mandatory?
  - Should teaching evaluations be conducted on-line?
  - What is the feasibility and desirability of using alternative means (other than SET results) to assess teaching performance?

Consideration of the third issue on alternative evaluation methods is pursuant to a motion passed by the Senate on May 4, 2009, requesting that the FSC examine this issue. Reports on these three issues are scheduled to be presented by the subcommittees to the full FSC at its next meeting on April 25, 2011.

- The FSC discussed the need to consider updating the teaching evaluation forms for TAs, in light of Senate approval of a new SET form for Instructors of Record. While the default option is that TAs are evaluated using the same form as IORs, the FSC believes that further discussion of TA evaluations should be on its agenda for the next academic year.

### **3. PTR**

The FSC was involved in several activities related to PTR.

- In Spring 2010, the FSC was asked to review the Provost's PTR webpage. The FSC appointed a subcommittee to conduct this review, which was intended to provide general feedback on the content of the webpage rather than to re-write that content. The subcommittee's report, as amended by the full committee, was submitted to the Senate Executive Committee.
- In Fall 2010, the Faculty Standards Committee received a request to review changes to the PTR procedures that were being proposed by the Provost's Office. The FSC conducted a review of the proposed changes, and submitted a report to the Senate Executive Committee. The report detailed the FSC's recommendations regarding the proposed changes, and the explanation for those recommendations. The FSC consulted the Provost's office about its recommendations, and revised its report to incorporate this feedback. Based on this, the FSC prepared a motion to

approve changes to the PTR procedures that is scheduled for a Senate vote on April 25, 2011. It should be noted that the FSC only reviewed the changes in the PTR procedures that were proposed by the Provost's office. It did not conduct a complete review of all aspects of the PTR procedures.

In the course of the FSC review, a critical issue arose regarding a PTR candidate's access to his/her entire PTR file, including the external letters. The FSC consulted with the Office of Audit, Compliance and Ethics about statutory provisions relevant to access. In addition, it reviewed the AAUP Collective Bargaining Unit for language relevant to this issue. Based on its review, it is clear to the FSC that both CT statute and the AAUP Collective Bargaining Agreement grant the candidate full access. However, discussions with the SEC and other faculty made clear that this right is not consistently recognized and the practice regarding granting access varies considerably across departments/units. Thus, the FSC believes that it is important that this right be explicitly stated in the PTR procedures so that access is applied uniformly and in compliance with applicable statutory and contractual provisions. In addition, the FSC believes that individuals being asked to write external letters be informed of the candidate's access to the letters. The FSC report included explicit recommendations regarding these points, along with a more detailed discussion of them.

- In addition to the recommended changes in the PTR procedures, the FSC also recommended a change in the PTR form to allow candidates to include in their dossier additional materials that the candidate believes are relevant for interpreting SET results. A motion to approve the recommended change in the PTR form is scheduled for a Senate vote on April 25, 2011.
- At the request of the Faculty Review Board, the FSC also discussed a tentative proposal that PTR files contain the previous years' letters from the relevant department and school/college PTR committees and deans. The committee was concerned that requiring that these letters be included in all files would involve considerable work when only a small percentage of files are subsequently forwarded to the Provost and FRB. The FSC did not take any action on this issue.

#### **4. Nepotism Policy**

The FSC reviewed proposed changes to the university's nepotism policy and provided the Provost's office with recommendations regarding the proposed changes. Following the FSC input, Kathy Segerson, as a representative of the FSC, then worked directly with the Provost's office to clarify the language in the policy.

#### **5. Risk Management Website**

The FSC provided input to the Provost's office on the development of a website that would provide information for faculty and staff about, among other things, risk management.

#### **6. Consulting Policy and Procedures**

The FSC was asked to review proposed changes in both the Policy on Consulting for Faculty and the Procedures that accompany that policy. The FSC recommended editorial changes in the

Policy itself, but otherwise supported the proposed changes in this document. Regarding the Procedures document, the FSC held an extensive discussion with Ilze Kristt about its comments and recommendations.

### **7. Granting Emeritus Status**

The FSC was asked to develop a policy on granting emeritus status to retired faculty and staff. A subcommittee was appointed to develop a proposed policy. After extensive discussion at several FSC meetings, a final report with a proposed policy was submitted to the Senate Executive Committee.

### **8. Travel Approvals/Authorizations**

Members of the FSC expressed concern about the confusion surrounding procedures for travel approvals and authorizations. It recommended that the Provost's office consolidate this information in an easily accessible place on the web, which has now been done.

### **9. Issues for Subsequent Meetings**

Issues that have been raised as possible agenda items for future meetings include: TA evaluations, mentoring, and policies for adjustments in tenure clocks.

## **General Education Oversight Committee Report of Activities July 2010–June 2011**

### **Introduction**

The General Education Oversight Committee (GEOC) consisting of chairs and co-chairs of ten GEOC Subcommittees—Content Areas 1 (Arts & Humanities), 2 (Social Sciences), 3 (Science & Technology), 4 (Diversity and Multiculturalism/Intl); Competencies: W, Q, Second Language, Information Literacy, Computer Technology); and Assessment; and three ex-officio members (the directors of the W and Q Centers and a representative of the Senate C&CC), one of which has also served as subcommittee co-chair, continues to function well. The current general education program has been implemented for six years. A substantial number of general education course are in place and the total is approaching steady-state.

The general education program must remain rigorous and innovative, while incorporating changing pedagogy and uses of technology, and also continuing to adjust to the changing needs of students and society. Therefore, new or revised Gen Ed courses will be proposed for years to come while some of the current Gen Ed courses may rarely be offered or will be dropped from the Gen Ed program altogether.

Four courses that propose to simultaneously meet the guidelines of multiple content areas have been awarded funding by the review committee for the Provost's General Education Course Enhancement Grant Competition. Three of these will be new courses, and one is a revision of an existing course.

The GEOC continues to review and approve new and revised general education courses, but its attention is increasingly devoted to developing tools to assess the effectiveness of the overall general education program, monitor its implementation, and insure that very high quality is maintained. This report summarizes both operation of the program and activities of the GEOC during the current academic year.

### **General Education Course Approvals**

The general education curriculum has matured and now contains 343 content area courses (4 more than last year) and 488 skill code courses (4 more than last year). While growth in the total number of courses has slowed, a number of courses are revised every year. In the AY 2010-2011, 50 proposals were reviewed, resulting in the addition of 18 new courses to the curriculum; 10 existing courses being revised; and 6 courses dropped from the curriculum. Eleven of the 50 proposals are still in the review process and some GEOC-approved courses have not yet reached review by the Senate.

The breakdown of courses approved by the Senate by content area and competency is given in Table 1. Since some courses are included in more than one category, the totals are less than the sum of the individual categories.

Table 1. *Numbers of courses now approved for the general education curriculum (as of the March 28, 2011 Senate meeting)*

| Content Area/Competency             | 1000-level courses | 2000+level courses | Total number of courses |
|-------------------------------------|--------------------|--------------------|-------------------------|
| CA1 Arts and Humanities             | 87                 | 65                 | 152                     |
| CA2 Social Sciences                 | 47                 | 15                 | 62                      |
| CA3 Science and Technology          | 52                 | 4                  | 56                      |
| CA4 Diversity & Multiculturalism    | 67                 | 94                 | 161                     |
| <b>Total content area courses *</b> | <b>193</b>         | <b>150</b>         | <b>343</b>              |
| Quantitative                        | 46                 | 34                 | 80                      |
| Writing                             | 26                 | 384                | 410                     |
| <b>Total skill courses **</b>       | <b>72</b>          | <b>416</b>         | <b>488</b>              |

\* totals are less than the sum of content area courses as 88 (1000-level= 60; 2000+level=28) CA4 courses are also CA1, 2 or 3. 73 (1000-level= 7; 2000+level= 66) CA4 courses are ONLY CA4.

\*\* totals are less than the sum of skill courses as 2 (2000+level) courses are Q and W.

Overall total of courses in the gen ed curriculum are less than the sum of the CA/skill categories as many Content Area courses are also skill courses.

The GEOC also reviews proposals to offer existing General Education courses in intensive sessions (4 weeks or less). The breakdown of these reviews since 2005, including five submitted this year, is given in Table 2. Courses are approved either fully or provisionally, depending on the measure of assurance GEOC has that the Gen Ed objectives of a given course can be maintained in the shortened course format. GEOC has collected faculty reports on provisionally approved intersession courses offered more than 2 times in a condensed format and, after review, re-categorized the status of 12 courses from “provisionally approved” to “fully approved.”

Table 2. *General Education Courses Reviewed for Intensive Session Teaching*

| Course disposition     |    |
|------------------------|----|
| Approved               | 50 |
| Provisionally approved | 6  |
| Rejected               | 7  |

## General Education Program Implementation

The number of General Education course offerings on all UConn campuses has been declining at a very slow rate: 2,087 courses (1,034+1,053) in Fall and Spring 2008-09, and 2,073 (1,015+1,058) in Fall and Spring 2009-10 and 2,030 (1,000+1,030) in Fall and Spring 2010-11 (see numbers at the bottom right in Tables 6a and 6b). At the same time, the General Education courses that are taught are increasing in size. Tables 3 (F 2010) and 4 (S 2011) show the breakdown of course sections and enrollments by General Education category and campus. The individual sections counted in Tables 3 and indicate 4,893 (2,528+2,365) course sections compared to 4,715 (2,452 + 2,263) last year. Since some Gen Ed courses are included in more than one Content Area, the actual total of Content Area offerings is actually lower than the number shown in Tables 3 and 4. The same goes for the actual total of the overall Gen Ed offerings since some Content Area courses are also listed as W or Q courses.

Although the tables appear to show an annual total enrollment of 120,010 (62,268+57,742), some of the courses and respective enrollment were counted for two Content Areas, if one was CA4, and also for a Competency (Q or W). The actual physical seats taken in AY 2010-11 were 93,367 (48,335 in Fall 2010 and 45,032 in Spring 2011).. Overall, the capacity of offerings in all categories seems adequate to meet the needs of our undergraduate population (annual admissions of approximately 3,200+ students at the freshman level).

Table 3. *General Education courses (sections) offered (C) and enrollment (E) by campus and category. Fall 2010 (Individual sections of courses (discussion sections, labs, etc.) are counted as separate courses. Courses with zero enrollment have not been counted.)*

**Note:** Actual Physical Seats are 48,335. The higher 62,268 figure is due to courses that have multiple gen ed attributes and cross-listed courses.

| Campus                 | Avery Point |             | Hartford   |             | Stamford   |             | Storrs      |              | Torrington |            | Waterbury  |             | All campuses |              |
|------------------------|-------------|-------------|------------|-------------|------------|-------------|-------------|--------------|------------|------------|------------|-------------|--------------|--------------|
|                        | C           | E           | C          | E           | C          | E           | C           | E            | C          | E          | C          | E           | C            | E            |
| GenEd category         | C           | E           | C          | E           | C          | E           | C           | E            | C          | E          | C          | E           | C            | E            |
| Arts and Hum           | 18          | 482         | 33         | 920         | 27         | 725         | 286         | 9495         | 9          | 155        | 25         | 675         | 398          | 12452        |
| Social Sciences        | 21          | 577         | 31         | 958         | 17         | 625         | 211         | 8713         | 5          | 116        | 20         | 668         | 305          | 11657        |
| Sci and Tech           | 6           | 212         | 6          | 237         | 7          | 259         | 108         | 2997         | 1          | 31         | 5          | 210         | 133          | 3946         |
| Sci and Tech Lab       | 16          | 293         | 54         | 523         | 12         | 277         | 275         | 4712         | 4          | 49         | 13         | 290         | 374          | 6144         |
| Div and Multi          | 8           | 125         | 16         | 338         | 13         | 218         | 95          | 2681         | 8          | 99         | 9          | 218         | 149          | 3679         |
| Div and Multi Int      | 12          | 356         | 14         | 385         | 6          | 258         | 136         | 5318         | 3          | 70         | 11         | 344         | 182          | 6731         |
| <b>Total Cont Area</b> | <b>81</b>   | <b>2045</b> | <b>154</b> | <b>3361</b> | <b>82</b>  | <b>2362</b> | <b>1111</b> | <b>33916</b> | <b>30</b>  | <b>520</b> | <b>83</b>  | <b>2405</b> | <b>1541</b>  | <b>44609</b> |
| <b>Quantitative</b>    | <b>26</b>   | <b>489</b>  | <b>64</b>  | <b>985</b>  | <b>23</b>  | <b>668</b>  | <b>482</b>  | <b>9945</b>  | <b>9</b>   | <b>136</b> | <b>23</b>  | <b>576</b>  | <b>627</b>   | <b>12799</b> |
| Writ 1000- lev         | 3           | 51          | 7          | 120         | 1          | 18          | 24          | 431          | 0          | 0          | 1          | 19          | 36           | 639          |
| Writ 2000+ lev         | 4           | 55          | 11         | 139         | 15         | 195         | 280         | 3641         | 5          | 63         | 9          | 128         | 324          | 4221         |
| <b>Total Writing</b>   | <b>7</b>    | <b>106</b>  | <b>18</b>  | <b>259</b>  | <b>16</b>  | <b>213</b>  | <b>304</b>  | <b>4072</b>  | <b>5</b>   | <b>63</b>  | <b>10</b>  | <b>147</b>  | <b>360</b>   | <b>4860</b>  |
| <b>Total GenEd</b>     | <b>114</b>  | <b>2640</b> | <b>236</b> | <b>4605</b> | <b>121</b> | <b>3243</b> | <b>1897</b> | <b>47933</b> | <b>44</b>  | <b>719</b> | <b>116</b> | <b>3128</b> | <b>2528</b>  | <b>62268</b> |

Table 4. *General Education courses (sections) offered (C) and enrollment (E) by campus and category. Spring 2011 (Individual sections of courses (discussion sections, labs, etc.) are counted as separate courses. Courses with zero enrollment have not been counted.)*

**Note:** Actual Physical Seats are 45,032. The higher 57,742 figure is due to courses that have multiple gen ed attributes and cross-listed courses.

| Campus                 | Avery Point |             | Hartford   |             | Stamford   |             | Storrs      |              | Torrington |            | Waterbury  |             | All campuses |              |
|------------------------|-------------|-------------|------------|-------------|------------|-------------|-------------|--------------|------------|------------|------------|-------------|--------------|--------------|
|                        | C           | E           | C          | E           | C          | E           | C           | E            | C          | E          | C          | E           | C            | E            |
| GenEd category         | C           | E           | C          | E           | C          | E           | C           | E            | C          | E          | C          | E           | C            | E            |
| Arts and Hum           | 14          | 417         | 33         | 842         | 18         | 510         | 263         | 8361         | 5          | 97         | 21         | 607         | 354          | 10834        |
| Social Sciences        | 17          | 547         | 30         | 971         | 21         | 700         | 222         | 9041         | 7          | 128        | 20         | 588         | 317          | 11975        |
| Sci and Tech           | 3           | 92          | 5          | 199         | 4          | 115         | 56          | 2445         | 1          | 22         | 3          | 95          | 72           | 2968         |
| Sci and Tech Lab       | 12          | 204         | 47         | 464         | 14         | 265         | 235         | 4142         | 5          | 76         | 13         | 259         | 326          | 5410         |
| Div and Multi          | 6           | 165         | 14         | 262         | 11         | 220         | 93          | 2833         | 3          | 53         | 5          | 118         | 132          | 3651         |
| Div and Multi Int      | 8           | 267         | 15         | 436         | 9          | 292         | 134         | 5044         | 2          | 29         | 16         | 418         | 184          | 6486         |
| <b>Total Cont Area</b> | <b>60</b>   | <b>1692</b> | <b>144</b> | <b>3174</b> | <b>77</b>  | <b>2102</b> | <b>1003</b> | <b>31866</b> | <b>23</b>  | <b>405</b> | <b>78</b>  | <b>2085</b> | <b>1385</b>  | <b>41324</b> |
| <b>Quantitative</b>    | <b>24</b>   | <b>418</b>  | <b>54</b>  | <b>834</b>  | <b>26</b>  | <b>517</b>  | <b>427</b>  | <b>8412</b>  | <b>7</b>   | <b>110</b> | <b>21</b>  | <b>497</b>  | <b>559</b>   | <b>10788</b> |
| Writ 1000- lev         | 3           | 58          | 8          | 145         | 2          | 38          | 26          | 468          | 2          | 27         | 2          | 38          | 43           | 774          |
| Writ 2000+ lev         | 8           | 70          | 15         | 216         | 15         | 254         | 327         | 4155         | 6          | 64         | 7          | 97          | 378          | 4856         |
| <b>Total Writing</b>   | <b>11</b>   | <b>128</b>  | <b>23</b>  | <b>361</b>  | <b>17</b>  | <b>292</b>  | <b>353</b>  | <b>4623</b>  | <b>8</b>   | <b>91</b>  | <b>9</b>   | <b>135</b>  | <b>421</b>   | <b>5630</b>  |
| <b>Total GenEd</b>     | <b>95</b>   | <b>2238</b> | <b>221</b> | <b>4369</b> | <b>120</b> | <b>2911</b> | <b>1783</b> | <b>44901</b> | <b>38</b>  | <b>606</b> | <b>108</b> | <b>2717</b> | <b>2365</b>  | <b>57742</b> |

The enrollment data also allow the calculation of average enrollment in General Education courses in each category. The averages have barely changed since last year. In Table 5, individual sections of a course are counted as separate classes. Courses that were listed in the Schedule of Classes but then had zero enrollment are not counted. The average of 2000+ level W courses is distorted by the fact that independent study and senior



thesis W courses (often having an enrollment of only 1-3 students as opposed to the usual enrollment of 19 per W section) are included in the course count. Thus, the actual enrollment numbers for Gen Ed courses are higher than the ones listed in Table 5. Traditionally, larger lectures are more likely to be found in Storrs than at the regional campuses. CA 4 (Diversity and Multiculturalism) courses in the international category have been the largest each year. Enrollment statistics for each semester further indicate that W-sections tend to fill up to but rarely exceed the cap of 19 students. With very few exceptions, departments and instructors have respected this cap.

Table 5. *Average class size for General Education classes, 2010-2011*

**Note:** Individual sections of courses (discussion sections, labs, etc.) are counted as separate classes. Courses with zero enrollment have not been counted. The average of 2000+ level W courses is distorted by the fact that independent study and senior theses W courses are included in the course count.

| Campus                 | Storrs    | All Regionals | All Campuses |
|------------------------|-----------|---------------|--------------|
| GenEd category         |           |               |              |
| Arts and Hum           | 33        | 27            | 31           |
| Social Sciences        | 41        | 31            | 38           |
| Sci and Tech           | 33        | 36            | 34           |
| Sci and Tech Lab       | 17        | 14            | 17           |
| Div and Multi          | 29        | 20            | 26           |
| Div and Multi Intl     | 38        | 30            | 36           |
| <b>Total Cont Area</b> | <b>31</b> | <b>25</b>     | <b>29</b>    |
| <b>Quantitative</b>    | <b>20</b> | <b>19</b>     | <b>20</b>    |
| Writing 1000-lev       | 18        | 18            | 18           |
| Writing 2000+ lev      | 13        | 13            | 13           |
| <b>Total Writing</b>   | <b>13</b> | <b>14</b>     | <b>13</b>    |
| <b>Total GenEd</b>     | <b>25</b> | <b>22</b>     | <b>25</b>    |

**Note:** AY09-10 totals are 25 (25.43)/23 (22.51)/25 (24.70). AY10-11 totals are 25 (25.22)/ 22 (22.40)/ 25 (24.52).  
Not really significant changes in average class size.

The Senate-approved General Education Guidelines recommend that most general education courses be taught by full-time faculty. In AY 2010-2011, this was true for approximately 49-51 % (depending on the semester) of all Gen Ed courses (see Tables 6a and 6b). This fraction is a decline compared to last year when 54-57 % courses were taught by full-time faculty but comparable to AY 2008-2009 when the percentages were 46. Full-time faculty taught approximately one-third of general education courses at the regional campuses and about 60 % of courses at the Storrs campus. However, the category of full-time faculty includes non-tenured and non-tenure-track lecturers and Assistant Professors in Residence (APiRs). The latter are hired on short-term contracts for up to three years and often report feeling overwhelmed by their teaching loads of seven courses per year. While adjunct instructors and GAs may be extremely competent teachers, they are likely to be less integrated into the teaching mission of the institution and require and deserve support and supervision to ensure maintenance of teaching standards and fulfillment of courses goals.

Since class sizes and credit loads vary, it was also of interest to compare these teaching contributions on the basis of student credit hour production (Table 7). While this does not influence the data much at the regional campuses, the number of students taught by faculty at the Storrs campus rises significantly, because faculty tend to teach the larger classes. When all faculty ranks are considered, faculty teach almost two thirds of students' general education programs at Storrs.

Table 6a. *General Education classes by instructor rank at each campus Fall 2010 (% of total)***Note:** only the credit bearing portion of courses is counted for the figures below.

| Campus                     | Asst Prof | Assoc Prof | Prof | Instructor /Lecturer | Total full-t. faculty | Adjunct | GA   | Other | Total part-t. faculty | Total Courses |
|----------------------------|-----------|------------|------|----------------------|-----------------------|---------|------|-------|-----------------------|---------------|
| Avery Point                | 11.6      | 4.3        | 4.3  | 0                    | 20.3                  | 62.3    | 10.1 | 7.2   | 79.7                  | 69            |
| Hartford                   | 9.1       | 12.4       | 8.3  | 0                    | 29.8                  | 56.2    | 12.4 | 1.7   | 70.2                  | 121           |
| Stamford                   | 7.1       | 28.6       | 7.1  | 2.4                  | 45.2                  | 46.4    | 8.3  | 0     | 54.8                  | 84            |
| Torrington                 | 7.1       | 3.6        | 0    | 17.9                 | 28.6                  | 67.9    | 3.6  | 0     | 71.4                  | 28            |
| Waterbury                  | 12.5      | 12.5       | 2.5  | 11.3                 | 38.8                  | 47.5    | 13.8 | 0     | 61.3                  | 80            |
| <b>All Regionals (avg)</b> | 9.7       | 13.9       | 5.5  | 4.2                  | 33.2                  | 54.2    | 10.4 | 1.8   | 66.8                  | 382           |
| <b>Storrs</b>              | 23.5      | 14.9       | 18.3 | 2.4                  | 59.1                  | 11.2    | 26.4 | 3.4   | 40.9                  | 618           |
| <b>All campuses</b>        | 18.2      | 14.5       | 13.4 | 3.1                  | 49.2                  | 27.6    | 20.4 | 2.8   | 50.8                  | 1000          |

Table 6b. *General Education classes by instructor rank at each campus Spring 2011 (% of total)***Note:** only the credit bearing portion of courses is counted for the figures below.

| Campus                     | Asst Prof | Assoc Prof | Prof | Instructor /Lecturer | Total full-t. faculty | Adjunct | GA   | Other | Total part-t. faculty | Total Courses |
|----------------------------|-----------|------------|------|----------------------|-----------------------|---------|------|-------|-----------------------|---------------|
| Avery Point                | 9.2       | 6.2        | 7.7  | 0                    | 23.1                  | 63.1    | 9.2  | 4.6   | 76.9                  | 65            |
| Hartford                   | 8         | 7.1        | 7.1  | 0                    | 22.1                  | 60.2    | 15   | 2.7   | 77.9                  | 113           |
| Stamford                   | 5.6       | 33.7       | 4.5  | 4.5                  | 48.3                  | 44.9    | 4.5  | 2.2   | 51.7                  | 89            |
| Torrington                 | 0         | 6.9        | 3.4  | 17.2                 | 27.6                  | 72.4    | 0    | 0     | 72.4                  | 29            |
| Waterbury                  | 13.9      | 16.7       | 2.8  | 13.9                 | 47.2                  | 40.3    | 12.5 | 0     | 52.8                  | 72            |
| <b>All Regionals (avg)</b> | 8.1       | 15.2       | 5.4  | 5.2                  | 34                    | 54.1    | 9.8  | 2.2   | 66                    | 368           |
| <b>Storrs</b>              | 20.7      | 17.4       | 20.4 | 2.1                  | 60.6                  | 11.9    | 23.7 | 3.8   | 39.4                  | 662           |
| <b>All campuses</b>        | 16.2      | 16.6       | 15   | 3.2                  | 51.1                  | 27      | 18.7 | 3.2   | 48.9                  | 1030          |

Table 7a. *General Education credit hour production by instructor rank at each campus Fall 2010 (% of total)*

| Campus                     | Asst Prof | Assoc Prof | Prof | Instructor /Lecturer | Total full-t. faculty | Adjunct | GA   | Other | Total part-t. fac. | Total Credit Hours |
|----------------------------|-----------|------------|------|----------------------|-----------------------|---------|------|-------|--------------------|--------------------|
| Avery Point                | 11.1      | 2          | 6.9  | 0                    | 20                    | 59.9    | 14.4 | 5.7   | 59.9               | 6076               |
| Hartford                   | 8.9       | 14.3       | 8.6  | 0                    | 31.7                  | 56.6    | 10.9 | 0.8   | 68.3               | 11457              |
| Stamford                   | 9.5       | 25.1       | 9.6  | 2                    | 46.1                  | 45.6    | 8.2  | 0     | 53.9               | 8315               |
| Torrington                 | 5.2       | 3.8        | 0    | 18.4                 | 27.4                  | 69.8    | 2.8  | 0     | 72.6               | 1726               |
| Waterbury                  | 14.1      | 15         | 5.6  | 11.7                 | 46.4                  | 42.7    | 11   | 0     | 53.6               | 7807               |
| <b>All Regionals (avg)</b> | 9.76      | 12.04      | 6.14 | 6.42                 | 34.32                 | 54.92   | 9.46 | 1.3   | 61.66              | 7076.2             |
| <b>Storrs</b>              | 26.9      | 15         | 22.7 | 5                    | 69.7                  | 11.3    | 16   | 2.9   | 30.3               | 119500             |
| <b>All campuses</b>        | 23.2      | 14.8       | 19.2 | 4.8                  | 62                    | 20.7    | 14.8 | 2.5   | 38                 | 154881             |

Table 7b. *General Education credit hour production by instructor rank at each campus Spring 2011 (% of total)*

| Campus                     | Asst Prof | Assoc Prof | Prof | Instructor /Lecturer | Total full-t. faculty | Adjunct | GA   | Other | Total part-t. fac. | Total Credit Hours |
|----------------------------|-----------|------------|------|----------------------|-----------------------|---------|------|-------|--------------------|--------------------|
| Avery Point                | 11.1      | 2          | 6.9  | 0                    | 20                    | 59.9    | 14.4 | 5.7   | 59.9               | 6076               |
| Hartford                   | 8.9       | 14.3       | 8.6  | 0                    | 31.7                  | 56.6    | 10.9 | 0.8   | 68.3               | 11457              |
| Stamford                   | 9.5       | 25.1       | 9.6  | 2                    | 46.1                  | 45.6    | 8.2  | 0     | 53.9               | 8315               |
| Torrington                 | 5.2       | 3.8        | 0    | 18.4                 | 27.4                  | 69.8    | 2.8  | 0     | 72.6               | 1726               |
| Waterbury                  | 14.1      | 15         | 5.6  | 11.7                 | 46.4                  | 42.7    | 11   | 0     | 53.6               | 7807               |
| <b>All Regionals (avg)</b> | 9.76      | 12.04      | 6.14 | 6.42                 | 34.32                 | 54.92   | 9.46 | 1.3   | 61.66              | 7076.2             |
| <b>Storrs</b>              | 26.9      | 15         | 22.7 | 5                    | 69.7                  | 11.3    | 16   | 2.9   | 30.3               | 119500             |
| <b>All campuses</b>        | 23.2      | 14.8       | 19.2 | 4.8                  | 62                    | 20.7    | 14.8 | 2.5   | 38                 | 154881             |

## General Education Course Substitutions

According to the General Education Guidelines, schools and colleges have the explicit authority to make substitutions to the requirements for individual students admitted to the respective school or college. The Registrar's office kindly supplies GEOC with a list of all substitutions made for enrolled students during the academic year. These numbers are relatively small (roughly 350 a year) relative to the numbers of general education courses taken.

Table 8. *Substitutions to the General Education Requirements by School or College*

|              | # subs     |
|--------------|------------|
| ACES         | 0          |
| CANR         | 62         |
| BUSN         | 20         |
| CLAS         | 136        |
| CTED         | 21         |
| EDUC         | 22         |
| EGBU         | 0          |
| ENGR         | 20         |
| FNAR         | 12         |
| NURS         | 19         |
| PHAR         | 5          |
| <b>Total</b> | <b>317</b> |

Note: all but the following schools saw a decrease in substitutions: CANR, EDUC, ENGR, and FINA.,

Table 9. *Substitutions to the General Education Requirements by Category*

| Category        | Substitutions granted |
|-----------------|-----------------------|
| CA1             | 23                    |
| CA2             | 28                    |
| CA3             | 54                    |
| CA4             | 138                   |
| Q               | 3                     |
| W               | 54                    |
| Second Language | 17                    |
| <b>Total</b>    | <b>317</b>            |

All down except for CA2 (only went up by 1) and W. W saw increase of 23 substitutions over last year.

Substitutions for transfer students at the time of admission for courses transferred in that are not a match of existing University of Connecticut courses are potentially a much larger number than the number processed for already enrolled students. Data on the numbers and distribution across content areas and competencies is not yet available to GEOC. The GEOC office is working with the University's Office of Institutional Research to capture this information.

Another source of general education credits is through the Early College Experience program. These are University of Connecticut courses taught by high school teachers throughout the State under the supervision of University departments. Over eight thousand students are enrolled in Early College Experience courses, and a substantial fraction of those students will enroll at the University of Connecticut. A few students take as many as three semesters of University of Connecticut course credits while still in high school.

Because many Early College Experience courses also are general education courses, the GEOC chair accepted a position on the Early College Experience Program advisory board. The GEOC will be working with the University's Office of Institutional Research to gather data to learn what fraction of their general education requirements are taken as Early College Experience courses by matriculating students. The GEOC and the Early College Experience Program Advisory Board also will work with the Office of Institutional Research to evaluate how well students who meet general education competency course requirements while in high school do in more advanced courses taken after matriculation at the University compared to students whose requisite courses are taken on University of Connecticut campuses.

### Provost's General Education Course Competition

The annual General Education Course Enhancement Grant Competition is designed to promote the ongoing enhancement, innovation, improvement, and academic rigor of the content and teaching of UConn's General Education curriculum. Since 2004, this grant program has tremendously enriched UConn's General Education program and simultaneously the overall undergraduate program.

In Spring 2011, the Provost's General Education Course Enhancement Grant Competition was held for the eighth time. A total of seven proposals were received and six of those were funded (one fewer than last year).

This year, for the first time, faculty were able to propose developing courses that propose to simultaneously meet the guidelines for two of content areas one, two, and three or two of those three content areas plus content area four. Four of the six funded proposals intend to develop multiple content area courses—one for CA2 and CA3, one for CA2, CA3, and CA4 and two for CA1, CA2, and CA4.

**Table 10.** Courses developed through the *support of the Provost's Competition* by Gen Ed category

| Category                    | Grants Funded<br>2004-2010 | 2011 Winners |
|-----------------------------|----------------------------|--------------|
| CA1                         | 27                         | 3            |
| CA2                         | 13                         | 4            |
| CA3                         | 9                          | 3            |
| CA4                         | 33                         | 4            |
| Q                           | 8                          | 1            |
| W                           | 18                         | 0            |
| Sec Lang                    | 1                          | 0            |
| Multiple CA (not incl. CA4) | 0                          | 4            |
| Totals                      | 70                         | 6            |

**Note:** the "Totals" row figures represent individual grant projects funded. These totals

are less than the sum of each category as many courses have multiple gen ed attributes.

## Oversight

Part of GEOC's mandate from the Senate is "monitoring periodically courses that satisfy General Education requirements to ensure that they continue to meet the criteria adopted by the Senate" (*General Education Guidelines*). As reported last year: "GEOC has developed a smaller-scale recertification plan and opted for a staggered and sample approach that would still allow monitoring the quality of the Gen Ed program and help stimulate departmental conversations about the purpose and quality of their Gen Ed offerings. Thus, a sampling of courses - rather than all Gen Ed courses - will need to be recertified in an overall recertification process that is spread over a five-year cycle."

This year, the GEOC moved to implement this plan. At the beginning of the academic year, the Assessment Subcommittee noted that "monitoring the quality" of courses is closely linked to assessment, and that what the proposed survey instrument is designed to do is inquire whether a course, as taught, is aligned with (that is corresponds to) the course objectives and general education guidelines it proposed to deliver when it was approved. The plan is to obtain information about the delivery of content area and competency course categories rather than to reapprove (or not) the general education offering status of individual courses. Hence, the term "recertification" is not an accurate description of what is proposed. Therefore, this monitoring program has been renamed the alignment survey.

In parallel with the plan to gather data on how courses are being taught, the GEOC continues the ongoing effort to develop assessment tools designed to reveal whether what students learn from the courses they select achieves goals that are the purpose of general education.

## Alignment Survey

In the Fall of 2010, the GEOC contracted with University Information Technology Services to develop a flexible online survey to gather information about sampled courses. The survey asks open-ended questions about the relationship between the course content and delivery and both the overall general education guidelines and also the specific guidelines for the content areas and competencies that a course is approved for. The survey also includes the current draft of learning outcomes (that continue to be refined) for the content areas and asks whether the course contains any exam questions, projects, or written assignments intended to measure whether students have achieved these outcomes. The current survey does not ask for the results of general education measures; it only asks whether some form of measurement is attempted.

Between 12 and 17 departments that offer general education courses will be selected each year to participate in the general education alignment survey. A sample of courses offered by each participating department will be selected to include:

- The general education course with the largest enrollment
- At least one example of each content area and competency offered
- At least one example of a course offered at a regional campus

Random sampling will be used for content areas and competencies that are represented in multiple courses offered by the department (two courses will be sampled and the department will be asked to choose one of the two). We also will be asking departments separately to review their information literacy offerings. Information literacy is an important component of general education, but it generally is not associated with a single departmental course and often is incorporated into courses that are not otherwise identified with general education.

The cumulative data gathered from departmental samples will permit the GEOC to report on the extent to which general education courses collectively continue to be consistent with the guidelines that were the basis for their approval as general education offerings. Courses approved for content area one, Arts and Humanities, and content area four, Multiculturalism and Diversity both require satisfying one of five possible guidelines. Once enough departments have been surveyed, it will be possible to report what fractions of courses in these content areas focus on each of the possible guidelines.

The survey is oriented toward evaluating content areas and competencies, and a question of interest is: to what extent does the teaching of general education courses, especially those approved several years ago, continue to conform to the description and justification in the approved course action request. Should the survey reveal that a surveyed course is diverging from the general education guidelines, the GEOC will work with the department and faculty to restore the course to the proper alignment. Nevertheless, the implications of this question are large. If it appears that a large fraction of general education courses have diverged from the guidelines, then the process of reviewing general education courses, the resources devoted to oversight, and possibly the structure of the general education program itself would have to be reconsidered.

## **Assessment**

Efforts continue to develop methods to measure general education learning outcomes specific to the intent of content area and competency courses. One day workshops currently are in development for content areas 2, 3 and 4. These workshops will be held for an invited group of participants with experience teaching general education courses. The goal of the workshops will be to refine the specification of learning outcomes for each content area and propose methods that instructors might adopt to obtain data on whether the learning outcomes are being achieved. These workshops are planned for this May and next August.

Content area one is not as far along as the other three in developing a set of learning outcomes aligned to the content area's guidelines. The CA1 co-chairs are in the process of conducting interviews with instructors of a range of arts and humanities courses similar to the interviews previously conducted for the other content areas. This first stage of specifying learning outcomes should be completed by early summer. The next stage would be to develop and hold a workshop similar to those planned for the other content areas.

As content areas complete the effort to refine the specification of learning outcomes and proposed methods that instructors might use to gather assessment data, workshops will be held for faculty who are teaching or planning to teach general education courses. These workshops will engage faculty in a broader discussion of how to assess general education courses and encourage faculty to implement assessment in the courses they are teaching.

This year the GEOC took a pause in assessing writing competency at the department level. We expect to resume that effort next year. The quantitative competency committee currently is reviewing a Web-based, artificially intelligent assessment and learning system known as ALEKS. ALEKS appears to be a promising tool for verifying students' preparation for calculus courses and providing some remedial support for students who are weak in some mathematical skills required for success in calculus courses. ALEKS potentially can make our offerings of quantitative courses more cost effective and may have some capacity for assessing achievement of quantitative competency.

Once a number of faculty are using assessment tools in general education courses, the GEOC will offer further workshops to gauge how these efforts are working and how much confidence there is that the assessment measures represent learning outcomes that are aligned with general education guidelines. The GEOC will then be in a position to ascertain whether general education is succeeding as envisioned and what adjustments in the program might be warranted.

|   |      |
|---|------|
| Murphy Sewall, Chair ('13)                          | MKTG |
| John Ayers ('12)                                    | ECE  |
| Rosa Helena Chinchilla ('11)                        | MCL  |
| Robert Cromley ('12)                                | GEOG |
| Thomas Deans (W Center Director, ex officio)        | ENGL |
| Francoise Dussart ('12)                             | ANTH |
| Hedley Freake (Senate C&CC, ex officio- Fall 2010)  | NUSC |
| Elizabeth Jockusch ('12)                            | EEB  |
| Richard Jones ('12)                                 | PHYS |
| Peter Kaminsky ('12)                                | MUSC |
| Douglas Kaufman ('11)                               | ENGL |
| Wally Madych ('12)                                  | MATH |
| Olivier Morand ('12)                                | ECON |
| Suresh Nair ('12)                                   | OPIM |
| Xae Alicia Reyes ('11)                              | EDCI |
| Thomas Roby (Q Center Director, ex officio)         | MATH |
| Eric Schultz (Senate C&CC, ex officio- Spring 2011) | EEB  |
| Blanca Silvestrini ('12)                            | HIST |
| Alexander Shvartsman ('12)                          | CSE  |
| Robert Stephens ('12)                               | MUSC |
| Sarah Winter ('11)                                  | ENGL |
| Michael F. Young ('11)                              | EPSY |
| Cole Koenig (Graduate Student Rep)                  |      |

Anabel Perez (Administrator)

**GEOC Subcommittee Members 2010-2011 Academic Year*****Arts and Humanities***

Peter Kaminsky, Co-Chair  
 Francoise Dussart, Co-Chair  
 Gustavo Nanclares  
 Jonathan Hufstader

***Social Sciences***

Robert Cromley, Co-Chair  
 Olivier Morand, Co-Chair  
 David Atkin  
 Linda Lee  
 Jeremy Pressman  
 Charles Venator

***Science and Technology***

Elizabeth Jockusch, Co-Chair  
 John Ayers, Co-Chair  
 Adam Fry  
 Tom Meyer  
 Kathryn Cannon (student rep)

***Diversity and Multiculturalism***

Robert Stephens, Co-Chair  
 Blanca Silvestrini, Co-Chair  
 Alexinia Baldwin  
 Mary Ellen Junda

***Computer Technology***

Suresh Nair, Co-Chair  
 Richard Jones, Co-Chair  
 Kim Chambers  
 Steven Park  
 Andrew DePalma  
 Katherina Sorrentino

***Assessment***

Murphy Sewall, Chair  
 Eric Soulsby  
 H. Jane Rogers  
 Felicia Pratto  
 Desmond McCaffrey  
 Tom Deans

***Information Literacy***

Sarah Winter, Co-Chair  
 Michael F. Young, Co-Chair  
 Francine DeFranco  
 Andrea Hubbard  
 Carolyn Lin  
 Susanna Cowan

***Second Language***

Xae Alicia Reyes, Co-Chair  
 Rosa Helena Chinchilla, Co-Chair  
 Brian Boecherer  
 Kenneth Fuchsman  
 Barbara Lindsey  
 Rajeev Bansal

***Quantitative***

Wally Madych, Co-Chair  
 Alex Shvartsman, Co-Chair  
 Bernard Grela (Fall 2010)  
 Jennifer Tufts (Spring 2011)  
 Thomas Roby  
 James Cole  
 David Gross

***Writing***

Tom Deans, Co-Chair  
 Douglas Kaufman, Co-Chair  
 Kathleen Tonry  
 Janice Clark  
 Mark Brand  
 YooMi Thompson (student rep)





**Annual Report of the Growth and Development Committee  
Submitted to the University Senate April 15, 2011**

The Senate Growth and Development Committee (GDC) has engaged a range of issues since its last annual report of March 1, 2010. Among others, subjects reviewed have included major construction projects, student enrollment, and the National Research Council rankings. The GDC has met seven times since the last annual report.

As typical, the Committee invited members of the higher administration including Interim President Phillip Austin, Provost Peter Nicholls, Donna Munroe, Vice President for Human Resources and Payroll Services, Kenneth Egeberg, Associate Vice President for Architectural, Engineering & Building Services (AEBS), and Lee Melvin, Vice President for and Enrollment Planning and Management.

At the March 4, 2010 meeting, the GDC welcomed guests from the Department of International Services and Programs (DISP) to discuss the draft Guidelines for Hiring International Employees. DISP representatives were Elizabeth Mahan, Bob Chudy and Mihwa Lee. The G&D Committee reviewed the guidelines and discussed unresolved visa issues from the last academic year. The G&D Committee agreed to send an electronic copy of the draft Guidelines for Hiring International Employees to the university's "3-D" list in order to share it with department heads and invite comment. It was suggested that the department heads be invited to share the guidelines with their administrative assistants as well. At the April 5 University Senate meeting, GDC chair, Jeffrey Ogbar, discussed the proposal and noted that the Committee affirms the guidelines, which were subsequently made available online.

During the April 8, 2010 meeting the GDC welcomed Mark Westa, a guest from the Arboretum Committee who also worked on the Landscape Master Plan. The Committee, which had an opportunity to review the Landscape Master Plan, in electronic form, asked questions of Westa and other guests who arrived later: James Bradley, Associate Vice President and Executive Director of Architecture and Engineering Services, Barry Feldman, Vice President and Chief Operating Officer, and Mark Brand, member of the Arboretum Committee.

At the October 19, 2010 meeting, it was concluded that the McKinsey and Company consultants currently visiting the university would benefit from surveying the annual reports of the G&D from the last five years. Jeffrey Ogbar agreed to send the request to Barry M. Feldman, Vice President and Chief Operating Officer, who subsequently welcomed the recommendation.

There was a substantive discussion of the University's various retirement plans with GDC guest Donna Munroe, Vice President for Human Resources and Payroll Services at the November 18, 2010 meeting. There were questions about the retirement plans and their evolving nature for university employees. Ms. Munroe explained that the university, as a state agency, is bound to state retirement plans. Over the last few decades, options for these plans have been modified and expanded. One such plan, the State Employees Retirement System (SERS), has three types or "tiers": Tier I, Tier II, and Tier IIA. There is also the Alternate Retirement Program (ARP), which allows faculty to carry it to other universities.

Interim President Austin and Provost Nichols were guests for the November 30, 2010 meeting. The President noted that the last two years have been very difficult financially, but Connecticut is in a better financial state than 44 or 46 other states. "Relatively speaking, our prospects are very bright." He explained that the university needs a new hospital. Though the

administration had not developed a contingency plan for failing to receive \$100 million in federal aid for the hospital, there is hope that major donors can be found, as state funds can't be used. There are no plans to borrow money to pay for a new hospital.

Provost Nichols discussed the National Research Council (NRC) rankings and was extremely cautious about using the NRC rankings as rationale for supporting programs. He noted that they were out of date, and that more proficient surveys available. Though they are not without merit, they should not be used as sole source of data. The Provost expressed the importance, even in budgetary uncertainty, for new searches, in order to "maintain the character of the university" with recent losses of tenure track faculty.

The March 29, 2010 welcomed Lee Melvin, Vice President for Enrollment Planning and Management, who provided a richly detailed discussion of enrollment trends. He noted that the University experienced an unanticipated 23 percent increase in applicants this year, chiefly attributed to the move to a common application. There has been very little shift in types of majors in demand, with some increase in the biological sciences. About 50 percent of students change majors, but usually within their initial school or college and generally to a related discipline. Mr. Melvin also noted that strategic enrollment management is heavily responsible for the upward trends in graduation rates. Though there is no state mandate for an in-state percentage of student enrollment, Enrollment Management would like to have no more than 30 percent of students with out-of-state status. Currently, 80 percent of UConn undergrads across all six campuses are in-state students. Efforts are underway to increase international student percentages that currently stand at three percent.

This report summarizes the annual activities of the G&D Committee.

Annual Report of the Senate Scholastic Standards Committee  
February 2010 – April 2011

Committee Charge: “This committee shall prepare legislation within the jurisdiction of the Senate concerning those scholastic matters affecting the university as a whole, and not assigned to the Curricula and Courses Committee, including special academic programs, the marking system, scholarship standards, and the like. This committee shall include two undergraduate students and one graduate student.”

The Scholastic Standards Committee (SSC) attempted to meet bi-weekly during the academic year.

**Completed business:**

**Changes in Bylaws language on dismissals and academic probation** – Updated and clarified the procedure for dismissals and academic probation as to who can recommend such actions and to whom a student may apply to for consideration for readmission; motion passed at the February 2010 Senate meeting.

**Changes to academic calendar** – Revised academic calendar: motion passed at the May 2010 Senate meeting to result in:

1. An additional reading day was added to final examination week in the Fall Semester
2. Spring Break week will occur after week # 8 rather than after week # 7
3. Commencement cannot occur at a time when a final examination is given

**Changes to the Bylaws policy on “final assessments” (f.k.a. “final examinations)** – Now known as “Final Assessments,” the Bylaw was revised to remove the antiquated reference to “Final Examinations;” also, it is now required that such final assessments be due only at the time in the academic calendar that is set aside for final assessments (examinations); motion passed at the November 2010 Senate meeting.

**Changes in Honors Program Regulations** – The SSC approved the revisions to the Honors Program Regulations and presented these revised regulations as information to the Senate at the March 2011 Senate Meeting.

**Works in Process:**

**Changes to the Bylaws concerning class attendance** – Presented an addition to the Bylaws under the “Class Attendance” section of the Bylaws at the March 2011 Senate meeting that directed faculty to consider alternative methods of accomplishing their course learning objectives

in the event of emergency closing of the university; to be voted on at the April 2011 Senate meeting.

**Changes to the Bylaws residence requirement policy** -- Presented a revised residence requirement bylaw at the March 2011 Senate meeting that removed the archaic requirement that the student complete the final 24 credit hours at the university; to be voted on at the April, 2011 Senate meeting

**Online course standards** – The SSC received the report of the Online Course Standards Subcommittee at its April 1, 2011, meeting; this report will be discussed by the SSC and will be reported to the Senate at a later date.

**Limitations on credit by examination** – The SSC considered the question of whether there should be additional limitations on credit by examination. Nothing has been finalized on this issue.

**Addition of Honors Program Regulations to the Bylaws** – At the March Senate Meeting, the SSC was charged with considering whether the Honors Program Regulations should be put into the bylaws. This discussion was initiated at the April 1, 2011, SSC meeting.

**Consideration of the composition of the University Interdisciplinary Courses Committee (UICC)** – The SSC was asked in March 2011 to consider revising the composition of the UICC. The SSC is gathering further information on this issue.

**Course note sales** – The SSC was asked to consider the appropriateness of the sale of course notes. This was discussed and was initially considered to have both academic integrity as well as intellectual property concerns. The SSC will continue to consider this issue.

Respectfully submitted,

Lawrence Gramling (Interim Chair)  
Thomas Recchio (Chair – on sabbatical leave Spring 2011)  
Katelyn Aguilar (graduate student representative)  
Scott Brown  
Rebecca D'Angelo (undergraduate student representative)  
Francine De Franco (resigned March 2011)  
Gay Douglas  
Gerald Gianutsos

Peter Gogarten

Lynne Goodstein (ex officio)

Douglas Hamilton

Katrina Higgins

Richard Hiskes

Andrea Hubbard

Chad Jens (undergraduate student representative)

Shirley Roe

Jeffrey von Munkwitz-Smith

David Wagner

Robert Weiner

# Senate Student Welfare Committee

## Annual Report

April, 2011

*This committee shall review the conditions that contribute to the academic success, personal development and well-being of students, including available forms of financial aid. It may seek the opinion of the Senate on such matters and make recommendations. The committee shall include one graduate student and two undergraduate students. It shall make an annual report at the February meeting of the Senate.*

In 2010 the University Senate changed the reporting of subcommittee annual reports to cover the entire academic year instead of late Spring of one academic year to the early Spring of the next year. Therefore this annual report covers the very late Spring 2010 through the entire Spring 2011. This now places the annual report of the University Senate Student Welfare Committee on the cycle of reporting at the end of each academic year, for that academic year.

Kim Chambers was the Chair of Student Welfare during both academic years.

Highlights - The committee addressed issues around:

- Alternate forms of final assessment
- Spring Weekend
- Pattern of Course Offering, removing semester offered from the catalogue
- Dealing with students in distress
- Graduate Student Loan Program
- Students providing local contact information
- Issues around the Q placement examination for entering students.
- Board of Trustees action on recommending not moving forward with a new student recreation center.
- Student majors at regional campuses
- Review of technology policies applicable to students

**Alternate forms of final assessment** – The committee worked extensively with Scholastic Standards to refine the language in their motion to allow alternate forms of final assessment and to insure these alternate final assessments could not be bunched during the week before finals week. The collaboratively agreed upon concepts and language passed in the University Senate.

**Spring Weekend** – The committee continued review and discussion of efforts of the university in promoting a moratorium on Spring Weekend and the student response to these proposals. This included keeping up to date with Undergraduate Student Government efforts to respond to University leadership’s proposals for the moratorium.

**Dealing with students in distress** – The committee met with Dr. Barry Schreier, Assistant Director Student Health Services who is in charge of Student Mental Health Services. Barry informed us of his staff and program efforts and we discussed ways Student Welfare could be of assistance in dealing with students in distress. Discussion included helping inform the community of programs for staff, faculty and students to assist in recognizing students in distress and how to effectively refer these students.

**Graduate Student Loan Program** - The committee received information from the Graduate Student Senate leadership on the Graduate Student Loan Program. We offered suggestions on publicizing the program and sought more information on students paying back their loans with the new change in amount of time they have to pay back the loans.

**Other issues:**

Committee members agreed with the Courses and Curricula Committee motion that it was a good idea to remove semester offered for courses in the catalogue.

Committee member Jim Hintz informed the group of efforts to identify local contact information for off campus students. Student affairs continues to address this issue and Jim feels they are making progress and would benefit from continued progress with this issue. He will let us know if action on our part would be helpful.

Committee members also discussed other referred issues including issues around Q placement (Eric Soulsby), student majors at regional campuses (Avery Point student), technology policies (Growth and Development), and student recreation center (from Board of Trustees Student Welfare Committee action).



### **Issues going forward:**

Work with Scholastic Standards on the consideration of including a syllabus like document for all UConn classes.

Continue to get information on the Graduate Student Loan program and how it is progressing on addressing issues of publicizing the program and late payment of loans.

Student use of information technology on campus.

Status of renovations to student recreation facilities.

### Committee members:

\*Kim Chambers, Chair

Connor Bergen, undergraduate student

Beate Birkefeld, graduate student

Karen Bresciano

Susanna Cowan

Beth DeRicco

\*Lawrence Goodheart

James Hintz, ex-officio, non-voting representative of the Provost's Office

Kelly Kennedy

\*Donna Korbel

\*Joan Letendre

\*Jill Livingston

\*Dennis McGavran

Corina Morris

Linda Neelly

\*Kathryn Ratcliff

D. Clive Richards, undergraduate student

\*Kathleen Sanner

\*Katherina Sorrentino

\*Senate member 2010/2011

## **University Budget Committee Annual Report to the University Senate April 15, 2011**

***Bylaws of the University Senate, §C.2.f – University Budget*** This committee shall review the planning, negotiation, and allocation of the University operating, capital, and other budgets, the process of making budgetary and financial decisions and the determination of priorities among academic and other programs having financial implications. This committee may recommend any desirable expressions of Senate opinion on these matters, and it shall make an annual report at the April meeting of the Senate.

During AY 10-11, the Committee met six times (three time each semester). The minutes of the meetings along with the applicable supplements are posted on the Senate website; therefore, only a brief summary of the activities is provided below.

*September 2010:* Lysa Teal (ex-officio, non-voting representative from the Chief Financial Officer's Office) provided an overview of the university budget. Highlights of the discussion included:

- The University's actual net Operating Budget gain for FY10 was \$2.3M. Even after the state sweep of \$8M in FY10, the fund balance went up but some of the funds are obligated for (future) projects.
- In recent years, the state appropriation has been around 35% of the total Operating Fund receipts. Included in this number is the amount the state allocates for collective bargaining increases (CBI). The FY11 budget did not include funding from the state for CBI increases. Per contract, the University is required to pay the contractual increases in FY11. There is some concern that the state may not pay for future collective bargaining increases.
- Due to the state support maintenance of effort requirements, the Federal stimulus package has been a great help in stabilizing the state support for UConn. During FY12, there will be no more stimulus funds and no maintenance of effort requirement, which could translate into a serious challenge for UConn.
- \$15M will be transferred from UConn reserves (not state appropriations) to the State in FY11.
- There are 55 faculty and 55 staff searches authorized by the provost for Fall 2011.

*October 2010:* The Committee met with Barry Feldman (Vice President & Chief Operating Officer). Highlights of the discussion included:

- UConn is in the final stages of hiring (hopefully, by mid-November) the consulting firm McKinsey to explore increased operational efficiencies. Teaching/classrooms will *not* be part of the study. The cost is \$4 million.
  - Phase I: February, March, April 2011
  - Phase II: into summer 2011 or fall 2011
- \$1.3 billion UCONN 2000 – recast to enhance research and teaching at university.
  - Extended to 2018, but dollar amount stays the same
  - Have about \$600 million left from the \$1.3 billion
  - Arjona will be probably torn down, we may keep Monteith.
  - No new buildings except a modest building for Engineering

*November 2010:* The Committee met with Suman Singha (Vice President for Research). He provided the committee with information concerning tuition charges on externally funded grants, Highlights of his presentation and the accompanying discussion included:

- \$131M is projected for FY10 awards.
- Policy on Indirect Costs returns (%) changed effective 7/1/10.

|      | <u>From</u> | <u>To</u> |
|------|-------------|-----------|
| Dean | 10          | 10        |
| Dept | 5           | 10        |
| PI   | 5           | 10        |

- Competitive Federal Graduate Awards  
The University of Connecticut has developed this policy to fund the difference between the amount awarded (by the granting agency) and the actual cost to the trainee for tuition and health insurance premiums. The University will provide such supplementation for tuition and health benefits to students who qualify for any competitive federal fellowships, awards and/or training grants.
- Tuition had to be included in proposals as of 7/1/10. Collected \$21,500 to date. Expenditures lag behind the budget so it will take another year before we will have an idea what the actual annual tuition collected is. According to Suman, one of the best places to invest tuition collected is in Graduate Awards/Fellowships. There were 7 fellows in 2009, 20 in Spring 2010, and 46 in Fall 2010. It is expected that the cost to the Office of the Vice President for Research for these graduate awards/fellowships in the current fiscal year will be approximately \$150k.

- Young Investigator Awards and CAREER (NSF) Awards. The CAREER is one of the prestigious awards that a junior PI can get. It is important to support CAREER awardees by providing \$10k from VPR provided as the Dean and Department Head put in \$10k each. The increased IDC returns to departments should help with this.
- Tuition policy change: Any change will have to be made by the President. Expenditures lag behind the budget so it will take another year before we will have a better estimate of the actual tuition collected and how it is being used.

*February 2011:* The committee met with Rich Gray (Vice President & Chief Financial Officer) and held a wide-ranging discussion concerning the operating and capital budgets of the University and the fiscal environment the University and the state are likely to face in FY 2012 and beyond. Highlights of the discussion included:

Status:

- UConn budget was flat funded in FY 10 and 11 (federal maintenance of effort requirements).  
Block Grant--\$35M cut from the *current funds* budget  
Overall \$45M deficit for FY 12 and the same for FY 13
- 60% of the budget is payroll related.
- The Health Center has a \$19M deficit with no resources like the Storrs campus.

UConn Revenue Sources:

- Roughly 33% tuition/fees; Roughly 33% state appropriations; Roughly 33% grants, other

How do we cover the \$45M deficit for FY 12?

Options:

- Use non-personnel funds (ex. equipment); Reduce expenses; Increase tuition and fees; Possibly cut financial aid (Note: The UConn 2000 program remains intact based on the Governor's recommended budget.)

Other issues:

- DAS/OPM wants to have control over non-faculty hiring.

University Planning:

- Looking to preserve the core of academic/research component of the university.
- All (contractual) bargaining unit increases total \$22M for FY 12.
- 1% increase to tuition/room & board would provide an extra \$1.8M. 3% increase would be \$5.2M

- Budget challenges won't necessarily mean layoffs. Rich is looking for potential savings in other areas.
- In FY 10 and 11 there were fund sweeps of \$23M by the state.
- Is it not known what the impact of faculty/staff changing to Tier IIA retirement plan would be.
- No talk of hiring freeze yet.

*March 2011:* The committee met with Lee Melvin (Vice President for Enrollment Management) and Jean Main (Director of Financial Aid Services) as well as (separately) with David Gilbert (Chief Information Officer). Highlights of their presentations and the ensuing discussion follow:

### Lee Melvin, VP-Enrollment Management

#### Enrollment Goals for Fall-11

- Incoming President Herbst wants to keep the total UConn enrollment at 30,000. UConn had 30,034 students in 2010.
- Freshmen goal for Storrs: 3225 (65% in state, 35% out of state)
- 1300 for Regional campuses (98% in state)
- 900 transfers for Storrs and 230 for Regional campuses (In-state vs. out-of-state ratio is typically around 80:20. Getting a higher fraction of transfer students from out-of-state is generally difficult.)
- **Honors** students 450. (Average SAT for honors is 1390 and the students are in the top 10% in their high school class.)
- **Diversity**- 28%, **International** students- 3% (The goal for this year is 125-130 new international undergraduate students.) **Minority** – 25% up from 21%
- Hoping for 45% of the incoming UG students to be from top 10% of their HS classes.

#### Applications

- 28,000 applications this year (23% increase)
- 2600 fee waivers this year up from 700-800 last year. Application fee is \$70. UConn is a common application school like Univ. of Michigan and Univ. of VA.

#### Retention and Graduation Rates

- Regional campuses' retention is good
- Attending orientation helps retention. 98% of students attend orientation.
- Overall graduation rates at UConn are strong. Incoming President Herbst wants to increase graduation rates including those for athletes. (There are around 640 athletes.)

### Jean Main, Director-Financial Aid

- In FY 08 the national debt average for students was \$23,200 and UConn was \$21,521.

- Debt has been flat the last few years.
- UConn is the largest funder (among various sources) of UConn students.

David Gilbertson, CIO

- The UConn central Data Center needs significant investments for increased reliability.
- What parts of the IT budget are personnel and software? Major categories: 78% salary, 5% hardware, 10% software. IT is somewhat decentralized.
- UConn doesn't need to do everything in-house.
- Decentralizing is more expensive but, in some cases, may have better user satisfaction since it is more specialized.
- \$9M influx of funds in FY 10. 50% centralized/50% decentralized.
- There are 5,000+ PCs on campus. Most are configured differently. If they were all the same, system repair, on average, would be a few minutes vs. 3-4 hours.
- Telephone Service—a service provider couldn't do as cheaply as done currently. However, phone service needs to be reviewed. It hasn't changed much in 40 years.

*April 2011:* The Committee will be meeting with Provost Nicholls for a discussion of the budgetary impact on the academic enterprise as well as (separately) with W. Wendt (Director of Transportation and Parking Services) for a discussion related to the parking fees. A representative of the Senate Growth & Development Committee will attend the discussion with W. Wendt.

Respectfully submitted,

Rajeev Bansal (Chair) on behalf of the University Budget Committee

**University Senate Curricula and Courses Committee  
Report to the Senate  
April 25, 2011**

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

A. POLS 2062 Privacy in the Information Age

Three Credits.

Honors course providing a thematic overview of privacy from a variety of disciplinary perspectives. Public policy, legal and ethical debates surrounding privacy and the impact of technology and scientific advances on how privacy is conceptualized, valued, enacted, and protected.

B. INTD 1991 Supervised Internship Experience (preliminary approval through Spring 2012)

One credit. Hours by arrangement. Instructor consent required. May be repeated one time, with permission, under specific circumstances. Open to matriculated undergraduates only. Students must have a minimum GPA of 2.0. Students must secure a satisfactory internship position prior to the end of the second week of the semester of enrollment in this course. This course does not fill any general education or major requirements. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Settje, B.

Supervised fieldwork of six to eight hours per week (for a minimum of 80 hours) for 8-10 weeks, relevant to major and/or career goals. Mid semester and final evaluations are prepared by the field supervisor and the course instructor.

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

A. WS 1124 (change course title and description)

*Current Catalog Copy*

1124. Gender in Global Perspective  
(124) Either Semester. Three Credits.

Exploration of the construction and reproduction of gender inequality in global perspective. Study of the social position and relations of women and men (political, economic, cultural and familial) in selected non-western societies. Diversity of women's and men's experiences across class, racial-ethnic groups, sexualities, cultures and regions. CA. 2 CA 4-Int.

*Revised Catalog Copy*

1124 Gender and Globalization  
(124) Three Credits.

Exploration of the construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2 CA 4-Int.

**III. The Curricula and Courses Committee recommends approval of the following courses for S/U grading**

- A. INTD 3985 Special Topics: Queer Studies in an Interdisciplinary Approach  
3 credits  
Credits and hours by arrangement. Open only with consent of instructor. With a change in content, may be repeated for credit. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

**IV. The Curricula and Courses Committee recommends approval of the following courses for inclusion in the Writing Competency**

- A. POLS 2062W Privacy in the Information Age  
Three Credits. Prerequisite: ENGL 1010 or 1011 or 3800.  
Thematic overview of privacy from a variety of disciplinary perspectives. Public policy, legal and ethical debates surrounding privacy and the impact of technology and scientific advances on how privacy is conceptualized, valued, enacted, and protected.
- B. POLS 3837W Civil rights and Legal Mobilization  
Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; open to juniors or higher.  
Strategies used by interest groups to achieve civil rights recognition through the legal system and legislative process.
- C. POLS 3822W Law and Popular Culture  
Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; open to juniors or higher.  
Exploration of themes in the study of law and courts by contrasting scholarly work against representations of such themes in movies, television, and other media of popular culture.
- D. POLS 3012W. Modern Political Theory  
Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; open to juniors or higher.  
Major political doctrines of the contemporary period, and their influence upon political movement and institutions as they are reflected in the democratic and nondemocratic forms of government.
- E. POLS 3062W Democratic Theory  
Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Recommended preparation: POLS 1002, POLS 3002, or POLS 3012.  
Survey of theories of democracy from classical times to the present; analysis of defenders and critics of democracy.



**V. The Curricula and Courses Committee recommends approval to REVISE the following skill code courses:**

- A. ARTH 3440W Nineteenth-Century American Art (change enrollment restrictions)  
*Current Catalog Copy*  
3440W. Nineteenth-Century American Art. Prerequisite: ENGL 1010 or 1011 or 3800; open to art history and art majors, others with consent of instructor, open to juniors or higher.  
*Revised Catalog Copy*  
3440W. Nineteenth-Century American Art. Prerequisite: ENGL 1010 or 1011 or 3800; open to juniors or higher.
- B. ARTH 3530W Contemporary Art (change enrollment restrictions)  
*Current Catalog Copy*  
3530W. Contemporary Art. Prerequisite: ENGL 1010 or 1011 or 3800; open to art history and art majors, others with consent of instructor; open to juniors or higher.  
*Revised Catalog Copy*  
3530W. Contemporary Art. Prerequisite: ENGL 1010 or 1011 or 3800; open to juniors or higher.

**VI. The Curricula and Courses Committee recommends approval to DELETE the following skill code courses:**

- A. PHRM 4005W Current Topics in Pharmacy  
Three credits. Class hours by arrangement. Prerequisite ENGL 1010 or 1011 or 3800; Open only with instructor consent.  
Research and writing of major project exploring a topic with human rights, with close supervision and production of multiple written drafts.

**VII. For the information of the Senate, the Curricula and Courses Committee has PROVISIONALLY approved the following course for intensive session offering**

- A. STAT 1100Q Elementary Concepts of Statistics (through Spring 2012)

**VIII. For the information of the Senate, the Curricula and Courses Committee has approved the following courses for intensive session offering**

- A. ANTH 1000 Other People's Worlds; CA2, CA4 INTL  
B. ANTH 1006 Introduction to Anthropology; CA2, CA4 INTL  
C. ANTH 2000 Social Anthropology; CA2, CA4  
D. CDIS 1150 Communication Disorders; CA2  
E. ECON 1000 Essentials of Economics; CA2  
F. GEOG 1700 World Regional Geography; CA2, CA4 INTL

- G. HDFS 2001 Diversity Issues in Human Development and Family Studies; CA4
- H. LAMS 1190 Perspectives on Latin America; CA2, CA4 INTL
- I. NUSC 1165 Fundamentals of Nutrition; CA3
- J. POLS 1202 Introduction to Comparative Politics; CA2, CA4 INTL
- K. POLS 1207 Introduction to Non-Western Politics; CA2, CA4 INTL
- L. POLS 1402 Introduction to International Relations; CA2, CA4 INTL
- M. POLS 3208 Politics of Oil; CA2

Respectfully Submitted by the 10-11 Senate Curricula and Courses Committee.

Eric Schultz, Chair, Keith Barker, Norma Bouchard, Marianne Buck, Kathryn Cannon, Michael Darre, Andrew DePalma, Hedley Freake, Dean Hanink, Abigail Hastillo, Kathleen Labadorf, Susan Lyons, Joseph Madaus, Maria Ana O'Donoghue, Felicia Pratto, Annelie Skoog, Yoana Yakova

4-25-11

**Nominating Committee Report  
to the University Senate**

April 25, 2011

1. We move the following faculty and staff deletions to the named standing committees:

Blanca Silvestrini from the General Education Oversight Committee

2. We move to appoint the following faculty members to the General Education Oversight Committee effective July 1, 2011 through June 30, 2013.

Rosa Chinchilla  
Xae Reyes  
Sarah Winter  
Michael F. Young

Respectfully submitted,

Marie Cantino, Chair  
Thomas Bontly  
Karla Fox

Andrea Hubbard  
Debra Kendall  
Andrew Moiseff

Commencement Committee  
Annual Report to the Senate  
April 25, 2011

The Commencement Committee, whose members are recognized through the President's Office, is comprised of staff from the departments of Public Safety, Parking Services, Facilities Operations, Dining Services, University Events, University Relations, Gampel Management, ITL, and the Registrar's Office. In addition, membership includes the Alumni Association, the Student Union, Senior Year Experience, USG, Students with Disabilities and the UConn Co-op. In addition, we have about five members of the faculty, administrators from the President's and Provost's Offices and the Graduate School. The committee is staffed and supported by Lauren Douglas who does a yeoman's job of helping keep things organized, contacting all the school/college representatives, keeps meeting minutes, sends out important mailings, keeps the web page updated and just makes life so much easier for the Marshal and Committee Chair. She deserves a great deal of thanks for all she does. I must also thank Ronald Schurin, Executive Assistant to the President, for all his efforts on behalf of Commencement. Anyone interested can find more information through our Web site at <http://commencement.uconn.edu>.

The members of this committee, and those of the school and college committees, are dedicated, without reservation, to making the Commencement and Convocation ceremonies a part of a happy and memorable family experience. Many go far beyond their normal work expectations to accommodate the needs of the occasion and deserve the whole University's thanks.

Particularly, I would like to recognize the work of Shirley Rakos, from the UConn Co-op, who has taken on the task of, not only, supplying caps and gowns to over 3,000 students, but also of issuing about 20,000 guest tickets. She works closely with Carolyn Lindlau and Gail Millerd to ensure that all guest tickets are distributed properly. The Co-op, as well as the registrar's office and the graduate school, provides me with the detailed estimated attendance data, on a day-by-day basis, that allows me and the school and college committees, to plan seating and guest ticket allocations.

For the May 2010 commencement, we made a few more changes in how the ceremonies were carried out, with twelve separate Commencement Ceremonies for all schools and colleges as follows (including one Recognition Ceremony):

**Saturday, May 8, 2010**

| <i>Saturday</i>      | <b>9 am</b>       | <b>9:30am</b> | <b>1 pm</b>     | <b>4pm</b> | <b>5 pm</b> | <b>6 pm</b> |
|----------------------|-------------------|---------------|-----------------|------------|-------------|-------------|
| <b>Gampel</b>        |                   |               | Graduate School |            |             | CANR        |
| <b>Jorgensen</b>     | SSW Recog. Cerem. |               | CCS             |            | Fine Arts   |             |
| <b>Rome Ballroom</b> | PharmD            |               |                 | Pharmacy   |             |             |

**Sunday, May 9, 2010**

| <i>Sunday</i>    | <b>9 am</b> | <b>12:30 pm</b> | <b>2:30pm</b> | <b>4 pm</b> | <b>4:30pm</b> |
|------------------|-------------|-----------------|---------------|-------------|---------------|
| <b>Gampel</b>    | Business    | CLAS I          |               |             | CLAS II       |
| <b>Jorgensen</b> | Education   | Engineering     |               | Nursing     |               |
| <b>Rome</b>      |             |                 |               |             |               |

Another change in the ceremonies held in Gampel was using an organ for the music for the CANR, BUS and both CLAS events. We thank Angela Salcedo for being the organist for these four ceremonies. The wind ensemble was used for the Graduate ceremony only.

Speaking of music, I would like to recognize the significant musical contributions of David Mills, Jeff Renshaw, Marvin McNeil, the University Wind Ensemble and the Herald Trumpeters. They provided the fanfares in Gampel Pavilion for all the events together with accompanying music for the processions, the National Anthem, and the degree presentations for the Graduate Ceremonies. Also, we are grateful for the vocal contributions from the Music Department students in singing our National Anthem.

With the advent of the separate commencement ceremonies for each of the schools and colleges, they have had to shoulder more of the responsibility for planning and executing their ceremonies by forming their own commencement committees and recruiting marshals. I tip my hat to them for a job well done!

On August 27, 2010, Convocation was held in Gampel Pavilion with Interim President Philip E. Austin presiding and welcoming the new students. Greetings to those assembled were provided by Nancy H. Bull, Vice Provost for Academic Administration, with the Presentation of the Class of 2014 given by Lee H. Melvin, Vice President for Enrollment Management and Planning. Thomas M. Haggerty, Student Body President spoke on behalf of current students, and Gary M. English, Board of Trustees Distinguished Professor, gave the exhortation to the students. The event was very successful with Gampel being nearly full.

The sense of organization and dignity with which the all of the various ceremonies were carried out could not have been accomplished without the assistance of another dedicated group of individuals – the marshals. These are drawn from across the campuses and help to line up the students, march them to Gampel or Jorgensen, seat them and control the lines for presentation. In addition, they have the responsibility of organizing the faculty lines and leading the processions. They dutifully practice in the days before the ceremonies and wear the awesome befeater hats.

For the Undergraduate ceremonies, we have been fortunate in having the services of Mark Roy who provides the audience with the history and background behind our Commencement ceremonies. In addition, we have a pictorial history of the University that is displayed on the screens before ceremonies. So, as well as those listed in the first few paragraphs, I also tip my hat to the staff of Institute for Teaching & Learning who make these video presentations possible.

The Graduate School ceremony is a collaboration between the Commencement Committee and Suman Singha, Lee Aggison, Tom Peters, and faculty volunteers. This event has grown and for the third year we had photographers available in the Graduate School office reception area during the morning of the ceremony, to take pictures of the Doctoral candidates being hooded by their advisors.

With separate undergraduate ceremonies taking place in three different venues, I must thank Gary Yakstis and his staff at the Jorgensen Center for the Performing Arts and Helen Mesi and her staff at the Rome Ballroom for making the ceremonies in their venues a unique experience for the graduates and their families. Again, I thank Evan Feinglass for coordinating all the activities for practices, moving equipment and other activities in Gampel Pavilion. He oversees the Gampel Events Staff who manage the flow and seating of the families and friends of our graduands and prevent them from surging down the bleachers to take photographs, among many other important details.

This past year students who work at the Lodewick Visitors Center served as concierge staff, helping to direct people to the right venues. A special thank you goes out to Margaret Malmberg, Director of the Center for providing the students.

The Commencement Committee is a delight to work with. They are one of the most good-natured groups of collaborators that I have ever encountered, and who delight in reminding me of all the goofs and mistakes that happen behind the scenes. Thank you for keeping me on my toes!

I also want to thank Florette Juriga, who assists Lauren during the last couple of months prior to Commencement weekend by answering phone calls, voice mails, general e-mail inquiries and in-person student inquiries – in addition to other administrative duties required to make Commencement a successful event. Without her behind-the-scene efforts, I doubt that we would be as organized and successful as we are.

Special thanks goes to Kevin Gray who translates our floor set-up diagrams for Gampel Pavilion and makes them a reality by working with his staff to set up the flowers, podiums, chairs, tables, and diploma covers. He also makes sure the School and College banners are properly cared for and ready for practices and the respective Commencement ceremonies. Kevin and his staff do a number of jobs behind the scenes in preparation for the ceremonies and they do them flawlessly!

It is impossible to easily estimate the total time and effort that is required to make the ceremonies successful. However, it has all paid off as I have had many letters and comments of congratulations and our ceremonies are regarded by many as being one of the best-organized university Commencements. We should be proud of this group of dedicated UConn employees.

Our plans for Commencement 2011 have been underway for many months and this will be the fourth year that Schools and Colleges will be conducting their own undergraduate ceremonies. There will be thirteen events over two days as follows:

**Saturday, May 7, 2011**

| <i>Saturday</i>      | <b>9 am</b>       | <b>9:30am</b> | <b>1 pm</b>     | <b>4pm</b> | <b>5 pm</b> | <b>6 pm</b> |
|----------------------|-------------------|---------------|-----------------|------------|-------------|-------------|
| <b>Gampel</b>        |                   |               | Graduate School |            |             | CANR        |
| <b>Jorgensen</b>     | SSW Recog. Cerem. |               | CCS             |            | Fine Arts   |             |
| <b>Rome Ballroom</b> | PharmD            |               |                 | Pharmacy   |             |             |

**Sunday, May 8, 2011**

| <i>Sunday</i>    | <b>9 am</b> | <b>12:30 pm</b> | <b>2:30pm</b> | <b>4 pm</b> | <b>4:30pm</b> |
|------------------|-------------|-----------------|---------------|-------------|---------------|
| <b>Gampel</b>    | Business    | CLAS I          |               |             | CLAS II       |
| <b>Jorgensen</b> | Education   | Engineering     |               | Nursing     |               |
| <b>Rome</b>      |             |                 |               |             |               |

Respectfully Submitted on behalf of the Commencement Committee by:

Michael J. Darre, Chair  
University Marshal

**Committee Members:**

Lee Allen Aggison, Jr., Elizabeth Anderson, Keith Barker, Ronald Blicher, Preston Britner, Judith Chestnut, Janice Clark, Richard Colon, Gordon Daigle, Michael Darre (Chair), Thomas Defranco, Daniel Doerr, Lauren Douglas, Barbara Drouin, Kimberly Duby, Cameron Faustman, Evan Feinglass, Janet Freniere, Martha Funderburk, Eva Gorbants, Frances Graham, Kevin Gray, Douglas Hamilton, Lisa Kempter, Linda Klein, Donna Korbel, Shawn Kornegay, Avery Krueger, Susan Locke, David Lotreck, John Mancini, Steven Marrotte, John McNulty, David Mills, Tina Modzelewski, Thomas Peters, Valerie Pichette, Willena Price, Shirley Rakos, Sally Reis, Wendi Richardson, Ronald Schurin, Kathleen Shipton, Joseph Tinnel, Richard Veilleux, Jeffrey von Munkwitz-Smith, Kathleen Wells, Dana Wilder, Marcelle Wood, Cara Workman and Gary Yakstis.

**UNIVERSITY OF CONNECTICUT**  
**Senate Faculty Standards Committee**  
**Report to the University Senate**  
**April 25, 2011**

**Background for Motion 1**

Faculty Standards Committee proposes that the Senate adopt a set of guidelines for use by Deans, Department Heads and Faculty (including PTR committees) when interpreting Student Evaluation of Teaching (SET) results.

On March 1, 2010 the Senate passed the following motion:

*The Faculty Standards Committee moves:*

*(1) that the University Senate endorse the formative<sup>1</sup> and summative<sup>2</sup> use of student evaluations of teaching for the improvement of teaching at the University of Connecticut.*

*(2) that, in order to promote improvement of teaching, the University Senate request that the Provost encourage the use of the services offered by the Institute for Teaching and Learning to assist faculty in the design and administration of optional mid-semester student evaluations, as well as in the formative uses of these and end-of-semester student evaluations.*

*(3) that, with regard to the summative use of student evaluations of teaching, the University Senate recognize that, while the data gathered through the end-of-semester student evaluations contain valuable information regarding teaching effectiveness,*

*(a) no set of numerical values can be sufficient as the sole indicator of teaching effectiveness, and*

*(b) caution should be used in interpreting numerical values as an indicator of teaching competence.*

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<sup>1</sup> “Formative use” herein refers to use by an instructor designed to improve his/her teaching during the respective semester and beyond. Specific evaluation information that could be used for this purpose includes (optional) mid-semester student evaluations of teaching, as well as parts (e.g., student comments) of the end-of-semester student teaching evaluation surveys. Information collected for formative use should not be used for the Promotion, Tenure and Re-appointment process.

<sup>2</sup> “Summative use” herein refers to use by individuals other than the instructor designed to evaluate teaching competence, primarily related to the Promotion, Tenure and Re-appointment process. Information used for this purpose includes the numerical report of the end-of-semester student evaluations of teaching surveys.



*(4) that the University Senate ask the FSC to develop, in collaboration with appropriate bodies, guidelines for appropriate summative use of teaching evaluations.*

Consistent with item (3b) and in response to item (4) in this motion, the Faculty Standards Committee has developed a set of guidelines (attached) for use by Deans, Department Heads, and faculty (including PTR committees) in interpreting Student Evaluation of Teaching (SET) results. In developing these guidelines, the FSC sought input from a variety of sources. In particular, the FSC sought input from the Office of Institutional Research (which oversees implementation of the SET process) and from an expert on the interpretation of SETs who is a former staff person from the Institute for Teaching and Learning (Catherine Ross). In addition, the FSC posted the draft guidelines on the Senate website and solicited comments and feedback on the draft guidelines from the broader university community, including faculty, administrators, staff, and students. Finally, the FSC obtained input from the Diversity Committee of the University Senate.

After soliciting extensive input and comments, the FSC finalized the guidelines for presentation to the University Senate.

**Motion 1:**

*The Faculty Standards Committee moves:*

*that the University Senate approve the attached document entitled “Interpreting Student Evaluation of Teaching (SET) Results: Guidelines for Deans, Department Heads, and Faculty,” dated April 7, 2011, which was developed by the Faculty Standards Committee.*

**Background for Motion 2:**

Both the Faculty Standards Committee and the Diversity Committee believe that, in order for the guidelines on use of SETs to be effective, they must be widely disseminated and readily available for use. The following motion is intended to increase the likelihood that the guidelines will be used.

**Motion 2:**

*The Faculty Standards Committee and the Diversity Committee jointly move:*

*that the document entitled “Interpreting Student Evaluation of Teaching (SET) Results: Guidelines for Deans, Department Heads, and Faculty”:*

- (1) Be part of the promotion and tenure instructions from the Provost’s office,*
- (2) Be disseminated to departments heads and faculty in conjunction with the annual review documents from the Provost’s office,*
- (3) Be disseminated to department heads for use in the merit process,*
- (4) Be included in orientation sessions for new department heads, directors, and deans,*
- (5) Be included in the Faculty Standards Committee’s Annual PTR Forum, and*
- (6) Be sent to faculty and other instructors along with the results of their student*

*evaluations of teaching.*

### **Background for Motion 3:**

Consistent with the motion passed by the Senate on March 1, in evaluating teaching performance for promotion, tenure or reappointment, faculty and administrators should have all relevant information. Currently, the PTR form requires inclusion of SET results, but does not give faculty an opportunity to include other information that they believe might be relevant for understanding and interpreting those results.

### **Motion 3:**

*The Faculty Standards Committee moves:*

*that the following (or comparable) language be inserted into Section 2A of the PTR form:*

*“Also, if desired, provide any additional contextual information regarding the Student Evaluation of Teaching (SET) results of a specific course that you believe is relevant for properly interpreting those evaluations. (Note: Inclusion of contextual information is optional.)”*

### **Background for Motion 4:**

In Fall 2010, the Faculty Standards Committee received a request to review changes to the PTR procedures that were being proposed by the Provost’s Office. The specific charge to the FSC was as follows:

1. Review the proposed changes.
2. Provide feedback for possible revisions, in consultation with the Provost’s office.
3. Develop recommendations for action, if any.
4. Provide result to SEC with chairs.

The FSC conducted a review of the proposed changes, and submitted a report to the Senate Executive Committee. The report detailed the FSC’s recommendations regarding the proposed changes, and the explanation for those recommendations. The FSC consulted the Provost’s office about its recommendations, and revised its report to incorporate this feedback. The final report from the FSC is attached. It should be noted that the FSC only reviewed the changes that were proposed by the Provost’s office. It did not conduct a complete review of all aspects of the PTR procedures.

In the course of the FSC review, a critical issue arose regarding a PTR candidate’s access to his/her entire PTR file, including the external letters. The FSC consulted with the Office of Audit, Compliance and Ethics about statutory provisions relevant to access. In addition, it reviewed the AAUP Collective Bargaining Unit for language relevant to this issue. Based on its review, it is clear to the FSC that both CT statute and the AAUP Collective Bargaining

Agreement grant the candidate full access. However, discussions with the SEC and other faculty made clear that this right is not consistently recognized and the practice regarding granting access varies considerably across departments/units. Thus, the FSC believes that it is important that this right be explicitly stated in the PTR procedures so that access is applied uniformly and in compliance with applicable statutory and contractual provisions. In addition, the FSC believes that individuals being asked to write external letters be informed of the candidate's access to the letters. The FSC report includes explicit recommendations regarding these points, along with a more detailed discussion of them.

**Motion 4:**

*The Faculty Standards Committee moves:*

*that the Senate approve the attached proposed changes to the PTR procedures, which include the recommendations from the Provost's office, as amended by the Faculty Standards Committee.*

# Interpreting Student Evaluation of Teaching (SET) Results: Guidelines for Deans, Department Heads, and Faculty

Prepared by Faculty Standards Committee (FSC), April 7, 2011

In March 2010, the University Senate passed a motion endorsing the use of student evaluations of teaching (SETs), recognizing that they provide information that can be useful for improving teaching and evaluating teaching performance. However, the Senate also urged caution in interpreting numerical values from SETs as an indicator of teaching competence. This caution is based on two premises. First, as explicitly recognized by the Senate, no set of numerical values can be sufficient as the sole indicator of teaching effectiveness. Second, while an overall score on an individual teaching evaluation can be an indicator of teaching performance, research shows that SET results are sometimes influenced by factors other than teaching performance, such as student bias.

When used in performance evaluations, SETs can have significant consequences for the careers of both full-time and part-time instructors. Thus, it is imperative that they be interpreted carefully. Toward this end, the University Senate asked the Faculty Standards Committee to develop guidelines for appropriate use of teaching evaluations. The guidelines below were developed by the FSC.

**Overall recommendation:** In addition to considering the information provided by SETs, Deans, Department Heads, and faculty (including PTR committees) are encouraged to explore other methods of evaluating instructors. To improve instruction, Department Heads should review evidence of teaching performance with the instructor and provide feedback.

**Factors other than teaching competence that can influence SET results:** Although the literature on SETs is both extensive and complicated (see the appendix for a partial list of references) and it is difficult to isolate contributing factors, research suggests that SETs are sometimes influenced by the following factors:

- *Student year:* First-year students tend to give the lowest ratings; graduate students the highest.
- *Course-level:* Students tend to give lower ratings in required courses than in electives.
- *Instructor ethnicity:* Students sometimes give faculty of color lower ratings.
- *English as a second language:* Students sometimes give lower ratings to instructors who speak English as a second language.
- *Discipline:* Students sometimes give lower ratings to women in male-dominated disciplines such as science, mathematics, economics, engineering, and philosophy, or to men in female-dominated disciplines such as nursing.
- *Gender:* Students can have different expectations for male and female teachers and sometimes give higher ratings to members of their own gender.
- *Field of study/discipline:* The balance of research evidence shows that classes in sciences and engineering tend to receive lower ratings than those in the humanities.

Note: While some anecdotal evidence and popular belief might suggest that SET results are correlated with expected grades (with easy graders receiving higher scores), this claim is not supported by systematic research. Rather, evidence shows that there is a strong correlation between instructor ratings and students' perception of learning outcomes.

**Guidelines for Interpreting SET results:** Based on research related to SETs, the Senate recommends the following guidelines be used in interpreting SET results.

1. Look for patterns over time. Compare multiple courses across multiple semesters to form generalizations about teaching effectiveness.
2. Remember that the sample is not random and therefore may not be representative of the entire class
3. Do not over-interpret small differences in median ratings.
4. Do not use university-norm results as a line separating "failing" and "passing" teaching performance.
5. Do not average multiple, inherently-different SET items into a single value.
6. Ask: Are one or two low student ratings affecting the results in a small class?
7. Ask: Does this instructor receive consistently better ratings for some skills than others (preparation, clear assignments, receptivity to students)?
8. Ask: Are SET ratings influenced by large class size or courses outside of a student's major?
9. Ask: Are SET ratings in particular classes bi-modal, as sometimes occurs in classes that include controversial or politically-charged topics?
10. Focus on the two questions related to overall ratings of the instructor's teaching and the course.
11. Recognize that when there are responses from small numbers of students, percentages may not be meaningful.

## Appendix

### Selected Relevant Publications

- Anderson, K. J., & Smith, G. (2005). Students' preconceptions of professors: Benefits and barriers according to ethnicity and gender. *Hispanic Journal of Behavioral Sciences, 27*, (2), 184-201.
- Arreola, R. A. (2007). *Developing a Comprehensive Faculty Evaluation System*. San Francisco: Jossey-Bass.
- Cashin, W. (1999). Student Rating of Teaching: Uses and Misuses. In P. Seldin (Ed.), *Changing Practices in Evaluating Teaching: A Practical Guide to Faculty Performance and Promotion/Tenure Decisions* (pp. 25-44). Boston: Anker Publishing Company, Inc.
- Centra, J. A., & Gaubatz, N. B. (2000). Is there gender bias in student evaluations of teaching? *Journal of Higher Education, 71*, p. 17.
- Cohen, P.A. (1990). Bring research into practice. In M. Theall, & J. Franklin (Eds.), *Student Ratings of instruction: Issues for Improving Practice: New Directions for Teaching and Learning*, No. 43 (pp. 123-132). San Francisco: Jossey-Bass.
- Feldman, K. A. (1993). College students' views of male and female faculty college teachers: Part II – Evidence from students' evaluations of their classroom teachers. *Research in Higher Education, 34*, 151-211.
- Hendrix, K. G. (1998). Student perceptions of the influence of race on professor credibility. *Journal of Black Studies, 28*, 738-764.
- Houston, T. Empirical Research on the Impact of Race & Gender in the Evaluation of Teaching. Report, Center for Excellence in Teaching & Learning. Seattle University. October 5, 2005
- Houston, T. Research Report: Race and Gender Bias in Student Evaluations of Teaching. Center for Excellence in Teaching & Learning. Seattle University. October 31, 2005
- Ory, J.C. & Ryan, K. (2001). How do student ratings measure up to a new validity framework? In M. Theall, P.C. Abrami, & L.A. Mets (Eds.), *New Directions for institutional research: No. 109. The student ratings debate: Are they valid?* San Francisco: Jossey-Bass.
- Rubin, D. L. (1998). Help! My professor (or doctor or boss) doesn't talk English. In J. N. Martin, T. K. Nakayama, L. A. Flores (Eds.), *Readings in Cultural Contexts* (pp. 149 – 160). Mountain View, CA: Mayfield Publishing Company.
- Seldin, P. (1999) *Changing practices in Evaluating Teaching*. Bolton, MA. Anker.

- Key:** Gray-shaded text: Explanatory text from Provost's office (not part of PTR procedures document)  
 Yellow-shaded text: Changes proposed by Provost's office  
 Teal-shaded text: FSC amendments to changes proposed by Provost's office

Please find below the **Draft PTR Procedures proposed for the 2011-2012** evaluation cycle.

The most substantive changes are highlighted in yellow and include:

- The responsibilities of the Faculty Member are now listed in Sections I and II. The current 2010 version only listed these under 'Section II – Procedures.'
- A minimum of five (5) external letters will be required for a completed PTR file.
- A list of people formally contacted to write external letters will be included in the PTR file.
- The procedures now state that half of the letters of reference should be solicited from external referees suggested by the faculty member, rounded in favor of the faculty member when an odd number of letters are solicited.
- The faculty PTR form does not use the word "research," but instead uses "scholarship and creative accomplishments." The proposed 2011 PTR procedures are consistent with this wording.

Many small changes were made for consistency and these changes are NOT highlighted. Examples include:

- Always calling the person "the faculty member." The original flips between faculty member, the candidate, and the individual.
- Standardizing on "his or her" rather than flipping back and forth from his/her and his or her.
- Standardizing on "promotion, tenure, and reappointment." In a few places, the word order was changed.
- A "dossier" and a "PTR file" are now defined at the beginning of the procedures under Faculty Member.

## Introduction

The following Promotion, Tenure and Reappointment (PTR) procedures have been adopted by the faculties of the University of Connecticut (except those of the School of Medicine and the School of Dental Medicine) under the authority of the *Laws and By-Laws of the University of Connecticut, Article XIV*. They should be followed insofar as possible by all departments. **When a department cannot follow these procedures exactly or** If a school/college does not have departments, it should follow procedures bearing as much similarity to these as is reasonable. **Each school/college and department may adopt and publish on their website additional criteria and policies that are consistent with the PTR policies and procedures presented here.**

## Rights of the Faculty Member

**Access:** In accordance with Article 12 of the AAUP Collective Bargaining Agreement and consistent with Connecticut Freedom of Information statutes, in the presence of a staff member, and at a time convenient to both parties, the faculty member shall have access to his/her full PTR file at all levels, including all internal and external letters. The only others who shall have access to the PTR file are (1) administrators and faculty members on official business and (2) AAUP representatives with the consent of the faculty member. In addition, the PTR file shall not include any anonymous material.

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

The deadlines for the 2011-2012 PTR cycle for submission of dossiers are:

December X, 2011: All Schools & Colleges (except CLAS)

December XX, 2011: CLAS

## I. RESPONSIBILITIES

### The Faculty Member:

It is the responsibility of the faculty member wishing to be considered for promotion, tenure, and/or reappointment to complete the PTR form and submit this to the Department Head along with any supporting documentation he or she chooses to include or as may be required by the school/college and departmental procedures. These documents become the faculty member's dossier. The faculty member's PTR File consists of his or her dossier plus all other written materials accumulated as part of the PTR process.

### The faculty member:

- Shall provide to the Department Head a list of individuals with contact information who may serve as potential external references following the procedures detailed in Section IV;
- May add supplemental information to his or her dossier-PTR File at any time. Such information must be dated. No materials may be removed from a dossier PTR File.

### The Department Head:

- shall annually appraise the performance and potential for teaching, scholarship and/or creative accomplishments, and service of each faculty member eligible for promotion, tenure, and reappointment in his or her department;
- shall include for consideration for promotion and/or tenure all those who request in writing that they be considered;
- shall obtain and provide to the Departmental PTR Advisory Committee external letters of reference for each faculty member being considered for promotion and/or tenure following the procedures detailed in Section IV;

- shall obtain information requested by the Departmental PTR Advisory Committee from such sources as the Dean of the Graduate School, Directors of the regional campuses, and **Directors of pertinent centers and institutes**, and shall make this information available to the Committee;
- shall follow prescribed procedures (see Section II below).

#### **The Departmental PTR Advisory Committee:**

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

- shall advise the Department Head on promotion, tenure, and reappointment;
- shall review the faculty member's **dossier and other pertinent material PTR File** and appraise the performance and potential for teaching, scholarship **and/or** creative accomplishments, and service of the individual under consideration, basing its evaluations on the criteria listed in the *Laws and By-Laws of the University of Connecticut, Article XIV*. This evaluation should take into account the assignments of the individual, including appointment at sites other than the Storrs campus;
- shall advise the Department Head by making a formal recommendation by vote and summarizing its evaluation and vote in a written report;
- shall follow prescribed procedures (see Section II below).

#### **The Dean:**

- shall review **the PTR file the candidate's dossier** received under these procedures and such other pertinent information as he or she may require;
- shall base his or her recommendations, insofar as possible, upon a uniform application throughout the school/college appraisal criteria;
- **shall include a written assessment of the faculty member's strengths and weaknesses in teaching, scholarship and/or creative accomplishments, and service;**
- shall follow prescribed procedures (see Section II below).

#### **The School/College Dean's Advisory Council Structure:**

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

- membership on the Council should be selected from tenured faculty who have been at the University of Connecticut for at least two years;



- those eligible to elect Council members should be department, or school/college members who hold tenure track appointments or planned continuing appointments;
- Department Heads should not serve as Council members;
- ~~Department Heads should not serve as Council members;~~
- terms of Council members ordinarily should not exceed three years with staggering of terms to provide continuity;
- turnover of Council membership should be encouraged through restrictions on consecutive terms;
- an individual may vote at only one level (either at the department or the school/college level) on any faculty member under consideration.

#### **The Dean's Advisory Council:**

- shall review the faculty member's ~~dossier and other pertinent material~~ PTR File and appraise the performance and potential for teaching, scholarship and/or creative accomplishments, and service of the individual under consideration.
- shall advise the Dean and record a formal vote;
- shall follow prescribed procedures (see Section II below).

#### **The Provost:**

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

#### **The Faculty Review Board:**

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

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

## II. PROCEDURES

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

- 1) It is the responsibility of the faculty member wishing to be considered for promotion, tenure, and/or reappointment to complete the PTR form and submit this to the Department Head along with any supporting documentation he or she chooses to include or as may be required by the school/college and departmental procedures. These documents become the faculty member's dossier. The faculty member's PTR File consists of his or her dossier plus all other written materials accumulated as part of the PTR process. Supplemental information can be added to the PTR File by the faculty member at any time. Such information must be dated. No materials may be removed from a PTR File.
- 2) The faculty member may request withdrawal from consideration for promotion in writing at any stage in the process.
- 3) The Departmental PTR Advisory Committee shall receive from the Department Head the dossiers of all faculty members to be considered for promotion, tenure and/or reappointment.
- 4) The Department Head shall collect pertinent information from such sources as the Dean of the Graduate School, Directors of regional campuses, Directors of centers and institutes, and other qualified individuals, and shall make this information available to the Departmental PTR Advisory Committee. Consultation with qualified individuals inside and outside the department is encouraged.
- 5) As part of its review, the Departmental PTR Advisory Committee (the Committee) shall provide to the faculty member and to members of the Department who so desire an opportunity either to appear before the Committee or to submit written statements to the Committee.
- 6) The Committee, after its review, shall provide the faculty member with an opportunity to appear in person to discuss substantive negative findings.
- 7) The Committee shall report its recommendations and appraisals with supporting evidence in writing to the Department Head. If the Committee's recommendation is not unanimous, its report shall include the dissenting opinions with supporting data. Rather than using words such as

“unanimously” or “by majority,” votes should be indicated numerically along with a key in the form: 6-1-2-1 (Yes, No, Abstain, Absent).

- 8) The Department Head, after his or her review, shall provide the faculty member with an opportunity to appear in person to discuss substantive negative findings.
- 9) The Department Head shall discuss his or her recommendation with the Committee.
- 10) The Department Head shall inform the faculty member of the recommendations by the Department Head and by the Committee, including the substance of any dissenting opinions. Reasons for a negative recommendation shall be in writing if either the Department Head or the faculty member so wishes.
- 11) The Department Head shall transmit to the Dean **in writing** his or her recommendations for promotion, tenure and/or reappointment, together with those of the Committee, the supporting data, and dissenting opinions. When neither the Committee nor the Head recommends promotion, no recommendation need be transmitted to the Dean unless specifically requested by the faculty member or the Dean.
- 12) If either the Department Head or the Committee makes a negative recommendation to the Dean, the faculty member may submit to the Dean a written statement presenting his or her case for consideration by the Dean and the Dean’s Advisory Council. The faculty member must submit this statement to the Dean within one week after being informed in writing of the recommendation by the Department Head.
- 13) The Dean’s Advisory Council (the Council) shall receive from the Dean and review the recommendations and supporting materials received from the Department Head.
- 14) The Council shall provide an opportunity for the faculty member to appear in person to discuss any substantive negative findings.
- 15) The final recommendation of the Council will be forwarded in writing to the Dean. **Rather than using words such as “unanimously” or “by majority,” votes should be indicated numerically along with a key in the form: 6-1-2-1 (Yes, No, Abstain, Absent).**
- 16) If, after review, the Dean is inclined toward a negative finding, he or she shall provide an opportunity for the faculty member to appear in person to discuss any substantive negative findings within a reasonable timeframe.
- 17) If the Dean anticipates that he or she may be making a recommendation contrary to that of the Department Head, the Dean shall provide an opportunity for the Head and the Departmental PTR Advisory Committee to review and supplement their original recommendations.
- 18) The Dean shall inform the Department Head and the faculty member of the recommendations by the Dean’ Advisory Council and the Dean. If either the faculty member or the Dean so wishes, reasons for a negative recommendation shall be in writing.

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

### III. FORM

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

The form is a Word document. The tabulated information (e.g. Academic Appointments, Professional Experience, Educational Background, Courses Taught and Advisees) can be completed either by tabbing from one box to another or by clicking from one field to another. Tabbing at the end of the last row that was just completed will provide an additional row (should this be needed).

### IV. LETTERS OF REFERENCE

**A minimum of five external letters of reference** for faculty members being considered for promotion and/or tenure must be in the PTR File prior to final recommendation by the Departmental PTR Advisory Committee. All solicited reference letters that are received must be included in the PTR File.

The Department Head is responsible for obtaining the external letters of reference. Both the faculty member, and the Department Head and/or the Departmental PTR Advisory Committee, should each create a list of five or more names of potential external reviewers. The Department Head should obtain half of the total number of letters from names on the faculty member list, rounded in favor of the faculty member when an odd number of letters are obtained. The remainder should be obtained from the Department Head and/or the Departmental PTR Advisory Committee list.

Each external evaluation letter in the PTR file should be accompanied by a copy of the letter used to solicit the evaluation. If a common template was used to solicit all of the candidate's letters, a single copy of the specific template used for the candidate can be included. In addition, the PTR file should include an indication of which letters are from individuals suggested by the faculty member and which are from individuals suggested by the Department Head or Departmental PTR Advisory Committee.

Reference letters should be obtained from **tenured faculty, or scholars of equivalent stature**, in the faculty member's field outside of the university who can speak to his or her professional contribution to scholarship **and/or creative accomplishments**. It is important to solicit an impartial evaluation of the faculty member's contributions to the field. These external letters should not be from close acquaintances, former mentors, or **frequent** collaborators. Letters of reference for faculty members for promotion to full professor must be obtained from individuals who hold this or an equivalent rank.

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

- the faculty member's **complete curriculum vita**;

- Information about the nature of the faculty member's appointment that could be relevant in evaluating his/her scholarly and/or creative achievements (e.g., joint appointments, administrative appointments and directorships, regional campus appointments).
- copies of the faculty member's major publications or creative works as identified by the faculty member;
- an explicit statement of what the faculty member is being considered for and whether or not the decision is mandatory with respect to tenure;

Each letter requesting an evaluation from an external reviewer must include the following explicit statement: "Your letter will become part of a faculty member's Promotion, Tenure, and Reappointment (PTR) file, which will be viewed by faculty and University administrators involved in the PTR process. In addition, under State of Connecticut Freedom of Information statutes governing state employees and the University's AAUP collective bargaining agreement, the faculty member may request access to his or her PTR file and may see the letters of reference."

In addition, each letter of request should ask the external referee to provide:

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

## V. APPOINTMENT OF INTERNATIONAL FACULTY TO TENURE TRACK POSITIONS

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

## VI. OFFER OF TENURE TO NEWLY APPOINTED FACULTY

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

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

- The Department Head obtains the Departmental PTR Advisory Committee recommendation and submits this along with his or her own recommendation to the Dean;
- The Dean obtains the Dean's Advisory Council recommendation and forwards this along with his or her recommendation to the Provost. The documentation submitted to the Provost should include the individual's curriculum vita and letters of recommendation used in the hiring process;

- The Provost will evaluate these recommendations and notify the Dean whether he or she supports offering the individual tenure at hire;
- The Provost will forward his or her recommendations to the President for approval by the Board of Trustees.
- Following a vote by the Board of Trustees, the Provost will send a letter to the faculty member reporting the Board's decision.

#### **Tenure at hire for faculty members who do not have tenure at a peer institution:**

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

- The Department Head obtains three external letters of evaluation that are independent of those submitted on behalf of the faculty member as a part of the application process. These letters should speak to the scholarship and/or creative accomplishments of the candidate being recommended for tenure at hire;
- The Department Head obtains the Departmental PTR Advisory Committee recommendation and submits this along with his or her own recommendation to the Dean;
- The Dean obtains the school/college Dean's Advisory Council recommendation and forwards this along with his or her recommendation to the Provost. The documentation submitted to the Provost should include the individual's curriculum vita, letters of recommendation used in the hiring process and the three external letters of evaluation obtained by the Department Head;
- The Provost will evaluate these recommendations and notify the Dean whether he or she supports offering the individual tenure at hire;
- The Provost will forward his or her recommendations to the President for approval by the Board of Trustees.
- Following a vote by the Board of Trustees, the Provost will send a letter to the faculty member reporting the Board's decision.

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

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

year of service, reappointments of Extension Professors will be reviewed every three years according to the AAUP contract.

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

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

DRAFT



# Interpreting Student Evaluation of Teaching (SET) Results: Guidelines for Deans, Department Heads, and Faculty

Prepared by Faculty Standards Committee (FSC), April 7, 2011

In March 2010, the University Senate passed a motion endorsing the use of student evaluations of teaching (SETs), recognizing that they provide information that can be useful for improving teaching and evaluating teaching performance. However, the Senate also urged caution in interpreting numerical values from SETs as an indicator of teaching competence. This caution is based on two premises. First, as explicitly recognized by the Senate, no set of numerical values can be sufficient as the sole indicator of teaching effectiveness. Second, while an overall score on an individual teaching evaluation can be an indicator of teaching performance, research shows that SET results are sometimes influenced by factors other than teaching performance, such as student bias.

When used in performance evaluations, SETs can have significant consequences for the careers of both full-time and part-time instructors. Thus, it is imperative that they be interpreted carefully. Toward this end, the University Senate asked the Faculty Standards Committee to develop guidelines for appropriate use of teaching evaluations. The guidelines below were developed by the FSC.

**Overall recommendation:** In addition to considering the information provided by SETs, Deans, Department Heads, and faculty (including PTR committees) are encouraged to explore other methods of evaluating instructors. To improve instruction, Department Heads should review evidence of teaching performance with the instructor and provide feedback.

**Factors other than teaching competence that can influence SET results:** Although the literature on SETs is both extensive and complicated (see the appendix for a partial list of references) and it is difficult to isolate contributing factors, research suggests that SETs are sometimes influenced by the following factors:

- *Student year:* First-year students tend to give the lowest ratings; graduate students the highest.
- *Course-level:* Students tend to give lower ratings in required courses than in electives.
- *Instructor ethnicity:* Students sometimes give faculty of color lower ratings.
- *English as a second language:* Students sometimes give lower ratings to instructors who speak English as a second language.
- *Discipline:* Students sometimes give lower ratings to women in male-dominated disciplines such as science, mathematics, economics, engineering, and philosophy, or to men in female-dominated disciplines such as nursing.
- *Gender:* Students can have different expectations for male and female teachers and sometimes give higher ratings to members of their own gender.
- *Field of study/discipline:* The balance of research evidence shows that classes in sciences and engineering tend to receive lower ratings than those in the humanities.

Note: While some anecdotal evidence and popular belief might suggest that SET results are correlated with expected grades (with easy graders receiving higher scores), this claim is not supported by systematic research. Rather, evidence shows that there is a strong correlation between instructor ratings and students' perception of learning outcomes.

**Guidelines for Interpreting SET results:** Based on research related to SETs, the Senate recommends the following guidelines be used in interpreting SET results.

1. Look for patterns over time. Compare multiple courses across multiple semesters to form generalizations about teaching effectiveness.
2. Remember that the sample is not random and therefore may not be representative of the entire class
3. Do not over-interpret small differences in median ratings.
4. Do not use university-norm results as a line separating "failing" and "passing" teaching performance.
5. Do not average multiple, inherently-different SET items into a single value.
6. Ask: Are one or two low student ratings affecting the results in a small class?
7. Ask: Does this instructor receive consistently better ratings for some skills than others (preparation, clear assignments, receptivity to students)?
8. Ask: Are SET ratings influenced by large class size or courses outside of a student's major?
9. Ask: Are SET ratings in particular classes bi-modal, as sometimes occurs in classes that include controversial or politically-charged topics?
10. Focus on the two questions related to overall ratings of the instructor's teaching and the course.
11. Recognize that when there are responses from small numbers of students, percentages may not be meaningful.

## Appendix

### Selected Relevant Publications

- Anderson, K. J., & Smith, G. (2005). Students' preconceptions of professors: Benefits and barriers according to ethnicity and gender. *Hispanic Journal of Behavioral Sciences, 27*, (2), 184-201.
- Arreola, R. A. (2007). *Developing a Comprehensive Faculty Evaluation System*. San Francisco: Jossey-Bass.
- Cashin, W. (1999). Student Rating of Teaching: Uses and Misuses. In P. Seldin (Ed.), *Changing Practices in Evaluating Teaching: A Practical Guide to Faculty Performance and Promotion/Tenure Decisions* (pp. 25-44). Boston: Anker Publishing Company, Inc.
- Centra, J. A., & Gaubatz, N. B. (2000). Is there gender bias in student evaluations of teaching? *Journal of Higher Education, 71*, p. 17.
- Cohen, P.A. (1990). Bring research into practice. In M. Theall, & J. Franklin (Eds.), *Student Ratings of instruction: Issues for Improving Practice: New Directions for Teaching and Learning*, No. 43 (pp. 123-132). San Francisco: Jossey-Bass.
- Feldman, K. A. (1993). College students' views of male and female faculty college teachers: Part II – Evidence from students' evaluations of their classroom teachers. *Research in Higher Education, 34*, 151-211.
- Hendrix, K. G. (1998). Student perceptions of the influence of race on professor credibility. *Journal of Black Studies, 28*, 738-764.
- Houston, T. Empirical Research on the Impact of Race & Gender in the Evaluation of Teaching. Report, Center for Excellence in Teaching & Learning. Seattle University. October 5, 2005
- Houston, T. Research Report: Race and Gender Bias in Student Evaluations of Teaching. Center for Excellence in Teaching & Learning. Seattle University. October 31, 2005
- Ory, J.C. & Ryan, K. (2001). How do student ratings measure up to a new validity framework? In M. Theall, P.C. Abrami, & L.A. Metz (Eds.), *New Directions for institutional research: No. 109. The student ratings debate: Are they valid?* San Francisco: Jossey-Bass.
- Rubin, D. L. (1998). Help! My professor (or doctor or boss) doesn't talk English. In J. N. Martin, T. K. Nakayama, L. A. Flores (Eds.), *Readings in Cultural Contexts* (pp. 149 – 160). Mountain View, CA: Mayfield Publishing Company.
- Seldin, P. (1999) *Changing practices in Evaluating Teaching*. Bolton, MA. Anker.

- Key:** Gray-shaded text: Explanatory text from Provost's office (not part of PTR procedures document)  
 Yellow-shaded text: Changes proposed by Provost's office  
 Teal-shaded text: FSC amendments to changes proposed by Provost's office

Please find below the **Draft PTR Procedures proposed for the 2011-2012** evaluation cycle.

The most substantive changes are highlighted in yellow and include:

- The responsibilities of the Faculty Member are now listed in Sections I and II. The current 2010 version only listed these under 'Section II – Procedures.'
- A minimum of five (5) external letters will be required for a completed PTR file.
- A list of people formally contacted to write external letters will be included in the PTR file.
- The procedures now state that half of the letters of reference should be solicited from external referees suggested by the faculty member, rounded in favor of the faculty member when an odd number of letters are solicited.
- The faculty PTR form does not use the word "research," but instead uses "scholarship and creative accomplishments." The proposed 2011 PTR procedures are consistent with this wording.

Many small changes were made for consistency and these changes are NOT highlighted. Examples include:

- Always calling the person "the faculty member." The original flips between faculty member, the candidate, and the individual.
- Standardizing on "his or her" rather than flipping back and forth from his/her and his or her.
- Standardizing on "promotion, tenure, and reappointment." In a few places, the word order was changed.
- A "dossier" and a "PTR file" are now defined at the beginning of the procedures under Faculty Member.

## Introduction

The following Promotion, Tenure and Reappointment (PTR) procedures have been adopted by the faculties of the University of Connecticut (except those of the School of Medicine and the School of Dental Medicine) under the authority of the *Laws and By-Laws of the University of Connecticut, Article XIV*. They should be followed insofar as possible by all departments. **When a department cannot follow these procedures exactly or** If a school/college does not have departments, it should follow procedures bearing as much similarity to these as is reasonable. **Each school/college and department may adopt and publish on their website additional criteria and policies that are consistent with the PTR policies and procedures presented here.**

## Rights of the Faculty Member

**Access:** In accordance with Article 12 of the AAUP Collective Bargaining Agreement and consistent with Connecticut Freedom of Information statutes, in the presence of a staff member, and at a time convenient to both parties, the faculty member shall have access to his/her full PTR file at all levels, including all internal and external letters. The only others who shall have access to the PTR file are (1) administrators and faculty members on official business and (2) AAUP representatives with the consent of the faculty member. In addition, the PTR file shall not include any anonymous material.

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

The deadlines for the 2011-2012 PTR cycle for submission of dossiers are:

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### The faculty member:

- Shall provide to the Department Head a list of individuals with contact information who may serve as potential external references following the procedures detailed in Section IV;
- May add supplemental information to his or her dossier-PTR File at any time. Such information must be dated. No materials may be removed from a dossier PTR File.

### The Department Head:

- shall annually appraise the performance and potential for teaching, scholarship and/or creative accomplishments, and service of each faculty member eligible for promotion, tenure, and reappointment in his or her department;
- shall include for consideration for promotion and/or tenure all those who request in writing that they be considered;
- shall obtain and provide to the Departmental PTR Advisory Committee external letters of reference for each faculty member being considered for promotion and/or tenure following the procedures detailed in Section IV;

- shall obtain information requested by the Departmental PTR Advisory Committee from such sources as the Dean of the Graduate School, Directors of the regional campuses, and **Directors of pertinent** centers and institutes, and shall make this information available to the Committee;
- shall follow prescribed procedures (see Section II below).

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

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

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- ~~Department Heads should not serve as Council members;~~
- terms of Council members ordinarily should not exceed three years with staggering of terms to provide continuity;
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#### **The Provost:**

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

#### **The Faculty Review Board:**

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

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

## II. PROCEDURES

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

- 1) It is the responsibility of the faculty member wishing to be considered for promotion, tenure, and/or reappointment to complete the PTR form and submit this to the Department Head along with any supporting documentation he or she chooses to include or as may be required by the school/college and departmental procedures. These documents become the faculty member's dossier. The faculty member's PTR File consists of his or her dossier plus all other written materials accumulated as part of the PTR process. Supplemental information can be added to the PTR File by the faculty member at any time. Such information must be dated. No materials may be removed from a PTR File.
- 2) The faculty member may request withdrawal from consideration for promotion in writing at any stage in the process.
- 3) The Departmental PTR Advisory Committee shall receive from the Department Head the dossiers of all faculty members to be considered for promotion, tenure and/or reappointment.
- 4) The Department Head shall collect pertinent information from such sources as the Dean of the Graduate School, Directors of regional campuses, Directors of centers and institutes, and other qualified individuals, and shall make this information available to the Departmental PTR Advisory Committee. Consultation with qualified individuals inside and outside the department is encouraged.
- 5) As part of its review, the Departmental PTR Advisory Committee (the Committee) shall provide to the faculty member and to members of the Department who so desire an opportunity either to appear before the Committee or to submit written statements to the Committee.
- 6) The Committee, after its review, shall provide the faculty member with an opportunity to appear in person to discuss substantive negative findings.
- 7) The Committee shall report its recommendations and appraisals with supporting evidence in writing to the Department Head. If the Committee's recommendation is not unanimous, its report shall include the dissenting opinions with supporting data. Rather than using words such as

“unanimously” or “by majority,” votes should be indicated numerically along with a key in the form: 6-1-2-1 (Yes, No, Abstain, Absent).

- 8) The Department Head, after his or her review, shall provide the faculty member with an opportunity to appear in person to discuss substantive negative findings.
- 9) The Department Head shall discuss his or her recommendation with the Committee.
- 10) The Department Head shall inform the faculty member of the recommendations by the Department Head and by the Committee, including the substance of any dissenting opinions. Reasons for a negative recommendation shall be in writing if either the Department Head or the faculty member so wishes.
- 11) The Department Head shall transmit to the Dean **in writing** his or her recommendations for promotion, tenure and/or reappointment, together with those of the Committee, the supporting data, and dissenting opinions. When neither the Committee nor the Head recommends promotion, no recommendation need be transmitted to the Dean unless specifically requested by the faculty member or the Dean.
- 12) If either the Department Head or the Committee makes a negative recommendation to the Dean, the faculty member may submit to the Dean a written statement presenting his or her case for consideration by the Dean and the Dean’s Advisory Council. The faculty member must submit this statement to the Dean within one week after being informed in writing of the recommendation by the Department Head.
- 13) The Dean’s Advisory Council (the Council) shall receive from the Dean and review the recommendations and supporting materials received from the Department Head.
- 14) The Council shall provide an opportunity for the faculty member to appear in person to discuss any substantive negative findings.
- 15) The final recommendation of the Council will be forwarded in writing to the Dean. **Rather than using words such as “unanimously” or “by majority,” votes should be indicated numerically along with a key in the form: 6-1-2-1 (Yes, No, Abstain, Absent).**
- 16) If, after review, the Dean is inclined toward a negative finding, he or she shall provide an opportunity for the faculty member to appear in person to discuss any substantive negative findings within a reasonable timeframe.
- 17) If the Dean anticipates that he or she may be making a recommendation contrary to that of the Department Head, the Dean shall provide an opportunity for the Head and the Departmental PTR Advisory Committee to review and supplement their original recommendations.
- 18) The Dean shall inform the Department Head and the faculty member of the recommendations by the Dean’ Advisory Council and the Dean. If either the faculty member or the Dean so wishes, reasons for a negative recommendation shall be in writing.



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

### III. FORM

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

The form is a Word document. The tabulated information (e.g. Academic Appointments, Professional Experience, Educational Background, Courses Taught and Advisees) can be completed either by tabbing from one box to another or by clicking from one field to another. Tabbing at the end of the last row that was just completed will provide an additional row (should this be needed).

### IV. LETTERS OF REFERENCE

**A minimum of five external letters of reference** for faculty members being considered for promotion and/or tenure must be in the PTR File prior to final recommendation by the Departmental PTR Advisory Committee. All solicited reference letters that are received must be included in the PTR File.

The Department Head is responsible for obtaining the external letters of reference. Both the faculty member, and the Department Head and/or the Departmental PTR Advisory Committee, should each create a list of five or more names of potential external reviewers. The Department Head should obtain half of the total number of letters from names on the faculty member list, rounded in favor of the faculty member when an odd number of letters are obtained. The remainder should be obtained from the Department Head and/or the Departmental PTR Advisory Committee list.

Each external evaluation letter in the PTR file should be accompanied by a copy of the letter used to solicit the evaluation. If a common template was used to solicit all of the candidate's letters, a single copy of the specific template used for the candidate can be included. In addition, the PTR file should include an indication of which letters are from individuals suggested by the faculty member and which are from individuals suggested by the Department Head or Departmental PTR Advisory Committee.

Reference letters should be obtained from **tenured faculty, or scholars of equivalent stature**, in the faculty member's field outside of the university who can speak to his or her professional contribution to scholarship **and/or creative accomplishments**. It is important to solicit an impartial evaluation of the faculty member's contributions to the field. These external letters should not be from close acquaintances, former mentors, or **frequent** collaborators. Letters of reference for faculty members for promotion to full professor must be obtained from individuals who hold this or an equivalent rank.

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

- the faculty member's **complete curriculum vita**;

- Information about the nature of the faculty member's appointment that could be relevant in evaluating his/her scholarly and/or creative achievements (e.g., joint appointments, administrative appointments and directorships, regional campus appointments).
- copies of the faculty member's major publications or creative works as identified by the faculty member;
- an explicit statement of what the faculty member is being considered for and whether or not the decision is mandatory with respect to tenure;

Each letter requesting an evaluation from an external reviewer must include the following explicit statement: "Your letter will become part of a faculty member's Promotion, Tenure, and Reappointment (PTR) file, which will be viewed by faculty and University administrators involved in the PTR process. In addition, under State of Connecticut Freedom of Information statutes governing state employees and the University's AAUP collective bargaining agreement, the faculty member may request access to his or her PTR file and may see the letters of reference."

In addition, each letter of request should ask the external referee to provide:

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

## V. APPOINTMENT OF INTERNATIONAL FACULTY TO TENURE TRACK POSITIONS

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

## VI. OFFER OF TENURE TO NEWLY APPOINTED FACULTY

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

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

- The Department Head obtains the Departmental PTR Advisory Committee recommendation and submits this along with his or her own recommendation to the Dean;
- The Dean obtains the Dean's Advisory Council recommendation and forwards this along with his or her recommendation to the Provost. The documentation submitted to the Provost should include the individual's curriculum vita and letters of recommendation used in the hiring process;

- The Provost will evaluate these recommendations and notify the Dean whether he or she supports offering the individual tenure at hire;
- The Provost will forward his or her recommendations to the President for approval by the Board of Trustees.
- Following a vote by the Board of Trustees, the Provost will send a letter to the faculty member reporting the Board's decision.

#### **Tenure at hire for faculty members who do not have tenure at a peer institution:**

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

- The Department Head obtains three external letters of evaluation that are independent of those submitted on behalf of the faculty member as a part of the application process. These letters should speak to the scholarship and/or creative accomplishments of the candidate being recommended for tenure at hire;
- The Department Head obtains the Departmental PTR Advisory Committee recommendation and submits this along with his or her own recommendation to the Dean;
- The Dean obtains the school/college Dean's Advisory Council recommendation and forwards this along with his or her recommendation to the Provost. The documentation submitted to the Provost should include the individual's curriculum vita, letters of recommendation used in the hiring process and the three external letters of evaluation obtained by the Department Head;
- The Provost will evaluate these recommendations and notify the Dean whether he or she supports offering the individual tenure at hire;
- The Provost will forward his or her recommendations to the President for approval by the Board of Trustees.
- Following a vote by the Board of Trustees, the Provost will send a letter to the faculty member reporting the Board's decision.

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

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

year of service, reappointments of Extension Professors will be reviewed every three years according to the AAUP contract.

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

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

DRAFT

UNIVERSITY OF CONNECTICUT  
Senate Scholastic Standards Committee  
Proposed Senate Bylaw Revision

*Residence Requirement Bylaw*

April 25, 2011

The Senate Scholastics Standards committee seeks to update the wording of the residence requirement so that the regulation better reflects the academic values and standards of the University. The current residence rules are unnecessarily restrictive because individual schools and colleges already have, and have always had, requirements in place that ensure that students complete the majority of their course work in residence.

**History**

- 1933: President Charles McCracken introduced a residency policy as part of the accreditation process that the then Storrs Agricultural College was moving through to become the University of Connecticut
- At the time it was standard practice amongst land-grant institutions that graduation policies include residency requirements. 30 credits was the typical number
- February 2001: Senate approved a change in policy which did away with upper and lower divisions. Graduation GPA was now calculated on all grades earned (previously, graduation GPA calculated based on upper division grades only)
- Repeat rule was also changed to allow students to improve lower division grades which were now being calculated into final GPA (previously, repeat rule averaged both grades, with the change in policy, the grade for second attempt would replace grade for first attempt)

While curriculum requirements remained sequential and the majority of students began and ended their undergraduate careers at UConn, the residency policy made some sense, though even in 1933 it was an unnecessary addition to the academic regulations.

- Students, typically, began and ended their university careers at UConn
- They followed lock step programs which required that lower level courses were taken during the freshman and sophomore years and upper level courses were taken during the junior and senior years
- Most programs required that all of their junior/senior semester requirements were 200+ level courses; typically this meant taking between 45 and 60 credits of 200+ level courses
- The Colleges of Agriculture and Natural Resources and Liberal Arts and Sciences also included the additional regulation that at least 30 credits had to be taken at 200 level or higher, regardless of specific major requirements

**Issues with current residence rules:**

- UConn is accepting an increasing number of “non-traditional” students who are not able to follow a lock-step plan of study where all courses are taken in sequential order at a UConn campus

- Most major are no longer required to follow a sequential plan of study. Many students are able to begin taking their major requirements as early as their sophomore year, and can postpone taking lower level courses until their junior/senior year
- With the change in GPA calculation from upper/lower division to repeat forgiveness students are now taking lower level courses during junior and senior years to improve GPA
- An increasing number of students are electing to complete some of their general education and elective requirements by applying transfer courses taken during their junior/senior year

#### Reasons why students are taking lower level courses during junior/senior year:

- Repeating lower level courses during junior and senior years to improve graduation GPA
- Taking lower division courses during their final semester as electives
- Completing general education requirements (especially science sequences and second language courses) as juniors/seniors
- Transferring in general education requirements (taken during winter or summer intersession) during senior year to graduate “on time”

#### Reasons why students taking courses at external institutions:

- Cost
- Inability to access to courses during winter and summer sessions;
- Inability to secure seats in required UConn courses
- Returning to complete degree after a leave of absence
- Repeating and/or transferring in courses to improve GPA

### Current Wording

#### By-Laws, Rules and Regulations of the University Senate

#### II. Rules and Regulations

#### C. Minimum Requirements for Undergraduate Degrees

##### *1. Requirements in General*

##### *b. Residence Requirement*

No undergraduate degrees shall ordinarily be granted unless work of the last two semesters had been completed in residence. Exceptions are made for the following: (1) acceptable work done in the armed services programs, provided the transcript of the work is presented for evaluation by the University within two years after the discharge of the student from the military service; (2) a student whose program can be academically enriched by work at another institution as certified by the head of the major department and dean of the school or college, by special request to the President; and (3) a student who is compelled for personal reasons to leave the University for any or all of the final year, by special permission of the department head, the dean of the school or college, and the Vice President for Academic Affairs.

If an exception is made, the student must have earned a minimum of thirty credits toward a degree at the University. Students desiring to transfer credits in the final two years should be aware of residence requirements in the individual schools and colleges, and should get necessary permissions in advance. All Extension courses offered by this institution for credit may be used to meet undergraduate residence requirements of the institution.

MOTION:Amend By-Laws, Rules and Regulations of the University Senate, Section II.C.I.b: Residence Requirement*b. Residence Requirement*

No undergraduate degrees shall ordinarily be granted unless work of the last two semesters had been completed in residence. Exceptions are made for the following: (1) acceptable work done in the armed services programs, provided the transcript of the work is presented for evaluation by the University within two years after the discharge of the student from the military service; (2) a student whose program can be academically enriched by work at another institution as certified by the head of the major department and dean of the school or college, by special request to the President; and (3) a student who is compelled for personal reasons to leave the University for any or all of the final year, by special permission of the department head, the dean of the school or college, and the Vice President for Academic Affairs.

It is expected that advanced course work in the major will be completed in residence. If an exception is made, the Students must have earned earn a minimum of thirty credits in residence toward a degree at the University, though particular schools and colleges may require more. Courses taken at the University and through the University's Study Abroad, National Student Exchange and Early College Experience programs are all deemed in-residence. Students desiring to transfer credits in the final two years should be aware of residence requirements in the individual schools and colleges, and should get request necessary permissions in advance. All Extension courses offered by this institution for credit may be used to meet undergraduate residence requirements of the institution. Students seeking exceptions to any additional residence requirements of a school or college must petition the dean or director of the appropriate program from which they will earn their degree.



**UNIVERSITY OF CONNECTICUT  
Senate Scholastic Standards Committee  
Proposed Senate Bylaw Revision**

**Emergency Closing Amendment to *Class Attendance* Bylaw**

**April 25, 2011**

**Background**

The unusually harsh winter with missed class days brought many challenges to the learning mission of the University. Students have expressed concerns about the ability to accomplish all of the required course objectives in light of the cancelled class days due to emergency closing. The current Bylaws were reviewed and revealed no provisions for assuring that course learning objectives would be met.

The Registrar's Office has a policy for allowing missed classes to be made up on one day in the Spring semester, usually a Saturday, and includes that day in the University's calendar. Such a policy can fall short of allowing classes to be made up when severe weather emergencies develop. Although the Vice Provost for Undergraduate Education's office addressed the issue for the current semester, the Scholastic Standards Committee (SSC) determined that it was appropriate to amend the bylaws. After discussion, the SSC is moving to include a new paragraph in the *Class Attendance* subsection that would emphasize the requirement that faculty are expected to make reasonable attempts accomplish all course learning objectives for each course that they are assigned to teach. The SSC has indicated that there is no single prescribed solution that would allow the completion of all course learning objectives.

**Motion**

**Amend By-Laws, Rules and Regulations of the University Senate, Section II.E.11: Class Attendance**

**E. Scholastic Standing**

11. *Class Attendance* (Add the following fifth paragraph:)

In the event that the University is closed due to inclement weather or other emergency on a regularly scheduled class day, instructors are expected to make reasonable attempts to complete all stated course learning objectives by the last day of classes. Approaches that an instructor may use to ensure the completion of all stated course learning objectives include, but are not limited to:

- a. Scheduling class make up on the "Emergency Closing Make Up Date(s)" designated by the Registrar's Office in the University calendar
- b. Scheduling class make up at other times
- c. Extending class times
- d. Using distance learning alternatives

In all situations in which stated course learning objectives would be completed outside of the regularly scheduled class time, instructors should be sensitive to students' inability to attend these alternative class times due to unavoidable conflicts such as, but not limited to, religious observances and other previously scheduled University obligations.

**UNIVERSITY OF CONNECTICUT**  
**Senate Scholastic Standards Committee**  
Proposed Senate Bylaw Revision

University Scholars Bylaw  
April 25, 2011

**Background**

The name of the Standing Honors Committee was changed to the Honors Board of Associate Directors to more accurately reflect its role in advising the Honors Program as to programmatic and academic issues. This change in the Bylaws reflects the proper name of the Board now. No other changes are being proposed in this amendment.

**Motion**

**To amend the Bylaws, Rules, and Regulations of the University Senate, Section II. F. 3. University Scholars as follows:**

3. *University Scholars*
  - a. The ~~Standing Honors Committee~~ ***Honors Board of Associate Directors*** is authorized to select no more than thirty in any one year of the most promising undergraduate students who will then have freedom from formal curriculum requirements in order that they may develop some program of study which will have personal and academic merit. These students will be appointed University Scholars for their sixth, seventh, and eighth semesters (or eighth, ninth and tenth semesters for students in five-year programs). When fewer than thirty University Scholars are appointed in any selection period, late selections may be considered.
  - b. Students eligible for these appointments should have completed at least 54 calculable credits at the University of Connecticut, and ordinarily shall have a very high combined cumulative grade point average. The ~~Standing Honors Committee~~ ***Honors Board of Associate Directors*** will determine the CGPA cutoff for issuance of invitations to apply for the University Scholar Program. The selection process for students interested in applying will involve the following steps:
    1. Submission of a written application with a statement of purpose and a tentative program of study and with names of faculty who may be asked for recommendations.
    2. Interview with the Director of the Honors Program.
    3. Consideration of applications and selection of University Scholars by faculty members of the ~~Standing Honors Committee~~ ***Honors Board of Associate Directors***. Selection will be made on the following criteria: the level of lower division work as evidenced by CGPA and letters of recommendation, advancement into a major field with evidence of ability to do independent work, and wide-ranging intellectual

interest. The selection will be made before the registration period for second-semester courses in each academic year.

- c. In consultation with each Scholar, the Director of the Honors Program shall appoint a committee of three faculty members one of whom will be designated the major advisor, whose duties shall include helping the student develop a program of study which has academic merit. The Advisory Committee shall make a progress report to the ~~Standing Honors Committee~~ **Honors Board of Associate Directors** on the nature and quality of the student's work. At the end of the senior year, the ~~Standing Honors Committee~~ **Honors Board of Associate Directors**, with concurrent recommendation of the University Scholar's Advisory Committee, shall certify to the Registrar that the student is entitled to the bachelor's degree.
- d. The following privileges will be granted these Scholars:
  - 1. The waiving of whatever fees and charges may legally be waived or the assignment of a stipend, the amount to be set by the President.
  - 2. The removal of the limitation of credit-load in a semester.
  - 3. The waiving of maximum credit to be taken in special topics courses in a department.
  - 4. Permission to take courses numbered 5000 and above.
  - 5. The waiving of all further ordinary requirements for a degree, after completion of requirements prescribed to the time of entry into the program.
- e. Students who cannot make satisfactory progress in their program of study will be advised to return to the regular program with necessary adjustments made by the Advisory Committee and the student's school or college.

#### 4. *Honors Program*

- a. The Senate Committee on Scholastic Standards is authorized to conduct an Honors Program as a regular part of the instructional program of the University and to delegate such authority as it may deem necessary to the ~~Standing Honors Committee~~ **Honors Board of Associate Directors** to administer this program. Changes in the Senate regulations required by the Honors Program shall be submitted to the Senate for action through the Committee on Scholastic Standards. Schools, colleges, and departments involved shall be consulted by the ~~Standing Honors Committee~~ **Honors Board of Associate Directors** on all matters touching their interests. For the current regulations governing the Honors Program see the minutes of the University Senate.
- b. The ~~Standing Honors Committee~~ **Honors Board of Associate Directors** shall report to the Senate annually through the Committee on Scholastic Standards on the progress of the Honors Program.

On Course:  
The W Course General Education Requirement  
Affirmed by UConn Faculty and Students

Prepared by the  
W Course Taskforce

Prepared for the  
Curricula and Courses Committee  
University Senate  
University of Connecticut

March 2011

Abstract

The W Course Taskforce was convened in order to provide the University Senate's Curricula & Courses Committee with findings and recommendations concerning whether UConn should retain, modify or eliminate the current W course requirements. The taskforce sought institutional research, reviewed relevant research literature concerning writing instruction, and conducted its own quantitative and qualitative data gathering. We find that a majority of faculty and students support the current W course requirements. Moreover, many faculty would welcome more professional development in teaching W courses effectively. The taskforce recommends retaining the current W course requirements and makes recommendations for improvement.

## W Course Taskforce Membership

John Ayers

*Associate Professor, Electrical & Systems Engineering*

Pamela Bedore (*recording secretary*)

*Assistant Professor & Writing Coordinator, English, Avery Point*

Kenneth Best

*Editor, UConn Magazine*

Lynn Bloom

*Distinguished Professor, Aetna Chair of Writing, English*

Janice Clark

*Assistant Dean, Undergraduate Programs, School of Business*

Susanna Cowan

*Undergraduate Education Team Leader, University Libraries*

Thomas Deans

*Associate Professor, English; Director, University Writing Center*

Linda Drake

*Nutritionist & Program Director, Nutritional Sciences*

Hedley Freake (*ex-officio member*)

*Professor, Nutritional Science*

Gerald Gianutsos

*Associate Professor, Pharmaceutical Sciences*

Katrina Higgins

*Director, CLAS Academic Services Center*

Douglas Kaufman

*Associate Professor, Education*

Thomas Lawrence Long (*chairperson*)

*Associate Professor-in-Residence, School of Nursing*

Robert Miller

*Professor, Music*

Jennifer Parker

*Instructional Designer/Developer, Center for Continuing Studies*

Eric Schultz (*ex-officio member*)

*Associate Professor, Ecology & Evolutionary Biology*

## Acknowledgements

We are grateful to Tammy Gifford, Grace Collins, Scott Campbell, Sam Best, Karla Fox and the Office of Institutional Research for technical support of this study.

## EXECUTIVE SUMMARY

### Background

The W Course Taskforce was convened in order to provide the University Senate's Curricula & Courses Committee with findings and recommendations related to the Senate's discussion of a motion to end the W course requirement in the baccalaureate general education curriculum, based on concerns about the requirement's efficacy and efficiency. Members of the taskforce were recruited from two campuses, from disciplines across curricula, and from faculty and professional staff. A preliminary report with provisional recommendations was presented in February 2010.

### Purpose

This report summarizes the findings and recommendations of the W Course Taskforce related to the question: Should the W course requirement be preserved as is, modified from its current form, or eliminated entirely? The report describes methods of data collection, summarizes findings and conclusions, and offers recommendations.

### Methods

The W Course Taskforce met every other week from early September 2009 until late February 2010 (when it presented an initial report), and then resumed meeting in September 2010 until February 2011. The taskforce focused on the various formats of W courses, student and faculty perspectives, the distinctions between in-the-major and outside-the-major W courses, and the efficacy of W courses. We drew on a range of sources: data from W course evaluations; alumni surveys from Institutional Research; GEOC assessment reports on W courses; and the varied experiences of the faculty and staff on the taskforce. This final report summarizes the additional findings of two on-line surveys (one of 637 undergraduate senior respondents and another of 295 faculty respondents) including both quantitative and open-ended qualitative items, and of 11 focus groups conducted with 62 faculty and 9 focus groups with 38 students (including graduate students who had studied at UConn as undergraduates).

### Significant Findings

As noted in our first report (W Course Taskforce, 2010):

- Departments currently offer a wide variety of formats for W courses, including 3-credit-hour W courses, 2- or 3-credit-hour courses with a 1-credit-hour co-requisite, and 1-credit-hour standalone courses.
- Recent annual alumni surveys conducted by the Office of Institutional Research indicate among respondents slightly higher satisfaction with their UConn writing preparation than with their education in scientific or quantitative reasoning.
- Recent student course evaluations for W courses (2005-2009) indicate high ratings for writing assignments, use of comments on writing, and confidence that their writing had improved.

- Enrollment data suggest that students are able to register for W courses throughout their curricula and do not have to scramble in their senior year to fulfill this requirement (although anecdotal reports suggest that students have concerns about these courses' availability).

As a result of focus groups and surveys of faculty and students documented in this final report, we discovered:

- A majority of faculty and students support the current W course system, with some even suggesting an increase in the number of required W courses or length of assigned writing.
- Faculty who have taught ten or more W sections were significantly more likely to find the current enrollment cap of 19 “just right,” while those faculty who have never taught a W course, were significantly more likely to prefer allowing departments more flexibility to set their own section enrollment caps.
- Regarding the minimum 15 pages required writing, 54% of faculty found the policy “appropriate” while 25% believed the mandate “too inflexible”; students overwhelmingly confirmed that faculty actually assigned 15 or more pages of writing in their W courses; multiple short or medium writing assignments, rather than just one high-stakes long paper, are the most popular format.
- Faculty responses indicate significant needs for professional development in effective writing instruction, including the development of assignments, use of draft reviews and methods of constructively commenting on students' drafts.

## Recommendations

The W Course Taskforce recommends that UConn:

1. Retain the W requirement in its current form (recommended by unanimous consensus of the taskforce).
2. Develop both qualitative and quantitative measurable outcomes for W courses.
3. Enhance the GEOC Web site for W course information by: identifying specific proficiency goals for students; providing Web resources for students; and providing faculty with instructional resources adapted for general discipline areas.
4. Replicate among other departments across the university the GEOC W Course Assessment Project (see Deans, 2010).
5. Review the apparently discrepant policies of departments, divisions, colleges, and schools concerning whether the 2nd W course be required to be taken in subjects outside the student's major.
6. Provide more general-education and sophomore-level W courses in order to ensure that students can more readily take W courses earlier in their plans of study prior to the senior year.
7. Provide incentives for the development and scheduling of more W courses in the major.

8. Encourage departments to develop flexible curricular innovations, such as one-credit W/writing companion/lab section attached to a 3-credit course.
9. Develop and fund a writing fellows program that would assign undergraduate or graduate assistants to support faculty in teaching writing-intensive courses.
10. Provide customized faculty professional development within schools and colleges that will help faculty distinguish the goals of the W course, identify effective methods of commenting on students' drafts (rather than editing them), and develop writing assignments that promote critical thinking, problem solving, and clear and effective writing.



## DISCUSSION

### Background

With the submission of this report, writing has become the most thoroughly studied and assessed general education component at the University of Connecticut.

The extent to which college writing continues to evoke debate and sometimes controversy was driven home recently with the publication of a study conducted by Arum and Roksa (2011), which characterizes the curricula of many American colleges and universities as providing the occasion for only “limited learning” that leaves students “academically adrift” (see also Arum, Roksa, & Cho, 2011). Based on their longitudinal study employing the College Learning Assessment (CLA) as well as transcripts and survey data, the authors conclude that improvements in students’ critical thinking, complex reasoning and writing are only likely to occur when students are engaged in a rigorous curriculum that includes *40 or more pages of reading weekly* in at least one course per semester and *20 or more pages of writing*.

As noted in our preliminary report (W Course Taskforce, 2010, pp. 7-10), the research literature supports the efficacy claims of writing intensive courses in a general-education curriculum, not only to acquaint students with a discipline’s written communication but also to engage students in thinking more deeply and critically about the subject matter of a course.

Significantly, the recent GEOC writing assessment project found that W course instructors are assigning challenging, research-driven papers and that 93% of papers collected met at least minimal proficiency for college-level writing in given disciplines as evaluated in blind review by UConn faculty in each discipline (Deans, 2010).

However, two concerns in that report emerged. First, there were frequent discrepancies between instructors’ grades (which were usually higher) and blind reviewers’ scores (which were usually lower) (Deans, 2010). The second concern of the GEOC assessment report was that:

Higher-order concerns, such as doing analysis, building an argument, applying theory, weighing evidence, synthesizing sources, and drawing conclusions stood out as the biggest shortfalls in the papers, making them the logical points of emphasis for course design and faculty development. This was affirmed by both rubric scoring and qualitative discussions. These areas, which blur traditional boundaries between “writing,” “critical thinking” and “content,” are at the heart of both developing writing competence in a given discipline and achieving a broad liberal education. (Deans, 2010, p. 3)

This concern raised by the UConn assessment project may suggest that the efficacy of W courses is dependent not simply on the amount of writing or on the inclusion of explicit writing instruction but also on the quality of an instructor’s writing assignments that engage (or fail to engage) higher levels of the cognitive domain, namely the critical thinking that involves analysis and evaluation (Krathwohl, 2002).

A recently published Framework for Success in Postsecondary Writing (2011), developed by the Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project, identifies five domains of writing competency:

- Rhetorical knowledge – the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts;
- Critical thinking – the ability to analyze a situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research;
- Writing processes – multiple strategies to approach and undertake writing and research;
- Knowledge of conventions – the formal and informal guidelines that define what is considered to be correct and appropriate, or incorrect and inappropriate, in a piece of writing; and
- Abilities to compose in multiple environments – from using traditional pen and paper to electronic technologies.

The number and diversity of these domains suggests the extent to which writing is not a simple transferable skill but a complex performance of cognitive tasks embedded in specific contexts.

Questions about UConn's W courses raised in the University Senate in 2008 and 2009 were related to questions of both efficacy and efficiency: Does requiring two writing-intensive courses beyond a one-semester first-year composition course achieve a demonstrable satisfactory general education outcome among UConn baccalaureate graduates? Is the enrollment cap in W courses (19 students) justifiable at a time of severe budget constraints when the university is seeking economies of scale in order to distribute instructional resources? These concerns were referred to the Senate's Courses and Curricula Committee (C&C), which decided to form a taskforce that would only examine the efficacy (and not the fiscal efficiency) of the W course curriculum at UConn. During the summer of 2009 the C&C recruited and appointed a W Course Taskforce that met biweekly from September 2009 through February 2010 when it issued a preliminary report. The taskforce recommended that its mandate be continued during the 2010-2011 academic year in order to conduct and analyze data from surveys and focus groups of faculty and students.

The W Course Taskforce was recruited by the C&C from two campuses (Avery Point and Storrs), from across academic disciplines (fine arts, liberal arts and sciences, and professional schools) and from faculty and professional staff (including staff in various dimensions of academic support and continuing education and in media). As an interdisciplinary body, the W Course Taskforce provided a forum for diverse constituencies to represent their observations as well as for scholars in writing studies and education to discuss the relevant research literature and models of best practices.

The C&C Committee instructed the W Course Taskforce to focus exclusively on the question of the efficacy of the W course curriculum to determine if UConn should continue with the current requirement, eliminate it, or modify it.

A preliminary report presented to the C&C Committee in February 2010 (W Course Taskforce, 2010) reviewed the research literature of general education writing instruction and analyzed UConn institutional data, making preliminary recommendations. This report builds on that foundation by reporting on quantitative and qualitative survey and focus group data collected by the taskforce in Fall 2010.

## Methods

In our first report (2010), we drew on data from the Office of Institutional Research, including annual alumni surveys and student course evaluations (with specific items for W courses), as well as enrollment services reports and a review of the research literature on writing instruction. In this report we analyze data from our own surveys and focus groups of faculty and students, conducting during the Fall 2010 term.

*On-line surveys of faculty and students.* During the 2009-2010 academic year, the taskforce developed two sets of survey items (both limited-response and open-ended) for faculty and for students, and consulted with Sam Best (Political Science) on matters related to wording and survey administration. When the taskforce was satisfied that the surveys would capture useful information, the surveys were loaded onto SurveyMonkey and pilot tested with groups of students and faculty. The pilot testing prompted minor refinements in phrasing. Convenience sampling was determined to be effective for the purposes of this study. During the Fall 2010 semester, a system-wide email was sent to all full-time and part-time faculty at all campuses (N = 1,347) directing them to the SurveyMonkey site and inviting them to complete the survey. Faculty respondents (n = 295) showed reasonably proportional representation across colleges and ranks. Similarly, an email message was sent to undergraduates who were in the final year of their programs (N = 4,758) inviting their participation. Student respondents (n = 637) represented a fair cross section of schools and majors. Members of the taskforce collated and analyzed responses to comparable survey items.

*Focus groups of faculty and students.* During the 2009-2010 academic year, the taskforce began to develop a series of questions for faculty and student focus groups, which were refined during the Fall 2010 semester. A pilot of each population was conducted to refine questions and methods further. Purposive sampling (e.g., taskforce members' inviting colleagues in their own colleges and schools who had taught W courses, and taskforce members' inviting students on five campuses) and convenience sampling (students and faculty completing the on-line surveys were extended a focus group invitation) were determined to be effective for the purposes of this study. Faculty focus groups (N = 11) resulted in N = 62 faculty participants from Storrs, Stamford and Avery Point. Additionally, focus group questions were sent out to several faculty members unable to attend focus groups, and e-mailed responses from five additional faculty were included in data analysis. Student focus groups (N = 9) resulted in n

= 29 undergraduate participants and n = 9 graduate students who were UConn undergraduate alumni, on Storrs, Hartford, Avery Point, Waterbury and Stamford campuses. A taskforce member facilitated a focus group while another recorded salient comments. For the purposes of this study verbatim transcripts were not deemed necessary. Members of the taskforce analyzed responses to the faculty focus groups separately from those of the student focus groups. Taskforce members were provided with Graneheim and Lundman (2004) to provide a methodological background for their content analysis of open-ended survey and focus group data.

### Survey Findings

Here we compare and contrast the key findings of the faculty survey and the student survey for comparable survey items as an illuminating means of analyzing the data. *The general conclusion from both faculty and student surveys was endorsement of the current UConn W requirement with suggestions for enhancement.* Although our students are not “academically adrift,” to use Arum and Roksa’s (2011) metaphor, the W course curriculum might benefit from some “course correction” in navigating the goals that UConn has set for general education.

#### *Should UConn alter or suspend the W requirement?*

When both faculty and student seniors were asked about the appropriate number of W courses that should be required of UConn students, 82% of faculty recommended requiring two or more W courses (51% endorsed the current system; 10% wanted a two course system with the removal of the department restriction, and 21% advocated for three or more) and 62% of student seniors recommended requiring two or more W courses (52% endorsing a two course system and 10% advocating for three or more). (See Figures 1 & 2.) Faculty who taught more than ten W sections were more likely than all other faculty to prefer three or more W courses as a curricular requirement. There was only marginal faculty support for eliminating the W requirement entirely (4%) or for reducing it to one course (7%). From the student perspective, only 7% would require no W courses, and 32% of student seniors would require only one.

Figure 1. Faculty Survey: Choice of Writing Plan

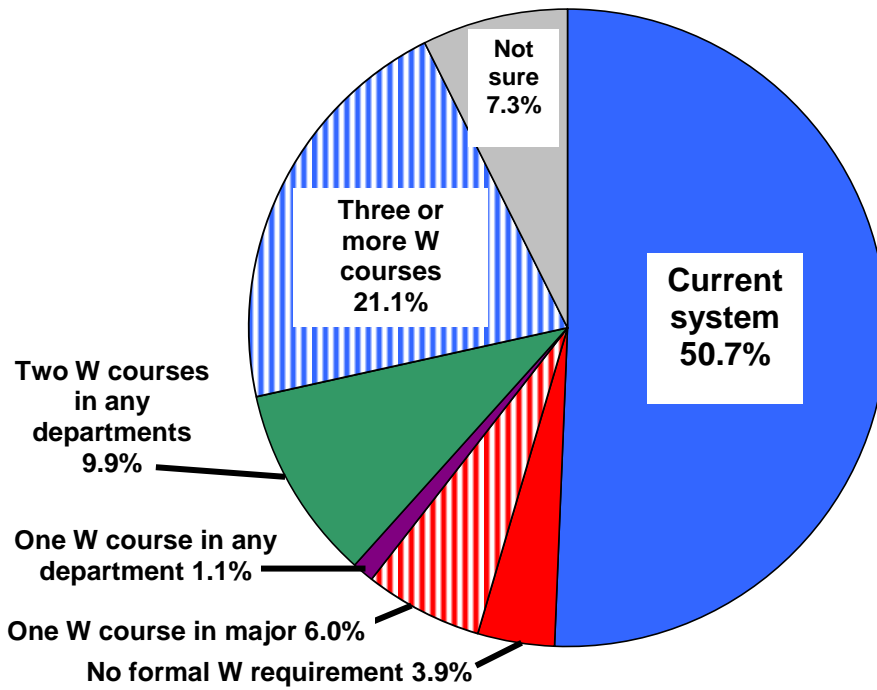
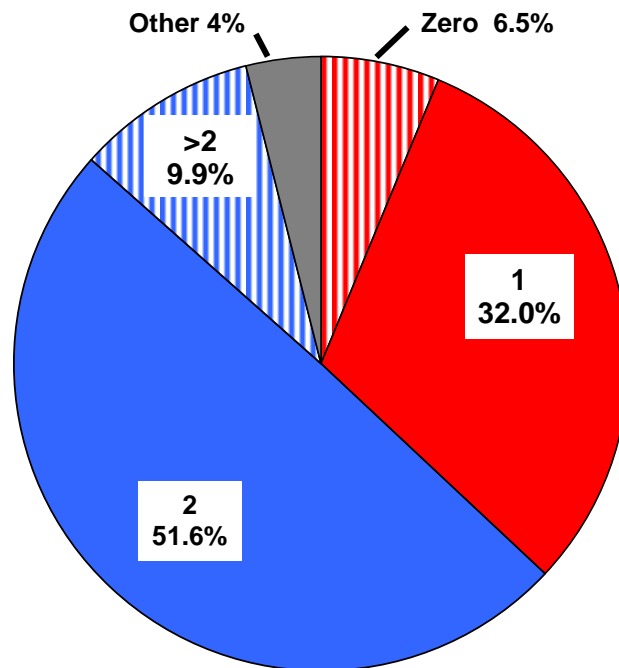


Figure 2. Student Survey: Appropriate Number of W Courses

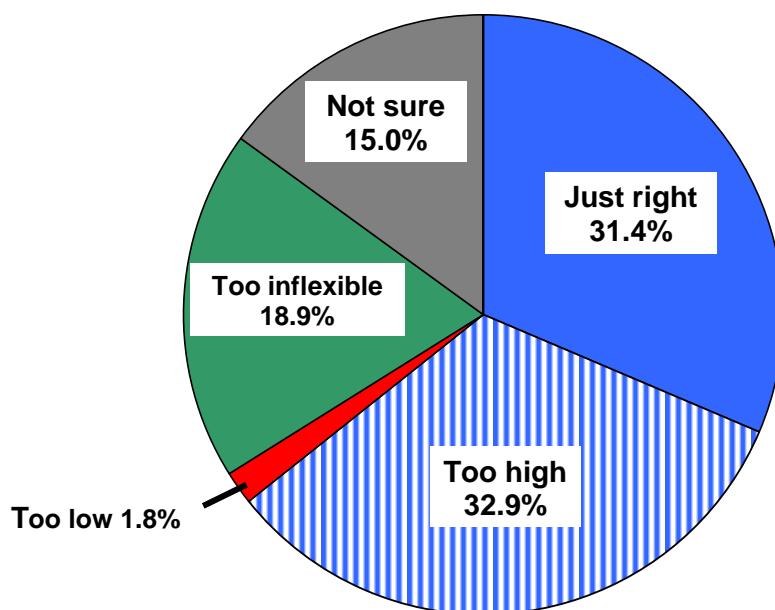


When faculty were asked to evaluate how well or poorly W courses do in helping students improve in eight areas of academic writing (developing topics and ideas; organizing information, ideas, and arguments; writing in discipline-specific formats; using discipline-specific evidence appropriately; improving mastery of course content through writing; developing critical thinking through writing; editing for mechanics, usage, and correctness; writing clearly and effectively in their careers after graduation), the response means and medians for all eight areas fell between “moderately effective” and “extremely effective.” Although most of the qualitative comments from faculty were quite varied and often sharply critical of the W requirement, these comments were at odds with the overall faculty quantitative ratings on the requirement’s effectiveness, which might suggest that, while a quiet majority finds the requirement effective, a vocal minority finds the requirements problematic. Students were not asked a comparable question about effectiveness, but 70% reported that feedback received in their W courses was sufficient to help them develop into better writers. In addition, many qualitative student comments expressed appreciation for their W courses. These data are consistent with recent annual alumni surveys, in which respondents registered satisfaction (mean = 5.2 out of 7 for 2003-2008) with the extent to which UConn helped them to write clearly and effectively. (This compares favorably to satisfaction with the extent to which respondents indicated that UConn helped them understand the nature of science and experimentation [mean = 4.8 out of 7 in 2008] or to think in quantitative terms [mean = 4.9 out of 7 in 2008].)

*Should UConn retain or change the 19 student enrollment cap in W sections?*

The majority of faculty surveyed felt that the 19 student enrollment cap per section was “just right” or “should be smaller” (33% think W class sizes should be smaller, and 31% think that the current policy is appropriate). Nineteen percent of faculty responded that departments should have the authority to set their own enrollment caps. Less than 2% of faculty felt enrollment size should be larger. (See Figure 3.) When comparing faculty responses of those who have taught ten or more W sections to those who have never taught a W course, the data showed that faculty who have taught ten or more W sections were significantly more likely to find the current enrollment cap of 19 “just right;” while those faculty who have never taught a W course, were significantly more likely to prefer allowing departments more flexibility to set their own section enrollment caps.

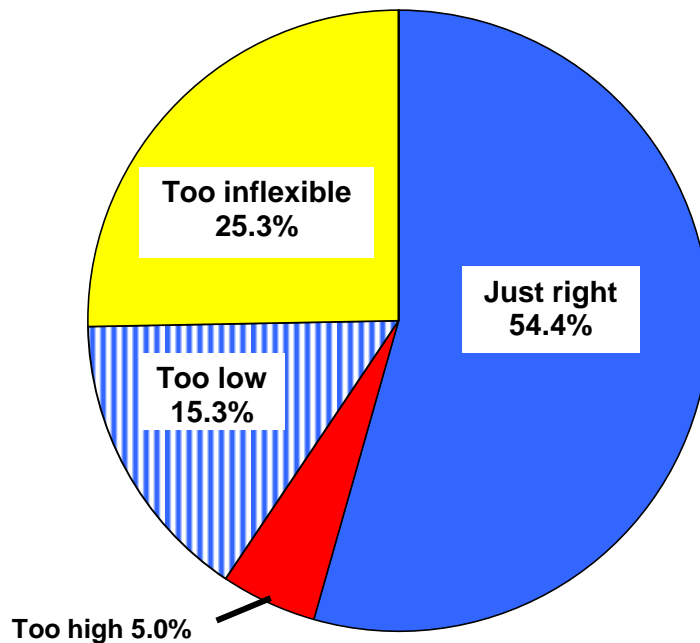
Figure 3. Faculty Survey: W Course Section Size of 19



*Should UConn modify the W criteria (15 revised pages, deliberate revision based on instructor feedback, and explicit writing instruction)?*

Regarding the criteria that at least 15 pages must be assigned and revised in a W course, 54% of faculty found the policy “appropriate” while 25% believed the mandate “too inflexible.” (See Figure 4.) Students were not asked a comparable question; however, they overwhelmingly confirmed that faculty assigned 15 or more pages of writing in their W courses, with multiple short or medium writing assignments as the most popular format. Students’ qualitative comments voiced their preference for a series of short or medium writing assignments with feedback (rather than just one high-stakes long paper).

Figure 4. Faculty Survey: 15 Page Requirement



The majority of faculty (77%) reported that the practice of assigning drafts was helpful in W courses. Eight-two percent of students reported that instructors assigned drafts, and 15% reported that no drafts or revisions were part of their W courses. A number of comments made by students suggested that a fair number of faculty make rewrites optional rather than required. All but 5% of students reported getting substantial written or oral comments on drafts, and 70% of students reported that the feedback was sufficient to help them improve their writing. In fact, the most prevalent mode of writing instruction reported by students included written feedback on drafts. In addition, students reported that peer review of drafts occurred in approximately a third of W courses.

The majority of students reported that faculty taught writing in their W courses; however 8% responded that no teaching of writing occurred. As noted previously, written feedback was indicated as the most frequent mode of writing instruction. Students noted that in-class instruction was another significant strategy used by faculty. When asked what students wished their W instruction had included but didn't, the most frequent response was access to sample or model papers. Students also articulated a desire for more explicit articulation of writing guidelines/expectations and more direct writing instruction. In addition, students expressed a desire for individual conferences with the instructor as a part of the writing process; however, in another question, 80% of students reported that they had sufficient access to their instructors outside of class. These data may suggest that students have a preference for



individual conferences built into the writing process instead of office hours.

## Focus Group Findings

### Faculty Focus Groups

In this section we present a summary of the responses item by item.

*Faculty Focus Group Question 1: What are the most effective strategies you've used in teaching writing?*

Faculty centered on five areas that they said were effective in teaching writing: instructor comments, peer review, revision, frequent assignments and use of examples.

Some faculty preferred individual meetings with students to provide feedback while others felt written comments worked more effectively. However, the emphasis was on the need to provide timely comments to students, including “specific feedback that articulates how to revise and not just what needs revision.” In at least one instance, it was noted that one department created a rubric to guide students and instructors so that expectations of process and outcome are clear to students and instructors. In a science class, the faculty member gave two grades, one for science content and a second for writing, before allowing a revision.

Revision is viewed as an important factor in order for students to become better writers. It is viewed as fundamental to learning how to write, to learn editing skills as well as being “intellectually crucial.” Faculty said it is crucial to provide many opportunities for revision and multiple drafts. In at least one case, the revision process focuses on targeted, direct revision, with students provided with a checklist so grades are based on how students respond to feedback rather than just the improved writing.

Peer review takes several forms: pairing weak and strong students together, having students read their papers aloud, peer editing of each other's work, students working in teams and presentations to contract writing and oral communications skills. In one class, students who have gone to the Writing Center are asked to report back to the class. Another class formed peer support groups for their writing assignments.

Frequent assignments, with increasingly more writing to build skills, is a commonly used technique. This can take several forms and can include starting with short papers and working toward longer assignments or sequencing assignments as building blocks. In one instance it included mini-lessons used to focus on problems discovered. Holding up examples of both good and bad writing is used to help establish a “gold standard” for writing. In one class, primarily comprised of part-time students who work during the day, real-world examples of writing are frequently used.

*Faculty Focus Group Question 2: What are the biggest problems you've encountered when teaching a W Course?*

Faculty identified three major challenges in teaching W courses: course substance, instructor professional development, and student problems.

In terms of course substance, faculty said the challenge is “to effectively cover content and writing” in a W course and to do justice to each; instructors are continually stretched to devote adequate time to each. Further, some faculty noted that students’ conceptual thinking is weak; faculty have to teach critical thinking, analysis, how to construct an argument, as well as the writing fundamentals (mechanics, grammar, citation procedure and format). These data support the observations of the GEOC writing assessment project (Deans, 2010), which examined UConn students’ writing culled from a variety of disciplines and reviewed according to defined scoring rubrics with calibration for inter-rater reliability.

Instructor professional development was also identified as an area of weakness. As one faculty member noted, “W course instruction is an unfunded mandate.” Faculty would like to learn more about the following questions: What sort of writing elicits the best papers and the greatest student learning? What is the value of revision (and of what)? How many drafts? Are several short papers preferable to a single long one (whose planning must begin early in the semester)?

As for student problems, some faculty were concerned that “students don’t take seriously the importance of learning how to write well,” even though they know it’s important in their fields. They lack motivation to learn: “many see writing as a chore, and experience no joy in their writing.” Further, “it’s important to show students that writing is about thinking.” Some faculty felt that students don’t know basic grammar and mechanics. Because some students don’t know how to edit, their instructors feel that they have to teach them. Others noted that students resist revision, or revise only the technical matters that the instructor points out, rather than at the conceptual level. The issue of peer review also led to mixed reactions. Advocates felt that it obliges students to be aware of what they’re doing and to be able to justify their writing to their peers, while detractors were concerned that it is ineffective if students themselves can’t address either the conceptual or the technical problems.

Problems notwithstanding, virtually all instructors agreed on the value and importance of W courses. Keep them, they agreed, but more effectively prepare the instructors and ensure some consistency among assignments and writing instruction.

*Faculty Focus Group Question 3: If you've taught the same course in a W version or a non-W version, what are the differences?*

Giving a W and non-W version of the same course was uncommon outside of the humanities. In those non-W classes where writing is required, there is not as much writing instruction and

the writing undergoes less revision. In some cases, exams replace writing assignments in non-W versions. Generally, the W classes promote greater student engagement, several faculty observed, but this may be a function of the smaller class size.

Comments were also offered to the effect that W courses involve a lot more work by the instructor and that there is not enough time to effectively teach both writing and subject matter. One faculty member noted that non-W courses provide more instructional flexibility and therefore are preferable.

*Faculty Focus Group Question 4: Can you compare W and non-W courses in terms of what students learn about writing? [Is there more substantial or enduring learning? Are students learning different things, or are they learning differently?]*

There is not as much writing or writing instruction in non-W courses. The general consensus was that students learn differently and more deeply in a W course, especially when there is revision of the paper, feedback and reflection on the assignment. As above, it is unclear if this is a function solely of the nature of the course or due to the smaller class sizes. However, one faculty member (POLS) stated that, “Students gain more enduring insights into the topics in the class on which they write.” There is a belief that students gain more understanding through articulation of ideas and revision in a W course and that this leads to deeper learning.

Some concerns were expressed that, in W versions of courses, students may put more emphasis on writing and completing the requirements of the paper instead of on the subject matter. Several respondents noted that the faculty member responsible for the course may be the important variable in student learning rather than the structure of the course.

*Faculty Focus Group Question 5: In your W courses, do you focus on writing independently of the course content or integrated with the course content?*

Most of the respondents indicated that the writing was integrated at least to some degree with the course content. In some cases, the writing was an “add-on” to the course (e.g., separate paper) or separate sections derived from a larger course, which may involve different instructors and therefore be more independent of the course content. The least integration appeared to occur in STEM courses (though this conclusion is based upon a limited sample size available).

*Faculty Focus Group Question 6: What type of student engagement do you see in your W courses in comparison to your non-W courses?*

Responses to this question were largely split between those believing that there was no significant difference between W and non-W courses in terms of student engagement and those believing that W courses do increase this engagement.

A number of faculty members saw no clear difference between W courses and non-W courses in this regard. This lack of difference was attributable to various things:

- Varied quality among W courses and among instructors.
- Other variables matter more: class size; course credits (e.g., 3-credit courses foster student engagement more than 1-credit courses); class level (e.g., upper-division vs. introductory); elective vs. required; in-the-major courses vs. outside-the-major courses; course topic. Of these, class size seemed to be particularly singled out as the variable most significantly affecting student engagement.
- Little difference between W courses and non-W courses in methods of teaching (which was noted as being particularly the case for faculty from writing-intensive disciplines).
- Many courses in the given discipline (W or not) already require writing, so there's no significant difference across the board.

For those faculty members who believe that W courses do engage students more, reasons for this conclusion are varied:

- Revision fosters student engagement.
- Students in W courses usually get more direct feedback from and/or have more contact with instructors, which increases engagement.
- Because writing generally stimulates thinking, W courses stimulate thinking (and therefore engagement).
- The need to understand content/relevant research before one can write about it necessarily increases engagement with content.
- Peer group work on writing drafts increases engagement.

A smaller group of instructors saw students in non-W courses as more engaged in course content than students in W courses. Reasons adduced for this also vary:

- Students in non-W courses can focus more on content without the distraction of learning to write.
- Because writing causes anxiety, it distracts from focus on content (as one professor put it, "students panic when having to write").

Significant from these findings is the fact that a good portion of faculty members who participated in the focus groups saw no difference between W and non-W courses in terms of student engagement. Having said that, faculty who did see W courses as increasing student engagement were quite specific in their description of what makes a W course more engaging: peer work, faculty input, close attention to material, etc. It is also noteworthy that only a relatively small number of faculty stood by an assertion that non-W courses have greater student engagement.

*Faculty Focus Group Question 7: In teaching W courses, do you see a difference between students in the major and outside it?*

Faculty responses to this question inclined toward asserting that there was little or no difference between students in the major and outside it. Exceptions to this were select fields such as English, whose majors were identified as more experienced writers and more engaged with the content of courses. Another faculty member noted that, because majors connect more readily with faculty, they have a better experience in the course.

Some faculty members said that they often didn't know which students were majors and which weren't, so couldn't accurately respond to the question. One faculty member noted that W students who weren't majors were often minors in the subject and thus fully engaged in the material. Another faculty member noted that non-majors were less familiar with the discipline, but that that was the only difference between them and majors.

Counter-intuitively, perhaps, several faculty stated that having a mix of majors improved the class by adding diversity and even by adding different writing conventions. A history professor cited the example of science majors who thrive on engaging with different writing conventions, and an English professor noted that in fact both history and pre-med students were often strong writers.

Although there was no consensus on this item, there was a recurrent theme in the responses that a student's engagement with a course is a product of more than the student's declared major.

*Faculty Focus Group Question 8: What do you think is most important in building a strong W curriculum?*

Because of the broad nature of this question, responses were wide-ranging. They are summarized here as mechanical, curricular, logistical, and global dimensions.

A number of responses addressed the mechanics of W courses: how many should be offered, when they should be offered, and so on. A sample of responses includes:

- W courses should be required in the first 2 years.
- Students should take two semesters of writing courses focused on mechanics and rhetoric.
- Students should not be able to place out of Freshman English.

Other responses were "curricular" in focus, such as:

- More W courses should be upper-level, discipline-based courses.
- Students should be writing more throughout their undergraduate careers.
- A strong Freshman English program is essential to prepare students for W courses.

- Focus should be on the process of writing, not just products.
- Writing instruction should be field-specific (for example: more technical writing in scientific disciplines), and more “real world” writing practice—writing actually required in workplace.
- Basic skills are essential: citation skills, finding sources.

A set of responses addressed the “logistics” of W courses, such as teaching and preparation:

- The Writing Center should customize student help (writing help available by referral for specific subject areas).
- The W Center should advertise its resources better.
- Grading needs to be realistic.
- Graduate students should not teach W courses.
- There are too few W instructors at UConn.

Finally, some responses addressed a “global” view of teaching/higher education (at UConn) in general:

- It’s less about numbers (of W courses) and more about teaching methods that ensure student improvement.
- This question isn’t meaningful unless one can also consider resources (funding).

*Faculty Focus Group Question 9: How many W courses do you think would be ideal for majors in your discipline?*

Faculty respondents varied in how many W courses they thought ideal. However, the majority were satisfied that two W courses were sufficient. Themes that emerged were the need for training/support, flexibility in how W courses are to be taught, oversight of W instruction, and the need for more resources.

Many faculty members felt that they were not well enough trained to teach W courses. While they were experts in their subject matter, they did not feel confident in teaching their students how to write. Some faculty reported that they would like more opportunities to increase their skill in teaching writing, and many found the taskforce’s focus groups a useful venue for discussing best practices in writing teaching with fellow faculty members. Perhaps targeted focus group meetings might serve as a good complement to the numerous writing workshops already available to faculty.

Faculty feedback also reflected a desire to replace requirements with guidelines: “Don’t mandate specific requirements.” Faculty respondents feel that the specific requirements currently in place serve to restrict how W courses can be taught, which can undermine the quality of W instruction in some cases. Some suggestions for allowing for more flexibility included: offering partial W courses, offering extra credit W labs, allowing for a modular approach to W instruction, and team teaching. These options would not only improve the

quality of W instruction but would allow faculty to better quantify the additional work and effort it takes to effectively teach a W course.

Discussion about flexibility led to the topic of the oversight of W instruction. There was a feeling among some faculty that the writing requirement was specific and rigid because the university does not trust that W instruction will be of a high quality without strict guidelines in place: “The current system is too top-down.”

The overarching theme to emerge from the discussions was the fact that more resources need to be committed to W instruction. W classes need to be kept small, and we need the resources to be able to offer more of them. With greater resources, all programs could offer multiple W courses, especially at the upper level where W instruction is most important. Instructors need to be given credit for the fact that W instruction is much more intensive than other types of instruction and that a 3-credit W course takes much more effort than a 3-credit non-W course.

*Faculty Focus Group Question 10: If you were to redesign the current W criteria, what changes, if any, would you make?*

While many faculty members were in favor of the current W criteria, others suggested that the requirements be switched to guidelines, reflecting debate about the value of required revision and the ideal number of pages that make an adequate writing experience for students.

Faculty had several specific suggestions for W redesign, including:

- All W courses should carry four credits, which would reflect the increased workload for students and faculty.
- Team-teaching of W courses, either in-discipline or cross-discipline. Several faculty noted that science and professional W courses in the major might benefit from a team including a disciplinary expert and a writing expert. Such W courses would have a cap of 38 students.
- More authentic real-world writing assignments instead of academic writing assignments. This decision should be made at the level of departmental C&C committees.
- A modular approach in which W courses are three-week intensive modules separate from course content. This might be linked to the former “P” model of W courses.
- Increased coordination between the two W courses, where applicable.
- A writing portfolio system that would cut across courses and allow students to showcase their writing from various classes.
- Change the requirement that revision based on faculty feedback is not required, or at least, make sure the last paper is graded without faculty feedback so students will learn to do revision on their own.

*Faculty Focus Group Question 11: If there were no University W requirement, how do you feel your Department/ School/ College would address writing in the curriculum?*

Faculty respondents thought that, although some majors (especially in the humanities) would continue to require extensive writing and to provide writing instruction in many classes, others would be unable to do so because W classes are the only ones that are small enough to accommodate intensive writing. Writing instruction would thus fall to the humanities (rendering them “service courses”), leaving students inexperienced in advanced writing within their own discipline.

There was a concern that leaving the W requirement to schools/departments would place too much decision-making in the hands of a single dean or department head. Although most faculty members felt their current leader would continue to support writing instruction, it would be easy to imagine a future in which such support was not forthcoming. UConn students, and eventually UConn’s reputation, would suffer from a decreased attention to writing instruction.

## Student Focus Groups

In this section we summarize item by item students’ focus group responses.

*Student Focus Group Question 1: How important is having good writing skills to you, as a person and in your expected career?*

Students generally agreed that writing skills were very important. The emphasis of the focus groups’ responses was on the value of communication in contributing to success in competing for post-graduate employment and educational opportunities and in their being successful in their chosen fields and careers.

*Student Focus Group Question 2: At what point in your academic career have you taken your W requirements? What factors led to the timing decision? Do you think you took your Ws at the most advantageous time for you?*

This question generated mixed responses. Some students took their W courses early, while others took them in their junior or senior year once they had defined a major. Scheduling and curricula contributed to some of the variability; some students commented that they took W courses when they could schedule, without a defined plan. There was no consensus on what the most advantageous time would be. Only one student mentioned receiving guidance/advice on when to take these courses.



*Student Focus Group Question 3: Have you had any trouble in finding or registering for W courses?*

This question also generated mixed responses. Students from Storrs seemed to have more difficulty than students from the regional campuses, although this evidence is anecdotal (and contradicted by the data we assembled in our preliminary report [2010]). Seniors with registration priority said that they encountered fewer problems. Students also commented that courses were available but may not necessarily have been courses whose topics students were interested in. In some majors, specific courses are required and are easier to enroll in.

*Student Focus Group Question 4: What elements of writing instruction have been most helpful to you and why?*

Instructor feedback. Most students consider instructor feedback to be the most helpful form of instruction. Although most of this feedback is presumably written, students also described instructor conferences as very helpful. One student said the feedback was too detailed, so it seemed that the paper would end up being the instructor's writing.

Peer review. There was widespread disdain for peer review. Only a small minority of students felt peer review was helpful. One student said peer review was helpful because of the opportunity to see examples of bad writing.

Templates/examples of writing. Students had mixed reviews of templates/examples of writing. Some students thought examples of writing were helpful as long as they were not journal articles (inappropriate level), while others thought templates/examples of writing were limiting.

Rubrics. Students found rubrics helpful (there were no negative comments), but rubrics are not considered as helpful as direct instructor feedback.

*Student Focus Group Question 5: What kinds of writing assignments have been most helpful to you in your (W or non-W) classes, and why have those assignments been particularly helpful?*

Analysis and research. A large number of students mentioned analysis or research papers in some form, saying that these foster in-depth learning of the subject. Two students mentioned theses, and one student noted the value of an annotated bibliography, which forces one to study different arguments and writing styles. However, two students saw the length of research papers as a drawback, including one student who had a favorable view of analyses.

Writing in the discipline. Several students favored writing-in-the-discipline assignments, such as laboratory reports, practical business reports, cover letters, and resumes.

Paper length. Students were split on this issue. Some students preferred short-to-medium length papers (4-6 pages), and one noted that this forces the writer to be concise and efficient. Others felt that longer papers are more beneficial, while still others saw the need for a mix of long and short papers. Some mentioned that it is valuable to increase the length of assignments incrementally. This may depend in part on the subject area.

Presentations. Two students said that presenting their papers orally helped them to clarify their thoughts.

*Student Focus Group Question 6: If you've already taken two or more W courses, did you find that there was consistency in the expectations, practices and methods that the instructors used, or were there wide discrepancies between them?*

The majority of students saw inconsistency among the W's they had taken (in workload, assignments, number of pages assigned, research expectations, and grading practices). Although they remarked on pockets of consistency, they affirmed that Ws are as varied in delivery as the professors and instructors who teach them. However, such diversity doesn't necessarily correlate to the quality of W instruction. We might expect such variety because the courses are being offered in different disciplines and at various levels: some introductory courses, general education courses, some survey or topics courses in the major, some capstones in the major.

*Student Focus Group Question 7: In your experience, what have been the major differences between W and non-W classes?*

Answers to this question varied widely. Some students stated that W courses are more engaging and bring greater understanding of the material, while others remarked that they the only difference between their Ws and non-Ws was the number of pages required. English majors stood out in noting little difference between W and non-W English courses. For students the question quickly became one about which were "better" courses: Ws or non-Ws. On the negative side, some remarked that only the number of pages required differs and that non-Ws cover more content and open more time for reading; but positive impressions of W courses outnumbered the negative. Students observed that W courses usually require more original thought, that drafting and revising is valuable, and that they often found more applied, active and engaged learning in W courses. Affirming comments gleaned from a group of recent UConn graduates are revealing: "You remember the material better in W courses"; "The time spent on writing sticks with you"; "You're much more engaged in the W course material"; and "You make the material your own."

*Student Focus Group Question 8: Have you taken any W courses outside your major? If so, were there differences in what you learned in outside-the-major courses?*

The response was somewhat mixed to this question, although generally answers tended to be positive about the experience of taking a W outside the major. There were relatively few responses to this question, as many students had only taken W courses in their major. One student thought the W course outside her major had not been helpful because it didn't allow her to apply the content of her chosen field, but the majority of responses were positive. A student remarked that a W course outside his major opened him up to other ideas; others remarked that the W course outside their majors had been refreshing in the sense of new types of assignments or a new emphasis on the writing (greater opportunity to be creative in one's writing, for example). One thoughtful comparative response was that a capstone course (in the major) was "more precise" but that the non-major W courses were more "worldly."

*Student Focus Group Question 9: If you could design the curriculum at UConn, what would be the ideal number of W's required for people taking your major and why?*

Most students recommended keeping at least two required W courses, with several suggesting more. Many students feel that continuity and repetition are important in keeping their writing skills sharp, and worry that they would lose their skills, perhaps even "returning to high-school levels" if they weren't forced to write regularly in courses.

The few students who suggested requiring no W courses or only one in their major did so because they reported that writing was already widely taught across the courses in their majors, so W requirements are unnecessary and can be difficult to fit into schedules. These students all thought that the writing requirement should remain as "insurance" of adequate writing instruction for majors in which writing is not regularly taught in most or all courses.

*Student Focus Group Question 10: Do you think it would be a good idea to eliminate the W requirement at UConn?*

One student spoke for the majority of respondents: "My answer...is absolutely, unequivocally, indisputably, uncompromisingly, resolutely, inexorably, no." Feedback from students indicated that they are in favor of requiring that writing be taught as part of an undergraduate curriculum and that good writing skills lead to success in graduate school and the work force: removing the W requirement would "water down the value of my degree," said one student.

Students, however, were clear in their desire for more flexibility. Transfer and non-transfer students alike are frustrated at the lack of flexibility. Many transfer students felt that it is unfair that the writing intensive courses they transferred from previous colleges to UConn do not satisfy UConn's W requirements, though they may count toward a general education elective. Similarly, non-transfer students report that in many of their classes they are fulfilling the requirements for W courses, but not earning W credit because their courses are not

designated as “W.” They would like to see such courses show up as with Ws on their transcripts so that their writing experience at UConn would be more accurately reflected.

## RECOMMENDATIONS

In conclusion, the W Course Taskforce recommends that UConn:

1. Retain the W requirement in its current form (recommended by unanimous consensus of the taskforce).
2. Develop both qualitative and quantitative measurable outcomes for W courses.
3. Enhance the GEOC Web site for W course information by: identifying specific proficiency goals for students; providing Web resources for students; and providing faculty with instructional resources adapted for general discipline areas.
4. Replicate among other departments across the university the GEOC W Course Assessment Project (see Deans, 2010).
5. Review the apparently discrepant policies of departments, divisions, colleges, and schools concerning whether the 2nd W course be required to be taken in subjects outside the student’s major.
6. Provide more general-education and sophomore-level W courses in order to ensure that students can more readily take W courses earlier in their plans of study prior to the senior year.
7. Provide incentives for the development and scheduling of more W courses in the major.
8. Encourage departments to develop flexible curricular innovations, such as one-credit W/writing companion/lab section attached to a 3-credit course.
9. Develop and fund a writing fellows program that would assign undergraduate or graduate assistants to support faculty in teaching writing-intensive courses.
10. Provide customized faculty professional development within schools and colleges that will help faculty distinguish the goals of the W course, identify effective methods of commenting on students’ drafts (rather than editing them), and develop writing assignments that promote critical thinking, problem solving, and clear and effective writing.

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- W Course Taskforce. (2010). *Writing to learn while learning to write: The W course in the general education curriculum of the University of Connecticut*. Storrs, CT: University Senate. <http://senate.uconn.edu/reports.W2010.pdf>

**University Senate Curricula & Courses Committee**  
**Motion on W Courses**  
**April 25, 2011**

Background

At its 4 April 2009 meeting, the Senate referred a motion to eliminate the W requirement to the Senate Curricula and Courses Committee, with a report to be presented to the full Senate the following February. A task force comprising expertise in writing instruction across the University was convened in September 2009. This task force completed a timely and comprehensive report that was delivered to the Senate at its 1 March 2010 meeting. The Task force report recommended continuation of UConn's General Education W Course Requirements subject to certain refinements and further research. In particular, the Task Force Report recommended that work continue on two unfinished surveys, of students and of faculty. At its 5 April 2010 meeting, the Senate voted that the W Task Force be reconvened in the 2010-2011 Academic Year, to continue the work that was begun in the 2009-2010 Academic Year, particularly to disseminate surveys to students and faculty regarding W courses, and to interpret the results, possibly with additional focus groups, and to report to the Senate at the March 2011 meeting. The W task force has now delivered its final report and on the basis of new results has expanded its recommendations.

Motion

The Senate thanks the members of the W Task Force for their focused and reflective report, which was the product of two academic years of effort. It bases the following recommendations on the task force's report:

- 1) that the W requirement be retained in its present form, and that the enrollment cap of 19 students per section be maintained;
- 2) that sufficient resources be allocated to the General Education Oversight Committee so that it can continue to assess writing instruction;
- 3) that the General Education Oversight Committee work with academic units to develop discipline-appropriate and measureable learning objectives for W courses;
- 4) that support for faculty teaching writing, in W and non-W courses, be expanded across departments and programs through access to University professional development resources and GEOC instructional resources;
- 5) that support for the development and delivery of W courses be expanded, with an emphasis on 1000- and 2000-level courses.

**University Senate Nominating Committee**  
**2011-2012 Standing Committee Membership**  
**April 25, 2011**

| <b>University Budget</b>                             | <b>Curricula &amp; Courses</b>          | <b>Diversity</b>                |
|--|---|---------------------------------|
| <b>*Andrew Moiseff, Chair, Fall 2011</b>             | <b>* Eric Schultz, Chair, Fall 2011</b> | <b>*Anne Hiskes, Chair</b>      |
| <b>*Cyrus Ernesto Zirakzadeh, Chair, Spring 2012</b> | <b>* _____, Chair, Spring 2012</b>      | *Bushmich, Sandra               |
| Bansal, Rajeev                                       | *Bedore, Pamela                         | *Darre, Michael                 |
| *Bontly, Thomas                                      | *Bouchard, Norma                        | *Desai, Manisha                 |
| Boster, James  | Buck, Marianne                          | Martinez, Maria                 |
| Brightly, Angela                                     | DePalma, Andrew                         | Masinda, Shari                  |
| Clokey, David  | *Freaker, Hedley                        | *McCoy, Patricia                |
| *Holsinger, Kent                                     | Gianutsos, Gerald                       | Neal, Sally                     |
| Lewis, Carol   | Hanink, Dean                            | Price, Willena                  |
| Lin, Min   | *Kaminsky, Peter                        | Salorio, Eugene                 |
| *Mannheim, Phil                                      | Labadorf, Kathleen                      | Santiago-Tosado, Gladys         |
| Marsden, James                                       | Lyons, Susan                            | Schipani, Pamela                |
| *Martin, Jeanne                                      | *Ogbar, Jeffrey                         | Stephens, Robert                |
| O'Brien, Corey                                       | *Visscher, Pieter                       | *Von Hammerstein, Katharina     |
| *Scruggs, Lyle                                       |   |                                 |
| Stolzenberg, Daniel                                  |   |                                 |
| <b>Enrollment</b>                                    | <b>Faculty Standards</b>                | <b>Growth &amp; Development</b> |
| <b>*Carol Polifroni, Chair</b>                       | <b>* _____, Chair</b>                   | <b>*Debra Kendall, Chair</b>    |
| *Bradford, Michael                                   | *Aindow, Mark                           | *Accorsi, Michael               |
| *Clark, Christopher                                  | *Anderson, Amy                          | *Barreca, Regina                |
| Coelho, Carl   | *Armstrong, Lawrence                    | *Beck, Cheryl                   |
| Croteau, Maureen                                     | *Dunne, Gerald                          | Bird, Robert                    |
| *Forbes, Robert                                      | *Eby, Clare                             | Borden, Tracie                  |
| Gorbants, Eva  | *Frank, Harry                           | *Faustman, Cameron              |
| *Higgins, Katrina                                    | *Hussein, Mohamed                       | *Fox, Karla                     |
| Long, Thomas   | *Lillo-Martin, Diane                    | Hunter, Timothy                 |
| Rong, Yuhang   | *Lowe, Charles                          | *O'Neill, Rachel                |
| *Salamone, John                                      | *Majumdar, Suman                        | Roe, Alexandria                 |
| Ulloa, Susana  | *Neumann, Michael                       | *Stwalley, William              |
| Yakimowski, Mary                                     | Punj, Girish                            |                                 |
| *Yanez, Robert                                       | *Ricard, Robert                         |                                 |
|  | *Segerson, Kathleen                     |                                 |
|  | *Teschke, Carolyn                       |                                 |
|  | *Tuchman, Gaye                          |                                 |
|  | Williams, Cheryl                        |                                 |
|  | *Williams, Michelle                     |                                 |
| <b>Scholastic Standards</b>                          |   | <b>Student Welfare</b>          |
| <b>*Thomas Recchio, Chair</b>                        |   | <b>*Donna Korbelt, Chair</b>    |
| Brown, Scott   |   | Bresciano, Karen                |
| Chambers, Kim  |   | Chambers, Kim                   |
| Crivello, Joseph                                     |   | Cowan, Susanna                  |
| *Douglas, Gay  |   | *Dominguez, Teresa              |
| Gianutsos, Gerald                                    |   | *Fink, Janet                    |
| Gogarten, Johann Peter                               |   | *Goodheart, Lawrence            |
| *Gramling, Lawrence                                  |   | Kennedy, Kelly                  |
| *Hamilton, Douglas                                   |   | *Korbelt, Donna                 |
| *Higgins, Katrina                                    |   | *Letendre, Joan                 |
| *Hiskes, Richard                                     |   | *McGavran, Dennis               |
| *Hubbard, Andrea                                     |   | Morris, Corina                  |
| *Livingston, Jill                                    |   | *Sanner, Kathleen               |
| *Roe, Shirley  |   | *Sorrentino, Katherina          |
| von Munkwitz-Smith, Jeffrey                          |   |                                 |

# Annual Research Report

Suman Singha

Vice President for Research

April 25, 2011





# Organizational Units

- Office for Sponsored Programs
- Office of Research Compliance
- Office of Animal Care
- Office of Internal Programs
- Office of Technology Commercialization
- University Research Centers
- Service Centers



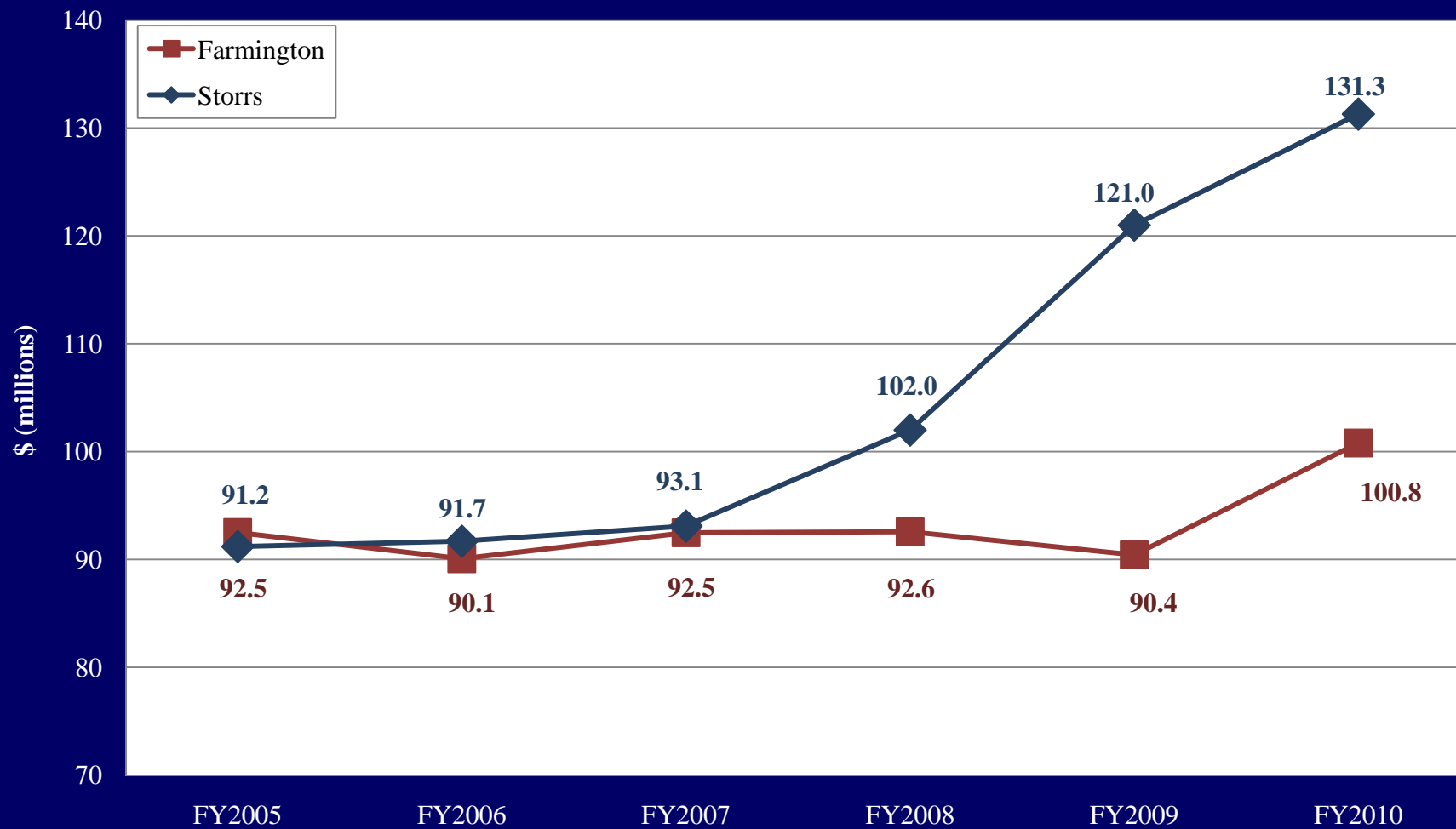


Vice President for Research  
*Office for Sponsored Programs*



2010 REPORT  
*of*  
SPONSORED PROJECT ACTIVITY

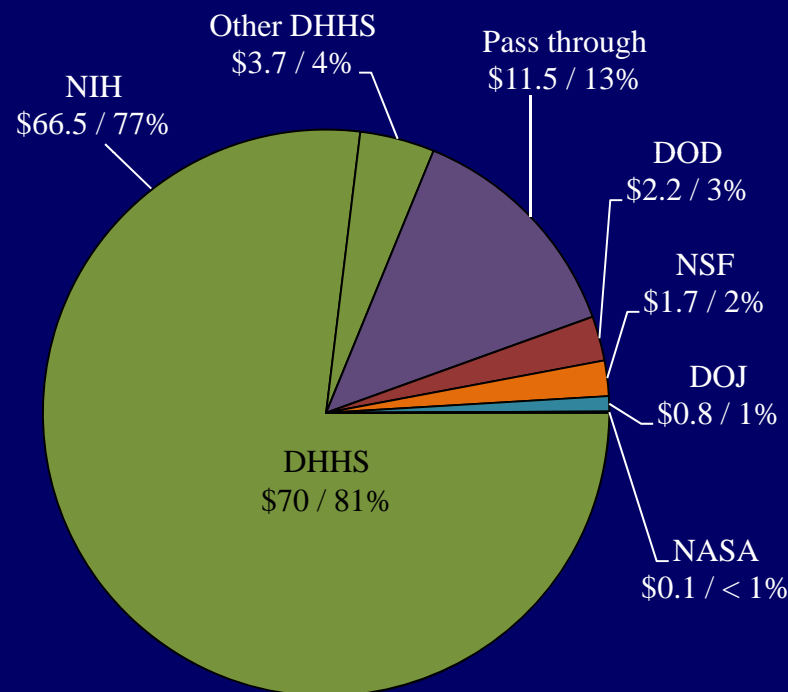
# Research Awards FY05 – FY10



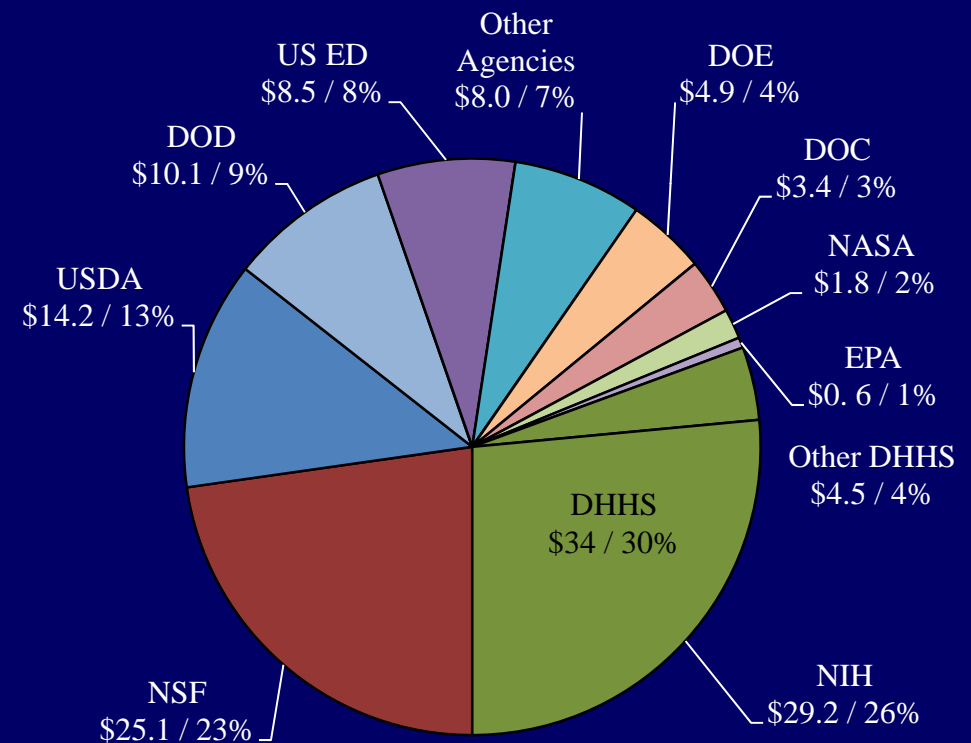
# Federal Awards by Agency FY10

(Total dollars in millions and percent)

## Farmington



## Storrs

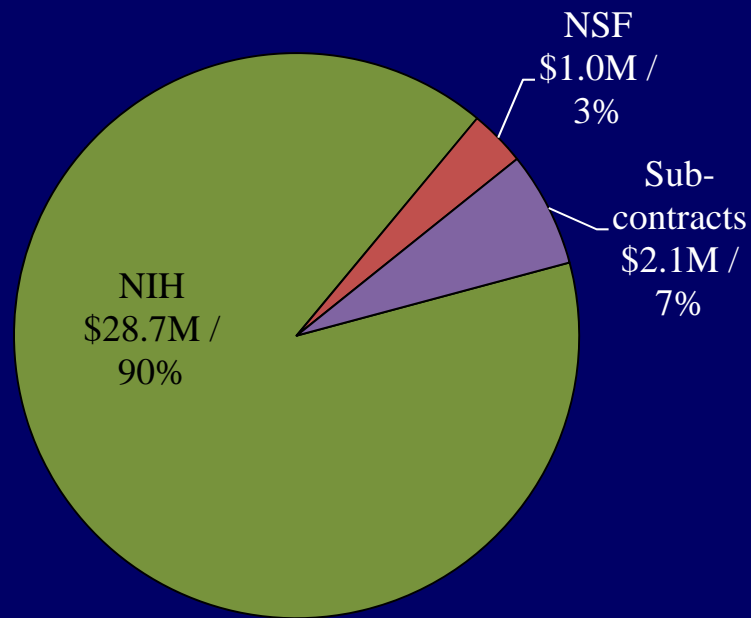


\* USDA awards include formula funds (e.g. Smith-Lever and Hatch Act), which are distributed as individual awards to multiple PIs.



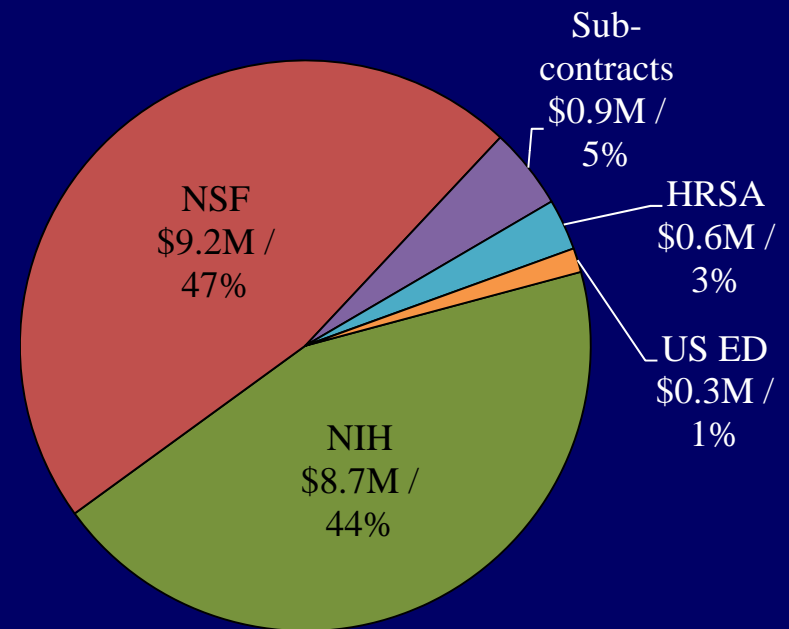
# ARRA Awards by Agency through December 31, 2010

## Farmington



59 Awards (\$31.8M)

## Storrs



65 Awards (\$19.6M)



# Office of Research Compliance

## protocols reviewed FY10

|       |      |
|-------|------|
| IRB   | 1236 |
| IACUC | 160  |
| SCRO  | 70   |
| IBC   | 22   |



# Office of Animal Care

Provides for the care, health and welfare of over 8,000 animals housed in 40,556 square feet of animal facilities.



# Office of Internal Programs

- Faculty large grant competition
- Faculty small grants
- Interdisciplinary colloquia/seminar program
- Short-term guest professorships
- Faculty and graduate student travel
- UCHC/Storrs and Regional Campus Incentive Grants (UCIG)
- Limited submission opportunities





# Internal Program Support

## FY10

| Program                           | Number of Awards | Award Amount |
|-----------------------------------|------------------|--------------|
| Large Grant                       | 69               | \$1.1M       |
| Small Grant                       | 43               | \$47K        |
| Interdisciplinary/Colloquia       | 18               | \$30K        |
| Guest Professorship               | 5                | \$50K        |
| Faculty Travel - UCRF             | 831              | \$460K       |
| Graduate Travel                   | 150              | \$150K       |
| Doctoral Dissertation Fellowships | 94               | \$188K       |



# Office of Technology Commercialization

Providing expertise in patenting and licensing, creating and supporting viable start-up entities, and assisting industry in their interactions with the university.

- Center for Science and Technology Commercialization (CSTC)
- UConn Tech-Knowledge Portal
- Technology Incubation Program (TIP)

- 
- UConn R&D Corporation



# University Research Centers

- Center for Environmental Sciences and Engineering (CESE)
  - Center for Health Intervention and Prevention (CHIP)
  - Center for Regenerative Biology (CRB)
  - Institute of Materials Science (IMS)
- 
- Roper Center for Public Opinion
  - Connecticut Sea Grant College Program (CTSG)
  - Biotechnology/Bioservices Center (BBC)



## Select accomplishments over the past two years:

- AAALAC Accreditation
- American Recovery and Reinvestment Act
- Competitive Federal Graduate Awards Policy
- UCHC/Storrs Incentive Grants Competitive
- Research Equipment Acquisition
- Increased F&A Distribution to 10-10-10



# Funding Sources and Challenges

## Federal:

- Competitive awards
- Earmarks
- Programmatic funding
- Cooperative agreements

## State:

- Federal pass-through
- Competitive awards



# Tuition on Grants

## Accounts with Grad Tuition Budgeted (as of February 1, 2011)

| Unit Description   | Dept Description          | Project Start Date | Project End Date | Grad Tuition Budget | Grad Tuition PTD Actual Expenses | Grad Tuition Budget Bal Avail |
|--------------------|---------------------------|--------------------|------------------|---------------------|----------------------------------|-------------------------------|
| AG & NAT RESOURCES | PLANT SCI & LANDSCAPE ARC | 7/1/2006           | 9/30/2011        | \$ 5,983.00         | \$ 897.60                        | \$ 5,085.40                   |
| AG & NAT RESOURCES | AGRI & RESOURCE ECONOMICS | 4/1/2007           | 9/29/2011        | \$ 3,005.00         | \$ -                             | \$ 3,005.00                   |
| AG & NAT RESOURCES | PATHOBIOLOGY              | 6/1/2010           | 3/31/2011        | \$ 5,983.00         | \$ 1,396.27                      | \$ 4,586.73                   |
| AG & NAT RESOURCES | NUTRITIONAL SCIENCES      | 7/1/2010           | 8/31/2011        | \$ 6,342.00         | \$ 2,293.87                      | \$ 4,048.13                   |
| AG & NAT RESOURCES | NATURAL RESOURCE & ENV    | 8/23/2010          | 8/22/2012        | \$ 13,065.00        | \$ 598.40                        | \$ 12,466.60                  |



|                 |                        |           |           |                 |              |                 |
|-----------------|------------------------|-----------|-----------|-----------------|--------------|-----------------|
| VP FOR RESEARCH | ENVIR SCI & ENGRNG CTR | 5/1/2010  | 4/30/2011 | \$ 6,010.00     | \$ -         | \$ 6,010.00     |
| VP FOR RESEARCH | CTR REGEN BIOLOGY      | 6/17/2010 | 4/30/2011 | \$ 9,015.00     | \$ -         | \$ 9,015.00     |
| VP FOR RESEARCH | CHIP                   | 9/29/2010 | 8/31/2011 | \$ 5,983.00     | \$ -         | \$ 5,983.00     |
| VP FOR RESEARCH | CHIP                   | 3/10/2010 | 3/31/2011 | \$ 6,010.00     | \$ -         | \$ 6,010.00     |
|                 |                        |           |           | \$ 1,769,565.08 | \$ 63,376.79 | \$ 1,706,188.29 |



# Impact of Competitive Federal Graduate Awards

|               | Fall<br>2009 | Spring<br>2010 | Fall<br>2010 | Spring<br>2011 |
|---------------|--------------|----------------|--------------|----------------|
| # of Students | 7            | 20             | 20           | 30             |
| Cost          | \$53K        | \$100K         | \$56K        | \$140K         |







# Graduate Assistants by Fund Source October 2010

| Fall | Ledger 2 | Restricted |
|------|----------|------------|
| 2006 | 1,453    | 530        |
| 2007 | 1,483    | 597        |
| 2008 | 1,468    | 630        |
| 2009 | 1,247    | 678        |
| 2010 | 1,282    | 698        |



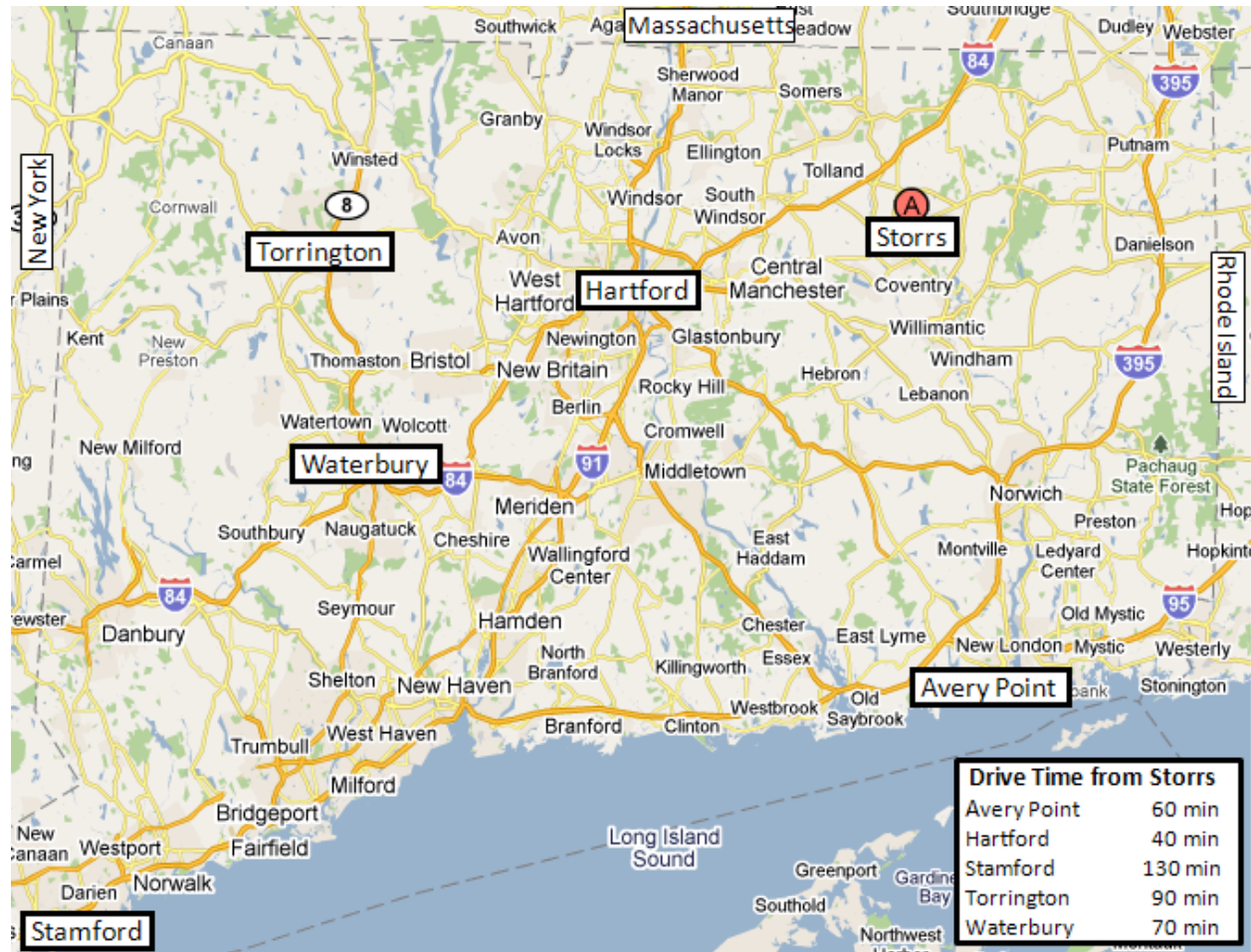
# Postdoctoral Fellows Funded on External Grants October 2010

| Fall |    |
|------|----|
| 2006 | 66 |
| 2007 | 75 |
| 2008 | 61 |
| 2009 | 69 |
| 2010 | 83 |



Annual Report on the Regional Campuses  
 Doug Cooper, Vice Provost for Undergraduate Education & Regional Campuses  
 Submitted to the University Senate April 25, 2011

Extending the resources of the University throughout the state, the regional campuses - Avery Point, Greater Hartford, Stamford, Torrington, and Waterbury - contribute to UConn's land grant/sea grant mission. All regional campuses play a significant role in the vitality of their community, and each is passionately supported by their town leaders, local businesses, and legislative delegation. The faculty members at all campuses report to the dean of their respective school/college. Courses and degrees are not differentiated by campus on student transcripts. UConn is indeed, "One University."



### Regional Campus Leadership:

|                           |                    |  |
|---------------------------|--------------------|--|
| Vice Provost              | Dr. Doug Cooper    | <a href="http://vped.uconn.edu">vped.uconn.edu</a>   |
| Avery Point Director      | Dr. Mike Alfultis  | <a href="http://averypoint.uconn.edu/avery_point/about.php">averypoint.uconn.edu/avery_point/about.php</a> |
| Greater Hartford Director | Dr. David Williams | <a href="http://hartford.uconn.edu/director">hartford.uconn.edu/director</a>                               |
| Stamford Director         | Dr. Sharon White   | <a href="http://stamford.uconn.edu/welcome.html">stamford.uconn.edu/welcome.html</a>                       |
| Torrington Director       | Dr. Michael Menard | <a href="http://torrington.uconn.edu/director.html">torrington.uconn.edu/director.html</a>                 |
| Waterbury Director        | Dr. Bill Pizzuto   | <a href="http://waterbury.uconn.edu/about/diwelcome.html">waterbury.uconn.edu/about/diwelcome.html</a>     |

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#### Four-Year Undergraduate Degrees Offered

|                              | Avery Point | Hartford* | Stamford | Torrington* | Waterbury* |
|------------------------------|-------------|-----------|----------|-------------|------------|
| American Studies             | x           | x         | x        | x           | x          |
| Business and Technology      |             | x         | x        | x           | x          |
| Business Administration      |             | x         | x        | x           | x          |
| Economics                    |             |           | x        |             |            |
| English                      |             | x         | x        | x           | x          |
| History                      |             |           | x        |             |            |
| Human Develop/Family Studies |             | x         | x        | x           | x          |
| Marine Sciences              | x           |           |          |             |            |
| Maritime Studies             | x           |           |          |             |            |
| Political Science            |             |           | x        |             |            |
| Psychology                   |             | x         | x        | x           | x          |
| Urban and Community Studies  |             | x         |          | x           | x          |
| Continuing/General Studies   | x           | x         | x        | x           | x          |

\* Greater Hartford, Torrington and Waterbury offer certain degrees through a Tri-Campus federation

#### Student Enrollment (Fall 2010): ([http://oir.uconn.edu/Fall\\_2010\\_Registrar/Fall\\_2010\\_Registrars\\_Report.pdf](http://oir.uconn.edu/Fall_2010_Registrar/Fall_2010_Registrars_Report.pdf))

| Campus                 | Total Undergrad Enrollment | Total Grad Enrollment |
|------------------------|----------------------------|-----------------------|
| Avery Point            | 709                        | 38                    |
| Greater Hartford       | 1,327                      | 656                   |
| Stamford               | 1,318                      | 505                   |
| Torrington             | 236                        | -                     |
| Waterbury              | 946                        | 167                   |
| <b>Total Regionals</b> | <b>4,536</b>               | <b>1,366</b>          |
|                        |                            |                       |
| Storrs Campus          | 17,331                     | 4,172                 |

- Numbers include both full and part time students
- Numbers exclude these campuses: Law, Medical, Dental Schools; Hartford Graduate Business Center

#### Strengths of the Regional Campuses:

- Roughly 20% of UConn's students are enrolled at the regional campuses
- Enrollments are growing, including students who select a regional as a 1<sup>st</sup> choice campus
- They serve as regional gateways to all University programs and resources, and provide a seamless transition to the Storrs campus for those who desire this option
- They are important to the Academic Plan, serving as key players in: public engagement, community outreach, service learning, and enrolling first-in-family/underrepresented populations
- They give students who are area-bound and/or students needing a more affordable campus option the opportunity to attend UConn yet live at home
- They serve as a revenue source via summer/winter session courses offered close to students' homes
- Their distributed locations enable a profitable adult/non-degree Continuing Studies division at Storrs

#### Current Challenges:

- Increasing enrollments have not yet been matched with additional funding to hire adjuncts and staff
- The need for infrastructure improvements and maintenance exceeds available funding
- About 70% of the courses at the regional campuses are taught by adjuncts and temporary instructors

Annual Report on the Regional Campuses  
 Doug Cooper, Vice Provost for Undergraduate Education & Regional Campuses  
 Submitted to the University Senate April 25, 2011

### **About the Regional Campuses**

All five campuses offer a rich array of services and support facilities, including high tech classrooms, computer labs, a University library, student learning commons, bookstore, art galleries, limited food service, community space, student organizations, tutoring, parking facilities, safety officers, and more. Each also contributes a focus area as listed below to strengthen UConn's mission.

#### **Avery Point Campus: *Marine Sciences and Maritime Studies***

Comprised of a 100-year old mansion as well as state of the art research and teaching facilities situated on a peninsula of more than 70 picturesque acres, Avery Point is UConn's campus by the sea, providing students a vibrant community of learning, research, and outreach. As a center of excellence for maritime and marine-related education, research, and outreach, UConn Avery Point is the home to UConn's Department of Marine Sciences; the Marine Sciences and Technology Center; Connecticut Sea Grant; the Northeast Underwater Research, Technology and Education Center ; and the non-profit educational organization, Project Oceanology. Extracurricular programming includes Women's Basketball, Men's Baseball and Basketball intercollegiate sports. The Avery Point Men's Baseball Team was the 2010 NJCAA World Series Division II Runner-up, and has had more than 20 of its former players go on to play professional baseball. Off-campus housing is leased from the local community by more than 100 students who attend Avery Point from outside the southeastern Connecticut region. In addition to offering M.S. and Ph.D. programs in Oceanography, Avery Point now offers the Master's Entry into Nursing (MEIN) program, an accelerated Pre-Licensure Program. In addition, plans are underway to begin offering the Teacher Certification Program for College Graduates (TCPCG) at Avery Point that will allow students to complete a Master's Degree in Education and become eligible for teacher certification in the State of Connecticut.

#### **Greater Hartford Campus: *Metropolitan Issues, Public Policy, Urban & Community Studies***

Located in the Hartford Metropolitan Region, its central location affords excellent learning opportunities, student internships and interactions with leaders in private firms, government and community. The Greater Hartford Campus also offers Graduate degrees through the Department of Public Policy's Master of Public Administration and Certificate in Survey Research, and the School of Social Work's Master's and Doctorate in Social Work. The Teacher Certification Program for College Graduates (TCPCG) is available in Hartford that allows students to complete a Master's Degree in Education and become eligible for teacher certification in the State of Connecticut. Additionally, the campus houses the Hartford County offices of the Connecticut Cooperative Extension Center and the Connecticut State Historian.

#### **Stamford Campus: *International and Business Studies***

Located in downtown Stamford and in the financial district, UConn Stamford is steps away from many major corporate headquarters, performing arts centers, hospitals, and community-based organizations. The campus is easily accessible by car, train and bus from southwestern CT and New York. Through the School of Business, an MBA degree and an MS in Financial Risk Management are offered. Both the Connecticut Information Technology Institute (CITI) and Edgelab, developed in partnership with General Electric, are programs administered by the School of Business to provide students with professional development opportunities in information technology. Stamford offers the Master's Entry into Nursing (MEIN) program, an accelerated Pre-Licensure Program. A graduate educational leadership program (UCAPP) prepares teachers to assume administrative leadership roles

Annual Report on the Regional Campuses  
 Doug Cooper, Vice Provost for Undergraduate Education & Regional Campuses  
 Submitted to the University Senate April 25, 2011

within the school systems. UConn Stamford has a full contingency of Liberal Arts offerings, such as a robust major in Psychology. The campus has developed a strong partnership and collaboration with neighboring community colleges through various undergraduate articulation programs. Stamford boasts an exceptional and expansive internship program that takes full advantage of its location in one of the largest corporate headquarters in the U.S.

**Torrington Campus:** *Arts and Humanities Studies*

Located on a rural hilltop on the outskirts of the City of Torrington, UConn Torrington affords Litchfield County residents access to a high-quality education without leaving the community, and is the only baccalaureate-degree granting institution in the entire county. The Torrington Campus is home to the University's Litchfield County Writers Project, which houses a collection of more than 1100 published works by Litchfield County authors, and whose programs include public talks and readings, classroom visits, and a variety of events focused on writing, publishing, and illustration. The many writers who call Litchfield County home (arguably the highest concentration of professional authors in the country), and who serve as the core of LCWP programming, help bolster the arts and humanities mission of the campus, and have helped establish the Torrington campus as a cultural hub for the region, and as a key player in northwestern Connecticut's vibrant creative economy. A recent \$350,000.00 gift to the campus has allowed for the creation of the Whitson Gallery (a space for the celebration of word and image) as well as an endowment to highlight and nurture the vital role of creativity in undergraduate education. Also housed on the campus is the Litchfield County Extension Center, whose outreach on behalf of the College of Agriculture and Natural Resources provides academic and practical education, advice, and research to citizens of Litchfield County, and valuable support to the many agricultural enterprises in the region.

**Waterbury Campus:** *Civic and Community Engagement*

Located in a state-of-the-art facility in downtown Waterbury, UConn Waterbury serves as the flagship institution of Waterbury's economic and educational urban development. Since moving to its new downtown location in 2003, the Waterbury campus has seen enrollments nearly double. In 2003, the campus offered one bachelor degree completion option. The campus now offers eight undergraduate programs and four graduate level options in Business, Education, Nursing, and Social Work. In addition to an MBA degree, students can complete a Master's Degree in Education through the Teacher Certification Program for College Graduates (TCPCG) which allows students to complete the degree and be eligible for teacher certification in the State of Connecticut. The School of Nursing provides the Master of Science at the Waterbury campus and the Master's Entry into Nursing (MEIN) program. Students can also take course work toward the Master's in Social Work. The hallmark of the Waterbury campus is its commitment to community engagement. As an urban campus, with its diverse population and proximity to many organizations and businesses, the campus provides unique opportunities for partnerships that enhance learning and improve the greater community. The Waterbury campus is home to the Osher Lifelong Learning Institute (OLLI) at the University of Connecticut which has been recognized by the University for excellence in outreach and public engagement through serving nearly 700 older adult learners from over 70 cities and towns who engage in intellectual development, cultural stimulation and social interaction.

## Annual Report of the Parking Advisory Committee

April 25, 2011

The University of Connecticut Parking Advisory Committee met four times during Academic Year 2010-2011, on November 4 and December 14, 2010, and January 25 and April 20, 2011. A number of important issues regarding Parking and Transportation were discussed and presentations made. There was a great deal of activity on the PAC, due in large part to the hiring of William (Bill) Wendt to be Director of the Office of Transportation, Parking and Logistics (TPL). Mr. Wendt formerly held the same position for a number of years at Cornell University.

Important Notice to Highlight: the Storrs Downtown Center project will begin this summer (2010) and will continue for over a year. The first phase of the project consists of constructing a long series of buildings that run along the north side of Dog Lane. The old University Communications building and the building that has until recently held a Thai restaurant and a physical therapy office will be demolished, and all university parking associated with these structures, as well as the former Fleet Bank building, will be permanently eliminated. To facilitate construction, Dog Lane may be closed at times. As a result of the implementation of the Storrs Downtown Center project, a number of parking spaces (plus the ball court) to the southeast of Bishop Center will be repurposed, and the Area 2 university lot immediately across from the Greek Orthodox church will be reserved for parking associated with Downtown Center uses. To compensate for loss of university parking in this area, additional parking will be constructed on the east and west side of Bishop Center. There will be some net loss of parking in the southeast quadrant of campus adjoining Buckley, Shippee and Bishop. Due to this "reshuffling," the mix and distribution of parking types permitted in this area will be changed and announcements about this made over the summer of 2011.

Highlights of Academic Year 2010-11 in the areas of Transportation, Parking and Logistics appear below:

### Transportation:

\*A student transit fee to support bus service was approved, raising the fee from \$35 to \$40 per semester, effective FY 2013.

\*Plans are under way to develop a GPS/ Automated Vehicle Locator System that would allow bus and van passengers to know when a vehicle might be arriving at the passengers' location.

\*The Megabus, with regular daily direct bus service to New York City and Hartford, commenced in the spring 2011 semester.

### Parking:

\*C lot (AKA as the "Landfill Lot") on North Hillside Road (AKA "the Road to Nowhere") will be offered to commuter and resident students with 54+ credits for



\$50 annually. If the lot does not fill, it will be offered to resident students with fewer than 54 credits. There will be regular bus service from C lot to the campus core.

\*Beginning in the fall of 2011, there will be apartment-specific permits for the following university apartment complexes: Hilltop, Charter Oak, Mansfield and Northwood. The purpose of this policy is to discourage students from these apartments from driving onto the core of campus to park.

\*The price of commuter permits and GA/TA permits was raised to the resident permit price of \$110. All non-garage parking students will now pay \$110, unless they opt to park in C lot (see above).

\*Employee permits will be renewed every two years instead of every year, but employees will not be allowed to renew their parking permits if they have outstanding parking tickets.

\*The event parking rates for basketball were raised to \$12/ event in the South Garage and \$9 for the North Garage and adjacent lot.

\*The existing garage permit offered to commuter students for \$324 per year will be for rooftop parking only. If space allows, students may be offered a permit to park in the lower garage levels for the employee price of \$400/year. The purpose of this new rule is to allow a more accurate assessment of the capacity of the garages, and to create a rationale for the difference between the amount charged employee parkers and students.

#### Logistics:

\*After an exhaustive study by Chance Management, one of the original Master Planners, an Access Management Plan for all buildings on the Storrs Campus has been developed. Implementation of this Access Plan will be under the direction of Director of TPL William Wendt. Implementation of the Plan, which is on the UConn website, will begin as soon as possible, by the beginning of Academic Year 2011-12. One of the first locations where the Plan will be implemented is in the area of the School of Business/ Whetten Graduate Center/ "Graduate Dorms."

\*The TPL office will be working with other units on campus who utilize vehicles on campus to reduce the number of university vehicles driving on sidewalks.

Respectfully Submitted,

Karla Fox, Professor  
Chair, University of Connecticut Parking Advisory Committee



**University of Connecticut  
Provost's Library Advisory Committee  
Academic Year 2010-2011  
Activities Report**

## **Physical Spaces**

*Collections* - Committee members approved a library proposal to relocate Dewey materials related to Literature (800s) from the 4<sup>th</sup> floor of Babbidge Library to Level B, where the remainder of the Dewey materials are shelved. The Libraries received petitions from the English Department and the Department of Modern and Classical Languages protesting this collections shift although circulation data showed that these collections rarely circulated. The Chair of the English Department met with the Committee and agreed to the relocation with the assurance that library staff would reclassify any circulating Dewey 800s into the LC classification system and shelve them on Level 4.

*Research Carrels* – The Committee reviewed its decision the previous year to reallocate carrels to help accommodate graduate students working on their theses and dissertations and the increasing number of honors students and university scholars working on theses. Under the new policy, there are 105 carrels for master's and doctoral students working on their theses and dissertations, 25 carrels for honors students and university scholars working on their theses, 10 carrels for emeritus faculty, and 50 carrels for faculty and visiting scholars. It seems to be working well after its first year.

*Learning Commons* – A four screen media center with moveable seating and headphone capabilities and the Libraries' general circulating video collections were re-located to the Learning Commons, freeing up space for a Graduate Student Commons on Level 3 of Babbidge Library in response to graduate student requests for more quiet space. The Language Center began to offer services in the Learning Commons this year. Q & W Center support staff relocated from the CUE Building to offices adjacent to the Q Center operations in the Babbidge Library Learning Commons and one of the two electronic classrooms in the Commons was significantly upgraded.

## **Digital Media**

*E-journals and Databases* – The Libraries have almost entirely phased out print journals and spend about 83% of the University's collections budget on e-journals and databases. About 4% of the collections budget is expended on e-books and digital media and approximately 13% is spent on print books and continuations.

*Patron Driven Acquisitions* – The Libraries presented a plan to the Committee to adopt this relatively new approach to purchasing e-books for the Libraries' collections. Publishers load titles into the library's offerings for viewing and after a predetermined number of views the library compensates the publisher through a vendor. Two vendor contracts are in process – the first with ebrary to purchase titles under \$100 and the second with EBL to acquire on short-term loan titles over \$100. Other universities report success with this new approach to library acquisitions.

*Course Reserves* – The Committee reviewed the Libraries' ARES product implementation, which integrates electronic course reserve materials more directly into HuskyCT and allows faculty to use an interface similar to Interlibrary Loans. ARES will be tested this summer and the Libraries hopes to move it into production for the Fall, 2011 semester.

Committee members found it to be very intuitive to use. The number of films available via streaming video for course reserves was also increased this year and an additional \$10,000 was added to the Libraries' streaming media budget.

### **Research Support**

*NSF Data Management Plan Workshops* – As of January, 2011 NSF began requiring two-page data management plans with all grant proposals. Library staff prepared a web page with relevant information and worked with representatives from the Office of Sponsored Projects and UITS to present a workshop on data management. The first workshop had to be moved to a larger location to accommodate the 80 people who signed up during the first 48 hours after the workshop was offered. A second workshop will be conducted on May 10<sup>th</sup>.

### **LibQUAL+® Library Service Quality Survey**

*November, 2010 Survey Update* – The Libraries conducted this web-based e-mail survey coordinated by the Association of Research Libraries for the fourth time. It has been utilized by more than 1,000 libraries around the world. Approximately 2,500 faculty and students participated and a representative sample was drawn from the general campus population. Scores improved at each physical library location since the survey was last conducted in the Spring of 2008. Scores also improved for each of the three primary user groups (Faculty; Graduate Students; and Undergraduate Students) and on each of the twenty-two questions. The UConn Libraries had the highest average score for overall quality of service provided by the library among the University's eight peers for all users combined, faculty, and graduate students. The UConn Libraries also recorded the second highest score among its peers for undergraduate students.

Respectfully submitted,

Sylvia Schafer  
Chair

Brinley Franklin  
Vice Provost for University Libraries

2010/2011 Committee Members:

Pam Bedore, English  
Rich Bohannon, Physical Therapy  
Kim Chambers, Undergraduate Education  
Maureen Croteau, Journalism  
Francine DeFranco, Library Research Svcs  
Jeffrey Dudas, Political Science  
Joseph Golec, Finance  
John Ivan, Civil & Environmental Engineering  
Scott Kennedy, Library Acc Svcs & UG Ed  
Richard Langlois, Economics

Kyu-Hwan Lee, Mathematics  
Carolyn Lin, Communication Sciences  
Chantelle Messier, Grad Student Senate  
Edward Neth, Chemistry  
Thane Papke, Molecular & Cell Biology  
Deborah Shelton, Nursing  
Rebecca Thomas, Social Work  
Mary Truxaw, Curriculum & Instruction  
Olga Vinogradova, Pharmacy  
Steven Zinn, Plant Sciences