

MINUTES OF THE UNIVERSITY SENATE MEETING
December 12, 2011

1. The regular meeting of the University Senate for December 12, 2011 was called to order by the Moderator Spiggle at 4:03 PM.
2. Approval of Minutes

Senator Spiggle presented the minutes of the regular meeting of November 14, 2011 for review.

The minutes were approved as written.

3. Report of the President.

(Attachment #14)

The report of the President was presented by Vice President and Chief Financial Officer Richard Gray. Senator Gray reported on a Town Hall meeting that was held earlier in the day concerning the possibility of future tuition increases. A second meeting will be held on Thursday, December 15, 2011. Senator Gray reported that the University cannot achieve its full potential without an increased investment in faculty, particularly in tenured and tenure-track positions. This premise was the context for the tuition discussion.

Senator Gray then described the University's current budget situation and recent efforts at budget reduction. In spite of these reductions, there have been steady increases in enrollment, admissions requests, and expressions of interest in the University of Connecticut. The University is faced with a situation where in the recent past enrollment has increased by 53% but the number of faculty has increased only 16%. More recently, tenure and tenure-track numbers are flat. Senator Gray warned that unless the University moves to correct this situation, the "UConn brand" is going to suffer.

Senator Gray next presented figures concerning student-to-faculty ratios. He described efforts to grow the endowment fund, and pointed out that significant progress will take a great deal of time. Senator Gray reported that the proportion of State revenues to the University's budget continues to decline. In addition, the State expects the University to do far more in terms of economic development without additional State financial support. Senator Gray stated that he does not expect to see a positive change in State support in the future.

Senator Gray described the University's recent tuition increases and compared them with other schools ranked among the top 25 state universities. He then described the University's tuition structure and concluded that UConn is not in any way over-priced; indeed he believes are a bargain. Senator Gray reported that the University has never let the neediest students suffer. State appropriations require that the University hold back

15% of tuition revenue for students in need of financial assistance, UConn dedicates between 17% and 20%. Senator Gray assured the Senate that there will be no change in this policy and he asserted that tuition increases will not affect our neediest students.

Senator Gray listed reasons that costs at the University of Connecticut often rise higher than inflation. The University's costs are high, in part, because of its rural location. Much of the infrastructure that would be readily at hand if the University was located in an urban setting does not exist, so we have to create them. This includes everything from electrical power distribution and waste water treatment to our own fire and police departments.

Senator Mannheim asked if reducing the student-to-faculty ratio will require that admission numbers be kept flat. Senator Gray responded that it does.

Senator Schultz asked what the proposed tuition increases do to UConn's comparative standing among other institutions. Senator Gray responded that even with the increases, he expects that the University will continue to be in the lowest third of costs among comparable schools.

Senator Sanner asked about future cuts to support staff. Senator Gray responded that he did not anticipate staff reductions.

Senator Tuchman referred to the slides in the presentation that compared UConn's endowments with other institutions and asked why the list included some private institutions. Senator Gray explained that President Herbst requested those to demonstrate our truest position among schools with whom UConn competes.

Senator Hanley asked what percentage of faculty added under these plans would be tenure track. Provost Nicholls responded that the preponderance of new faculty would be tenured or tenure-track.

Senator Scruggs asked about the growing economic inequality in the state and expressed concern that the present increases are starting to have a burdensome effect on middle-income families. Senator Goodheart inquired about lower income students and whether they could even afford a state education. Senator Gray stated that with the usual Federal assistance, the neediest students are able to meet their full costs of tuition, room and board. The University will continue this practice in the foreseeable future.

Senator Tuchman pointed out that the pattern in California has been that as education became more expensive, students at universities who have been priced out, have gone down to state colleges, and those at state colleges have resorted to community colleges. The community colleges can no longer accommodate all the students and this has encouraged the growth of the for-profit universities. Senator Tuchman reported that the graduates of for-profit universities demonstrate the highest loan default rates. Senator Mannheim argued that the University should attempt to receive an increase in State support that would be devoted entirely to financial aid. Senator Gray disagreed, asserting

that the University is doing a good job of meeting the financial needs of students and that the University now needs to devote attention to supporting increases in faculty. Senator Teitelbaum argued for a greater increase in tuition with a greater hold back for financial aid. Senator Hussein commented that there might be a focus on increasing the University's endowment for scholarships. Senator Gray responded that what is most needed is unrestricted endowment so there can be flexibility.

4. Senator Holsinger presented the report of the Senate Executive Committee.
(Attachment #15)
5. Senator Clausen offered a tribute to Senate Executive Committee Chair Kent Holsinger on the occasion of his new assignment as Interim Vice Provost and Dean of the Graduate School.
(Attachment #16)
6. Moderator Spiggle presented the Consent Agenda.
 - a. Report of the Nominating Committee
(Attachment #17)
 - b. Report of the Curricula and Courses Committee
(Attachment #18)

Senator Sewall moved to divide Women's Studies 3265 Research Methodologies from the rest of the Curricula and Courses Committee report.

The motion to consider WS 3265 separately carried.

Senator Sewall questioned the list of prerequisites for WS 3265. **Senator Schultz moved to include English 2011 to the list of prerequisites for WS 3265.**

The motion to add English 2011 to the list of prerequisites for WS 3265 carried.

Moderator Spiggle returned the Senate to consider the remainder of the Consent Agenda.

The Senate voted to approve the Consent Agenda as amended.

7. Report of the Provost.
(Attachment #19)

Provost Nicholls announced that the University currently has ongoing searches for 74 new faculty positions. He went on to point out that these positions were funded from a variety of sources. Provost Nicholls reported that some of the searches are to fill vacant positions and that there is the possibility that some of the searches will fail. Provost

Nicholls stated that he anticipates that the current searches for 74 new faculty will yield a net increase of approximately 50 to 55 faculty. Provost Nicholls stated that in addition to the ongoing faculty searches, there are also approximately 15 support staff searches underway as well. Provost Nicholls stated that if the funding can be found, the Deans will be asked for their input concerning needed increases in support staff.

Provost Nicholls presented an update on the *University of Connecticut Academic Plan*, explaining that the update will be provided in two parts. Today just the preamble and generalities of the plan will be presented, and then he will return in January to discuss some of the metrics and numbers. Provost Nicholls reported that the *Academic Plan* was approved in 2008 and will be in force through 2013. Provost Nicholls described progress towards the goals of the plans in mostly general terms. He emphasized that one of the goals was outreach and explained that the University of Connecticut has now been named an “Engaged University” by the Carnegie Corporation. He also pointed out that the University is now ranked 19th among state universities by *U.S. News and Report*, in a four-way tie. Provost Nicholls stated that the University has achieved its aspiration of becoming a top 20 university two years ahead of the plan.

Senator Tuchman inquired about diversity and what efforts have been made at reaching diversity goals since “our last president dismantled the diversity program.” Senator Tuchman pointed out that student graduation in all cohorts has gone up but that hiring statistics for faculty have declined. She asserted that there seems to be a lack of connection now between achieving goals and internationalization efforts. She then opined her disappointment with the job description of the new Associate Vice President for Diversity pointing out that she feels it has internal inconsistencies. She stated that she wished that a greater attempt had been made to reconstitute the office that existed previously rather than to continue to spread the various components of diversity responsibility around. Provost Nicholls responded in part that there are ongoing efforts for placing appropriate emphasis on diversity in the searches going on now and in the future. He also emphasized that the new Vice Provost for International Affairs has a significant responsibilities in diversity.

Senator Schultz expressed hope that the metrics presented next January will include descriptions of the progress in research on environmental issues.

8. Elizabeth Conklin, Katherine Johansen and Hanna Prytko presented the Annual Update on the Diversity Plan from the Office of Diversity and Equity.

(Attachment #20)

E. Conklin discussed the tension between compliance and enhancing diversity. She pointed out that these should not necessarily be in conflict; there are ways to pursue diversity planning that avoid these problems. There are some tensions in the law about how far a university can actually go in enhancing diversity, particularly under Title VII. She reminded the Senate of the recent and famous University of Michigan decision. The best way to comply with the various non-discrimination laws, and yet achieve diversity, is to pay careful attention to recruitment and involvement in the search process.

H. Prytko presented a snap shot of the University's *Workplace Demographics*. She then drew comparisons between the five-year period of 2007 and 2011 and drew the conclusion that not much has changed in that period in terms of diversity metrics.

K. Johansen presented two contrasting schools of thought regarding hiring, one described as past points-of-view and the other as future goals. She went on to describe practical recruitment strategies. She pointed out that individual one-on-one relationship building is important to this process. K. Johansen then described the help that is available from ODE for search committees and others.

E. Conklin brought forward a number of ideas for future implementation including the establishment of a Senior Faculty Fellow, continued inherent bias trainings, expanding search materials, and further in-person and on-line assistance.

Senator Hussein commended the team on their presentation for their emphasis on recruitment and asked what has been done in terms of retention. E. Conklin acknowledged the importance of efforts in this area and the importance of enhancing a sense of community among faculty.

Senator Hiskes, Chair of the Senate's Diversity Committee, stated that it is clear to her that the advancement of diversity is too large to be accomplished by one office. There is so much work to be done in compliance and other issues that there needs to be someone from the faculty side who is a resource for diversity advancement. She expressed a need for a more widespread institutional commitment to diversity, including rewards and incentives.

Senator Tuchman commented that the advertisement for the Associate Vice Provost states that this officer will report directly to the President and stated that the position would not be appealing to an academic. She also pointed out that getting people to apply and getting search committee members to vote for a person of color are two very different processes. Senator Tuchman stated that the work to create a diverse university must be shared among faculty at-large and not vested only in a single office.

Senator Deziel pointed out that the University lacks a Native American Cultural Center and commented on the woeful level of the current effort to serve this group.

Senator Goodheart asked if the data contained in the Diversity update included adjunct faculty. The response was that it does not. Senator Messier asked if there were data concerning graduate students. The response was that the Office of Institutional Research generally does not do this. Rather they include all students, graduate and undergraduate, in a single enrollment report and do not include them in reports concerning employment.

9. New business – none.

10. There was a motion to adjourn.

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

The meeting was adjourned at 5:35 PM.

Respectfully submitted,

Robert Miller
Professor of Music
Secretary of the University Senate

The following members and alternates were absent from the November 14, 2011 Meeting:

Accorsi, Michael	Darre, Michael	LoTurco, Joseph
Aindow, Mark	Douglas, Gay	Lowe, Charles
Anderson, Amy	English, Gary	Majumdar, Suman
Armstrong, Lawrence	Forbes, Robert	Nadeau, Jennifer
Austin, Philip	Frank, Harry	Recchio, Thomas
Barreca, Regina	Gramling, Lawrence	Roe, Shirley
Berisa, Safet	Herbst, Susan	Salamone, John
Bradford, Michael	Hiskes, Richard	Saddlemire, John
Byrne, Timothy	Holz-Clause, Mary	Singha, Suman
Cantino, Marie	Hubbard, Andrea	Skoog, Annelie
Chinchilla, Rosa	Hunter, Nina	Teschke, Carolyn
Choi, Mun	Kazerounian, Kazem	Visscher, Pieter
Croteau, Maureen	Kay, Richard	Williams, Michelle
D'Angelo, Rebecca	Letendre, Joan	



University of Connecticut

Town Hall Meeting

December 12, 2011

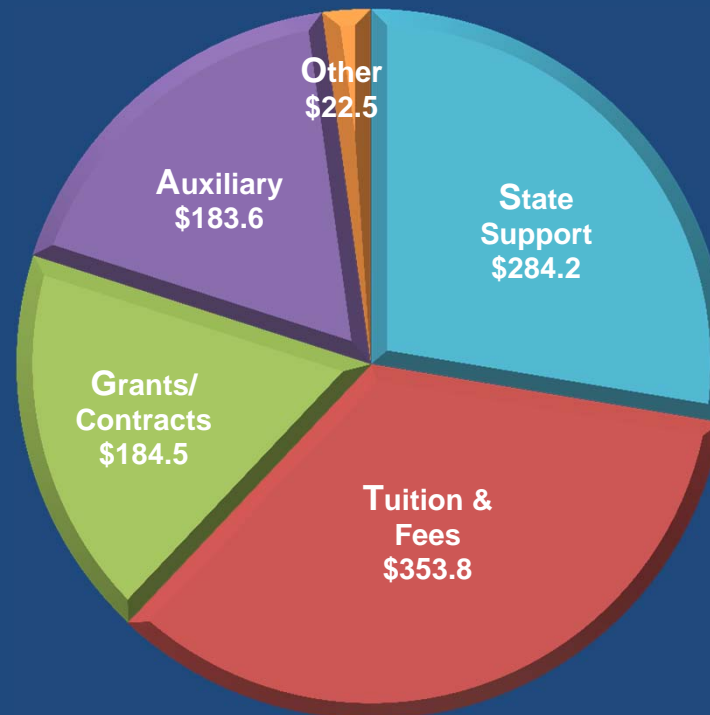
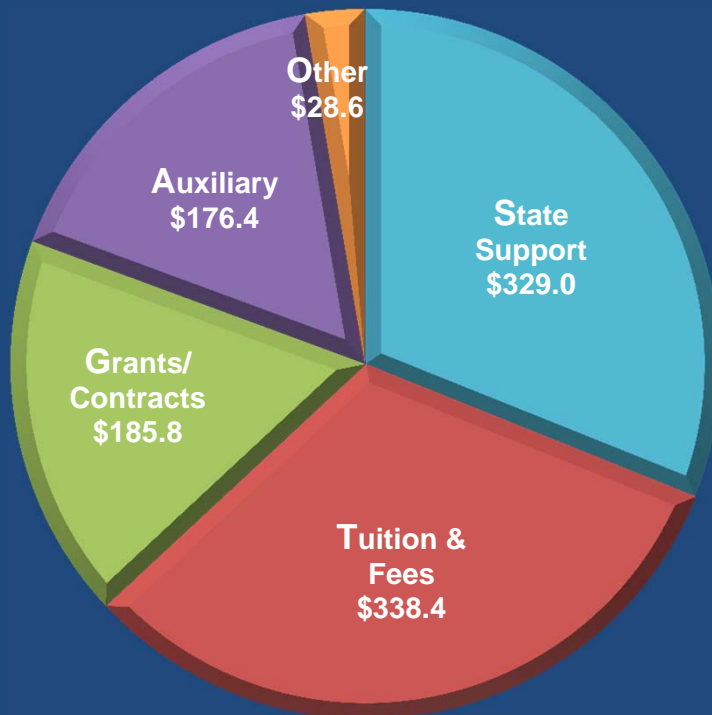
UConn: A Connecticut Success Story

- The State's unprecedented investment in physical capital has catapulted the University from a third or fourth choice school to a first choice for highly prepared in-state, out-of-state and international students
- External research funding increased 46% from FY07 (\$93.1M) to FY11 (\$135.9M)
- Recently the University was ranked 19th among public universities nationally according to *U.S. News and World Report*
- Without a sustained and long term investment in faculty, these successes are not sustainable nor will the University be able to achieve the full potential possible in its academic and research enterprises

Budget Context-Revenues (\$M)

FY11 Actual: \$1,058.2

FY12 Budget: \$1,028.6

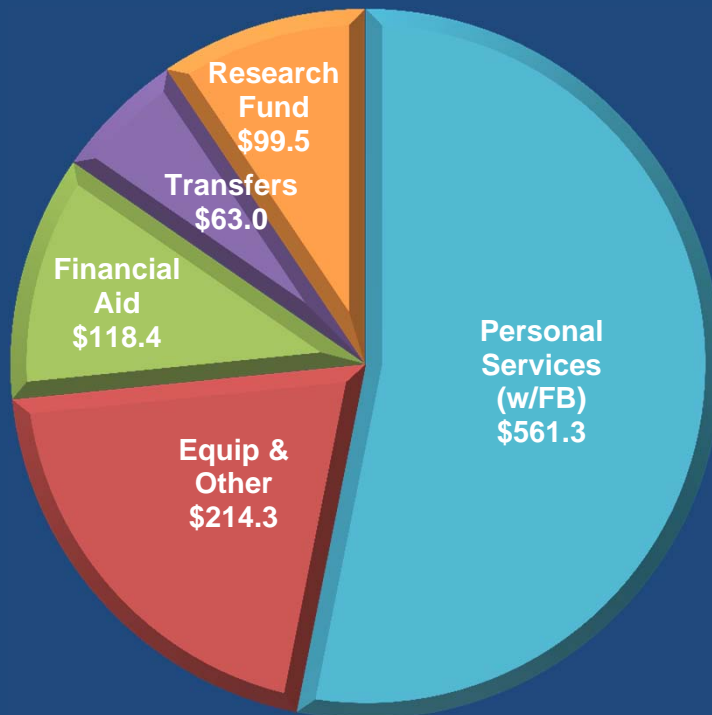


- State Support: 31.1%
- Tuition & Fees: 32.0%
- Grants & Contracts: 17.5%
- Auxiliaries: 16.7%
- Other: 2.7%

- State Support: 27.6%
- Tuition & Fees: 34.4%
- Grants & Contracts: 17.9%
- Auxiliaries: 17.9%
- Other: 2.2%

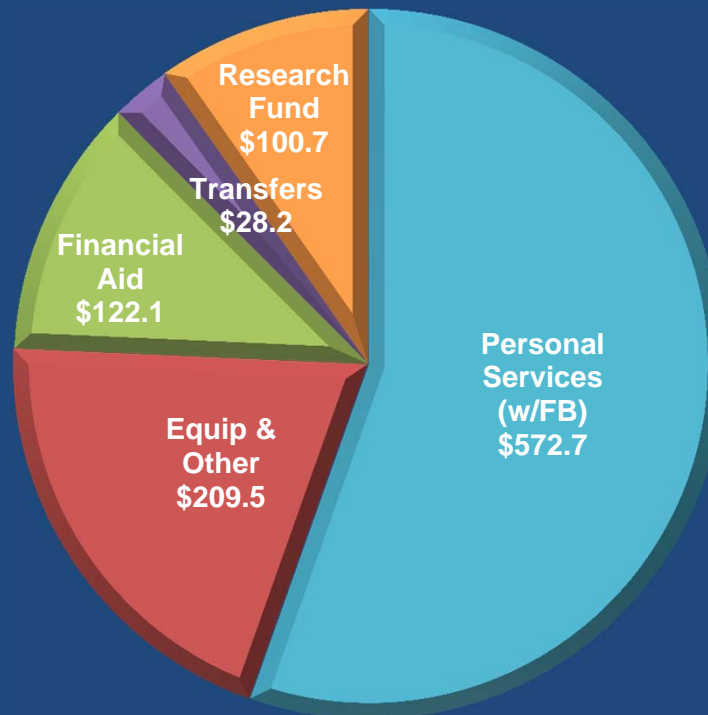
Expenditures (\$M)

FY11 Actual: \$1,056.5



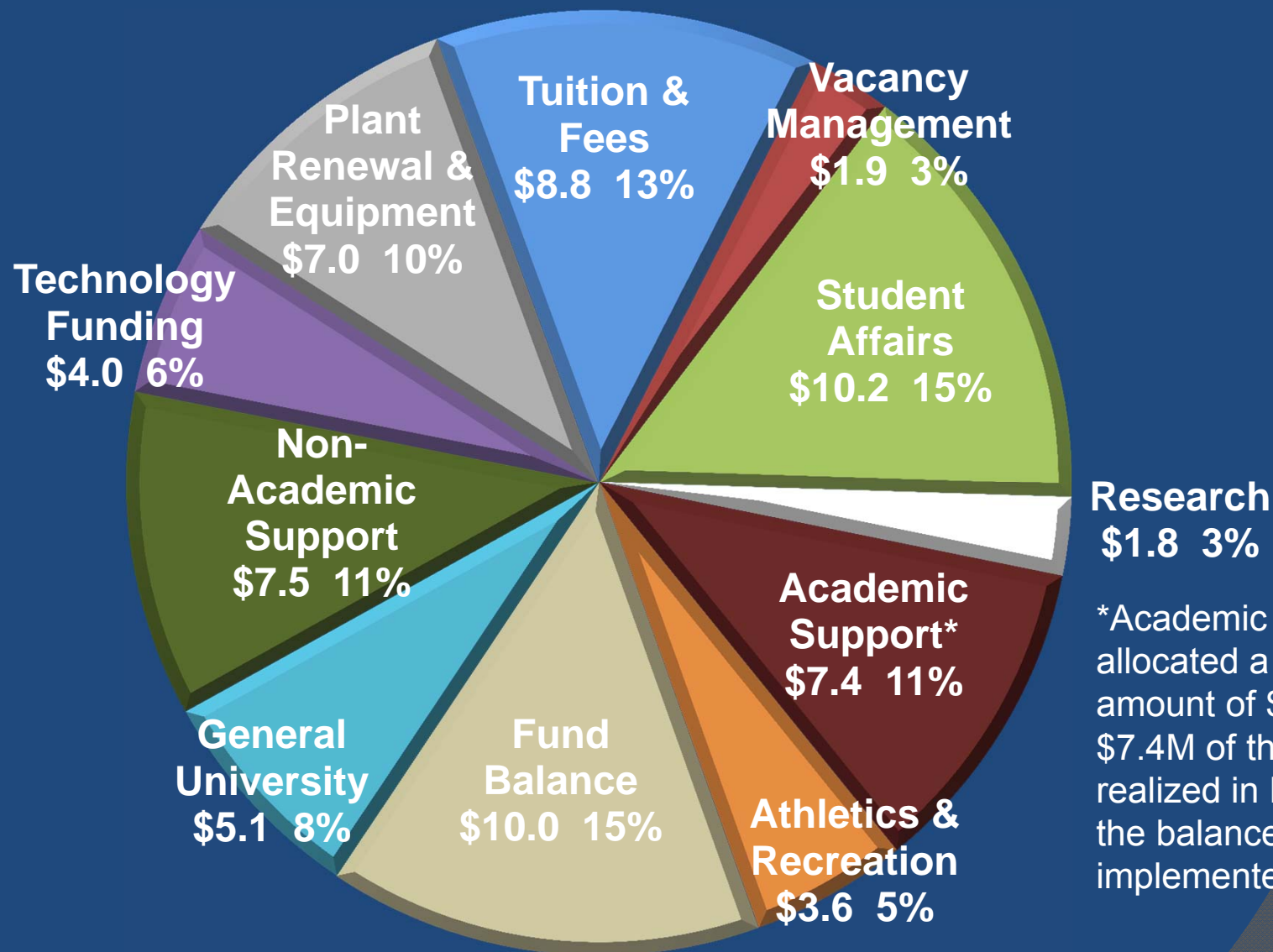
- Personal Services (w/FB): 53.1%
- Equipment & Other: 20.3%
- Financial Aid: 11.2%
- Transfers: 6.0%
- Research Fund: 9.4%

FY12 Budget: \$1,033.2



- Personal Services (w/FB): 55.4%
- Equipment & Other: 20.3%
- Financial Aid: 11.8%
- Transfers: 2.7%
- Research Fund: 9.8%

Actions to Reduce Deficit



*Academic Support was allocated a cut in the amount of \$18.9M. \$7.4M of this cut was realized in FY12 and the balance will be fully implemented in FY13.

Massive Increase in Student Demand for Admission

Fall 2011 compared to fall 1995:

- Freshman Applications increased 164% (10,809 to 28,584)
 - Increased 23% over fall 2010 (1st year of common application)
 - Current year, number of HS seniors specifying SAT scores be sent to UConn up 1/3
 - Current year, number of prospective students at fall open house up 16% since 1997
- Freshman enrollment at Storrs increased 65% (2,021 to 3,327)
- Undergraduate enrollment increased 53% (14,667 to 22,472)
- Students housed at Storrs increased 82% (6,957 to 12,661)
- Undergraduate degrees increased 62% (2,951 to 4,776)

Faculty and Course Availability Have Not Kept Up with Demand

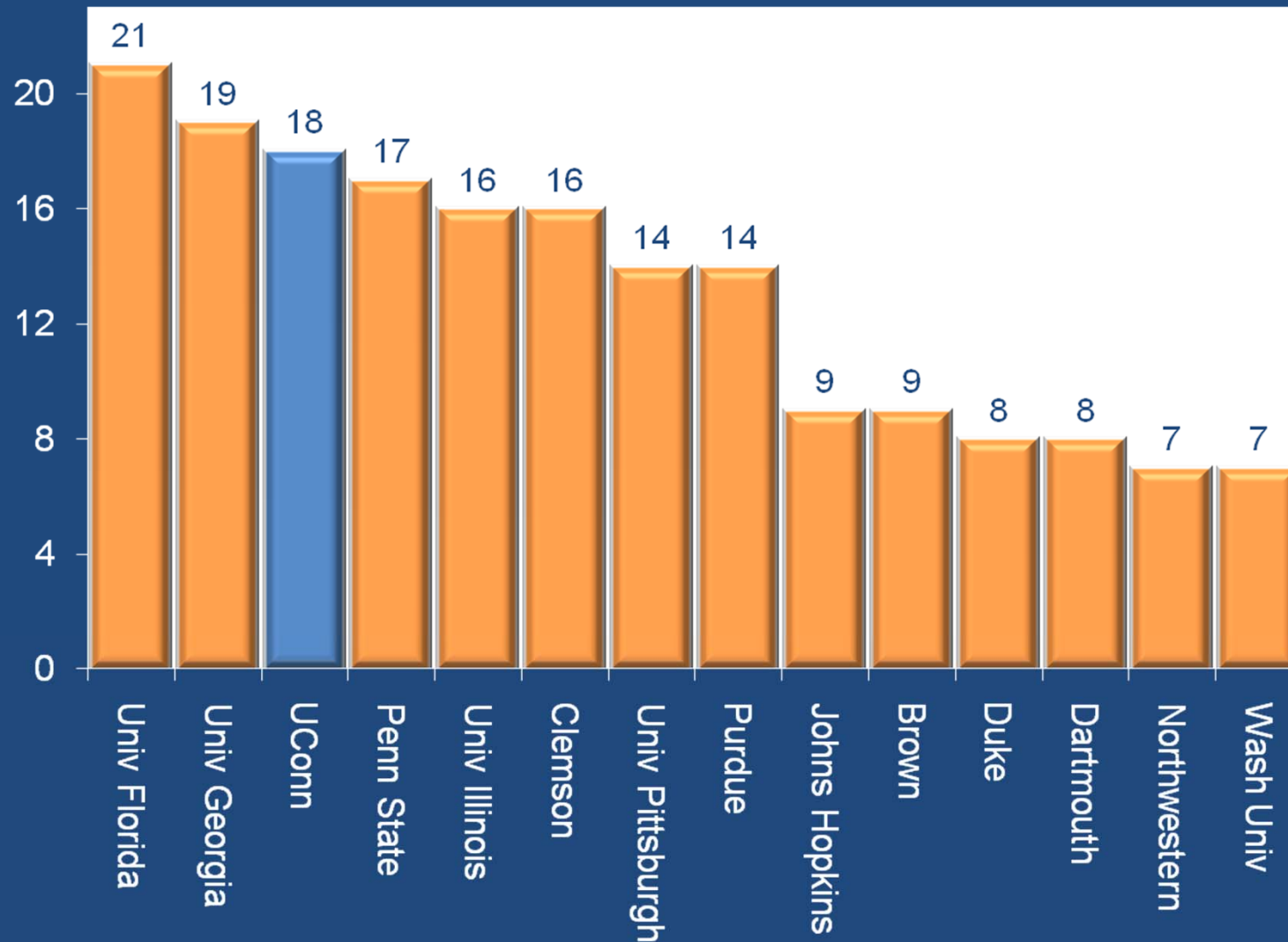
Fall 2011 compared to fall 1995:

- While faculty have only increased 16%, undergraduate enrollment has increased 53%
- Non-faculty staff have increased approximately 13%

	2005	2007	2009	2010	2011	Change
Tenure/Tenure Track	1,004	1,007	989	998	1,022	1.8%
In-Residence	88	109	118	139	126	43.2%
Other Non-Tenure Track	<u>159</u>	<u>178</u>	<u>179</u>	<u>167</u>	<u>182</u>	14.5%
Total Full-Time Faculty	1,251	1,294	1,286	1,304	1,330	6.3%

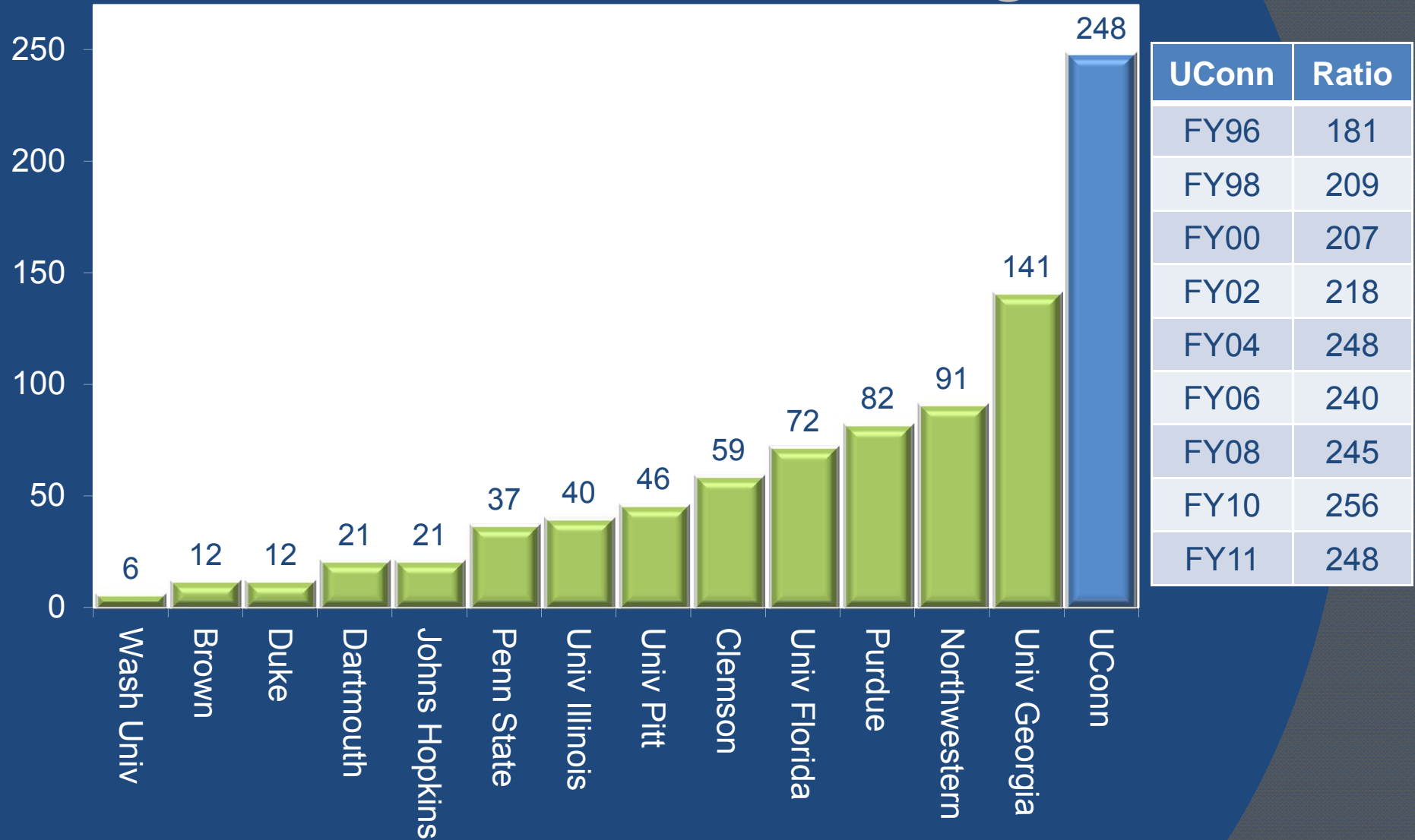
~ 43 successful new-to-UConn tenure/tenure track searches for Fall 2011

Our Student Faculty Ratio is High and Climbing



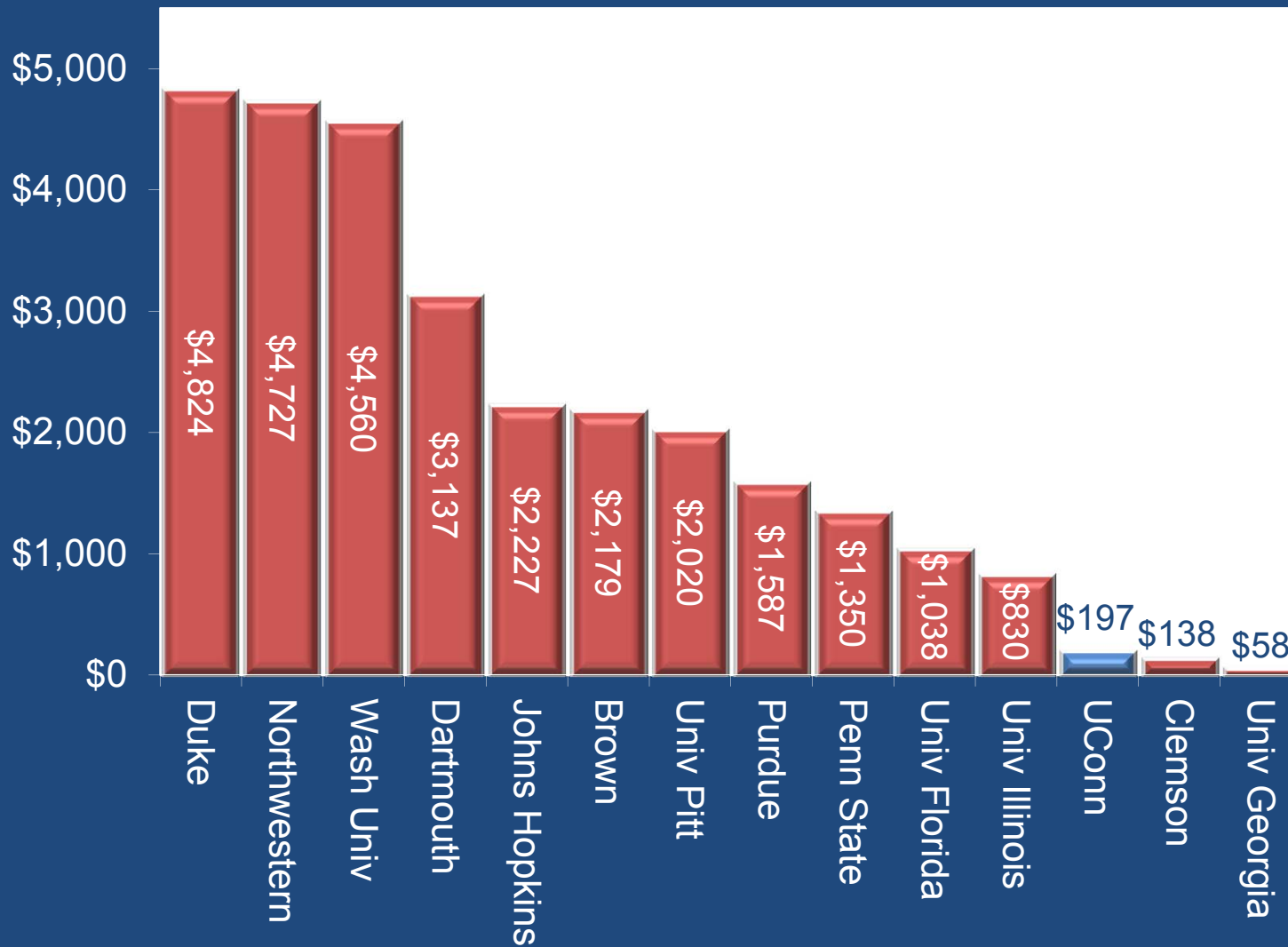
UConn	Ratio
FY96	14.2
FY98	14.9
FY00	15.2
FY02	16.6
FY04	18.2
FY06	17.2
FY08	17.0
FY10	17.9
FY11	18.1
FY12 est	18.1

We Keep Number of Administrators/Staff as Low as Possible: Student/Manager Ratio



UConn	Ratio
FY96	181
FY98	209
FY00	207
FY02	218
FY04	248
FY06	240
FY08	245
FY10	256
FY11	248

Need to Grow UConn Unrestricted Endowment



UConn	Endow
FY96	\$54.6
FY00	\$83.7
FY04	\$161.5
FY06	\$217.3
FY08	\$233.0
FY09	\$182.2
FY10	\$197.1
% Change	261%

State Appropriation as % of Total Revenues is Declining

UConn	%
FY91	50.0%
FY95	43.4%
FY06	35.4%
FY07	35.5%
FY08	35.8%
FY10	32.6%
FY11	31.1%
FY12 est	27.6%

In-State Undergraduate Tuition & Fees FY08-FY12 Increase

UConn	Tuition & Fees	
FY08	\$8,852	5.86%
FY09	\$9,338	5.49%
FY10	\$9,886	5.87%
FY11	\$10,416	5.36%
FY12	\$10,670	2.44%

Public Schools	US News Public Rank	FY11-FY12 Change	FY08-FY12 Change
Washington	10	20.7%	69.6%
UCLA	2	17.7%	80.3%
UC Berkeley	1	17.3%	79.2%
UC Irvine	13	16.8%	73.7%
UC San Diego	8	16.5%	77.6%
UC Santa Barbara	10	16.1%	72.2%
UC Davis	9	15.7%	70.9%
Florida	19	12.1%	67.9%
Georgia Tech	7	10.7%	71.1%
Virginia	2	8.9%	36.2%
Georgia	23	8.4%	68.5%
Pittsburgh	19	8.0%	25.3%
William & Mary	6	7.7%	43.3%
Wisconsin	10	7.6%	34.5%
Minnesota	25	6.7%	31.7%
Michigan	4	6.7%	20.9%
Illinois	13	5.7%	24.3%
North Carolina	5	5.1%	31.2%
Penn State	13	4.8%	24.4%
Purdue	23	4.5%	27.8%
Texas	13	4.0%	27.7%
Ohio State	17	3.3%	12.2%
Clemson	25	3.3%	24.7%
Maryland	17	2.8%	8.6%
UConn	19	2.4%	20.7%
Rutgers	25	1.4%	19.4%
Texas A&M	19	0.4%	14.8%

In-State Tuition & Mandatory Fees for Top 25 Public Universities

Public Schools	US News Public Rank	FY11-FY12 Change	FY08-FY12 Change
Washington	10	10.6%	27.9%
Minnesota	25	9.2%	23.2%
Virginia	2	9.1%	30.5%
North Carolina	5	8.5%	27.9%
UC San Diego	8	8.2%	33.5%
William & Mary	6	6.6%	32.5%
UCLA	2	5.7%	33.4%
Rutgers	25	5.7%	28.0%
UC Irvine	13	5.5%	32.5%
UC Santa Barbara	10	5.4%	32.6%
UC Davis	9	5.4%	32.5%
Wisconsin	10	4.9%	18.6%
Michigan	4	4.9%	20.7%
Maryland	17	4.8%	17.2%
Ohio State	17	4.3%	15.7%
Texas	13	4.1%	32.4%
Pittsburgh	19	3.9%	14.1%
Purdue	23	3.8%	24.4%
Clemson	25	3.8%	30.6%
Georgia Tech	7	3.5%	19.2%
Penn State	13	3.5%	18.4%
Georgia	23	2.7%	33.6%
Illinois	13	2.7%	11.0%
UConn	19	2.6%	21.0%
Florida	19	2.2%	56.6%
UC Berkeley	1	1.1%	33.3%
Texas A&M	19	0.2%	45.8%

Out-of-State Tuition & Mandatory Fees for Top 25 Public Universities

UConn's Affordability

- Among the Top 53 Public Universities:
 - In-State Tuition & Mandatory Fees
 - UConn's 2.4% one-year increase for FY12 is the 3rd lowest
 - UConn's FY12 rate of \$10,670 places us in the middle of the pack, as we rank 26th most expensive (up from 15th in FY08)
 - UConn's rate increase of 20.5% from FY08-FY12 is the 8th lowest
 - Out-of-State Tuition & Mandatory Fees
 - UConn's 2.6% one-year increase for FY12 is the 4th lowest
 - UConn's FY12 rate of \$27,566 ranks as the 29th most expensive (up from 22nd in FY08)
 - UConn's rate increase of 21.0% from FY08-FY12 is the 16th lowest

We Always Take Care of Our Needy Students Regardless of the Price of Tuition

- Neediest in-state students offered an aid package that meets their direct costs (tuition, fees, room & board)
- Packages might include a \$5,550 Federal Pell Grant, \$8,900 in state & institutional grants, and \$5,500 in student loans
 - Tuition funded need-based grants increased 32% since FY10
 - Tuition funded need-based grants as a percentage of net tuition revenue is budgeted at 20.2% for FY12 (DHE policy=15%)
 - Tuition funded scholarships increased 26% since FY10
- Approximately 15,000 students received financial aid packages in FY11
- Most recent average debt at graduation was \$23,237 compared to ~\$25,000 nationally and default rates were 2.4% compared to 7.0% nationally

Why UConn Costs Often Rise Higher than Inflation

- ⦿ Collective bargaining agreements
- ⦿ Enhancement of academic experience
- ⦿ Recruitment of prestigious faculty
- ⦿ Expansion of public engagement
- ⦿ Growth in research activities
- ⦿ Focus on economic development
- ⦿ Increased support of student life
- ⦿ Continued focus on public safety
- ⦿ Constant facility renovations / improvements

If tuition increase is held at 2.5% and no additional faculty are hired; the University projects it will breakeven*

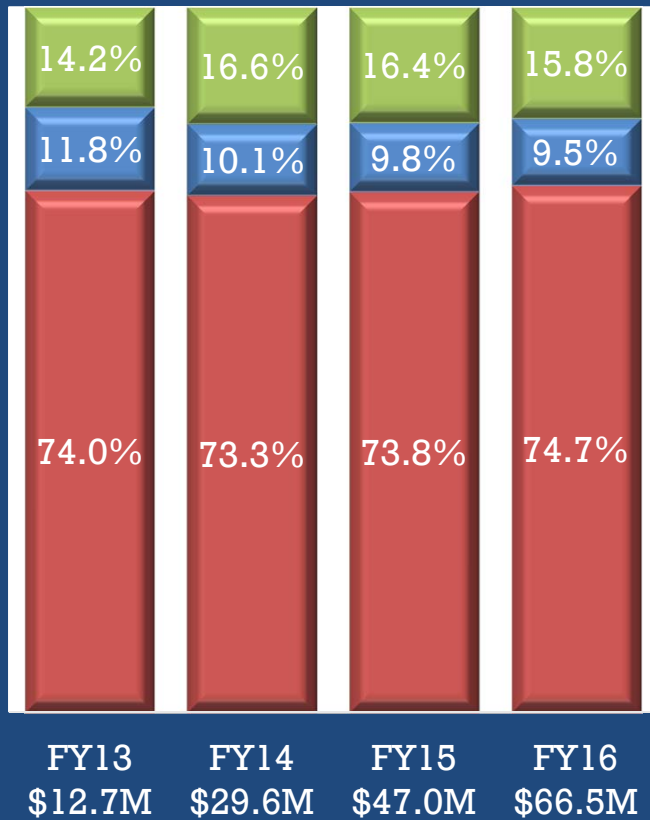
FY	% Tuition Increase	Results
2013	2.5%	\$0.9M Gain
2014	2.5%	\$5.6M Gain
2015	2.5%	\$4.8M Gain
2016	2.5%	\$3.5M Gain

*Assumes that State will fully fund collective bargaining increases in FY14-FY16

Four Year Faculty Hiring Plan*

Option 1

Funding Sources



FY	# of Faculty**	Student Faculty Ratio	Tuition Increase	State Approp Increase	Other Sources
13	70	17.1	5.50%	0.5% \$1.0M	\$1.5M
14	90	16.2	5.75%	0.5% \$2.1M	\$3.0M
15	65	15.6	6.00%	0.5% \$3.2M	\$4.5M
16	65	15.0	6.25%	0.5% \$4.4M	\$6.0M

*Assumes that State will fully fund collective bargaining increases in FY14-FY16

**Number of additional faculty this tuition increase enables UConn to hire

***For example: philanthropy, summer and online courses, further cuts to non-faculty, non-bargaining personnel, shutting down institutes/centers as appropriate, exploring more executive education programs, royalty & patent income, corporate partnerships

Option 1

FY13 – FY16 Proposed Increases for In-State Undergraduate Students

In-State Undergraduate	FY13	FY14	FY15	FY16
Tuition	\$8,712	\$9,216	\$9,768	\$10,368
Other Fees	2,530	2,590	2,676	2,762
Room - Double	6,096	6,278	6,466	6,660
Board - Value Plan	<u>5,044</u>	<u>5,196</u>	<u>5,352</u>	<u>5,512</u>
Total	\$22,382	\$23,280	\$24,262	\$25,302
Increment	\$896	\$898	\$982	\$1,040
Percentage	4.2%	4.0%	4.2%	4.3%

Option 1

FY13 – FY16 Proposed Increases for Out-of-State Undergraduate Students

Out-of-State Undergraduate	FY13	FY14	FY15	FY16
Tuition	\$26,544	\$28,080	\$29,760	\$31,608
Other Fees	2,530	2,590	2,676	2,762
Room - Double	6,096	6,278	6,466	6,660
Board - Value Plan	<u>5,044</u>	<u>5,196</u>	<u>5,352</u>	<u>5,512</u>
Total	\$40,214	\$42,144	\$44,254	\$46,542
Increment	\$1,832	\$1,930	\$2,110	\$2,288
Percentage	4.8%	4.8%	5.0%	5.2%

Option 1

FY13 – FY16 Proposed Increases for In-State Graduate Students

In-State Graduate	FY13	FY14	FY15	FY16
Tuition	\$10,782	\$11,394	\$12,078	\$12,834
Other Fees	2,004	2,046	2,114	2,182
Room	7,250	7,540	7,842	8,156
Board - Value Plan	<u>5,044</u>	<u>5,196</u>	<u>5,352</u>	<u>5,512</u>
Total	\$25,080	\$26,176	\$27,386	\$28,684
Increment	\$1,080	\$1,096	\$1,210	\$1,298
Percentage	4.5%	4.4%	4.6%	4.7%

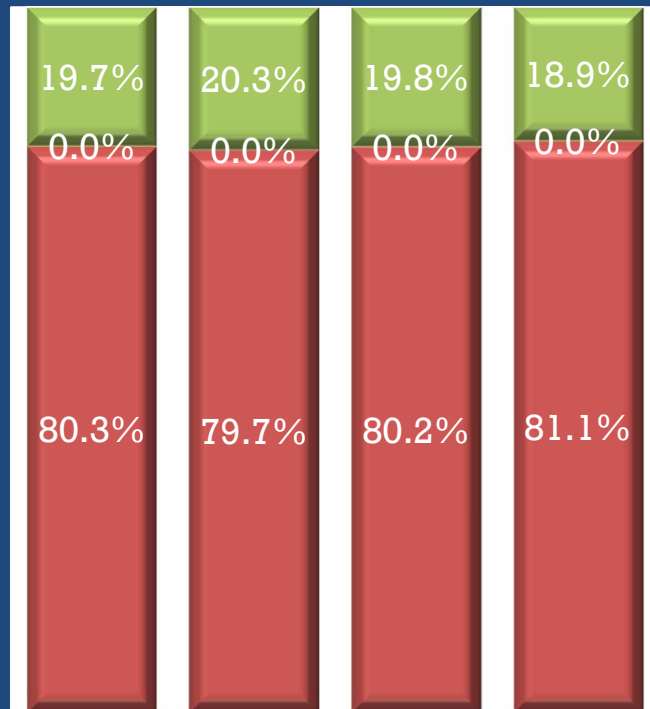
Option 1

FY13 – FY16 Proposed Increases for Out-of-State Graduate Students

Out-of-State Graduate	FY13	FY14	FY15	FY16
Tuition	\$27,990	\$29,592	\$31,356	\$33,300
Other Fees	2,004	2,046	2,114	2,182
Room	7,250	7,540	7,842	8,156
Board - Value Plan	<u>5,044</u>	<u>5,196</u>	<u>5,352</u>	<u>5,512</u>
Total	\$42,288	\$44,374	\$46,664	\$49,150
Increment	\$1,980	\$2,086	\$2,290	\$2,486
Percentage	4.9%	4.9%	5.2%	5.3%

Four Year Faculty Hiring Plan* Option 2

Funding Sources



FY13 \$12.7M
 FY14 \$29.6M
 FY15 \$47.0M
 FY16 \$66.5M



FY	# of Faculty**	Student Faculty Ratio	Tuition Increase	State Approp Increase	Other Sources
13	70	17.1	6.00%	\$0	\$1.5M
14	90	16.2	6.25%	\$0	\$3.0M
15	65	15.6	6.50%	\$0	\$4.5M
16	65	15.0	6.75%	\$0	\$6.0M

*Assumes that State will fully fund collective bargaining increases in FY14-FY16

**Number of additional faculty this tuition increase enables UConn to hire

***For example: philanthropy, summer and online courses, further cuts to non-faculty, non-bargaining personnel, shutting down institutes/centers as appropriate, exploring more executive education programs, royalty & patent income, corporate partnerships

Option 2

FY13 – FY16 Proposed Increases for In-State Undergraduate Students

In-State Undergraduate	FY13	FY14	FY15	FY16
Tuition	\$8,760	\$9,312	\$9,912	\$10,584
Other Fees	2,530	2,590	2,676	2,762
Room - Double	6,096	6,278	6,466	6,660
Board - Value Plan	<u>5,044</u>	<u>5,196</u>	<u>5,352</u>	<u>5,512</u>
Total	\$22,430	\$23,376	\$24,406	\$25,518
Increment	\$944	\$946	\$1,030	\$1,112
Percentage	4.4%	4.2%	4.4%	4.6%

Option 2

FY13 – FY16 Proposed Increases for Out-of-State Undergraduate Students

In-State Undergraduate	FY13	FY14	FY15	FY16
Tuition	\$26,640	\$28,296	\$30,120	\$32,136
Other Fees	2,530	2,590	2,676	2,762
Room - Double	6,096	6,278	6,466	6,660
Board - Value Plan	<u>5,044</u>	<u>5,196</u>	<u>5,352</u>	<u>5,512</u>
Total	\$40,310	\$42,360	\$44,614	\$47,070
Increment	\$1,928	\$2,050	\$2,254	\$2,456
Percentage	5.0%	5.1%	5.3%	5.5%

Option 2

FY13 – FY16 Proposed Increases for In-State Graduate Students

In-State Graduate	FY13	FY14	FY15	FY16
Tuition	\$10,836	\$11,520	\$12,276	\$13,104
Other Fees	2,004	2,046	2,114	2,182
Room	7,250	7,540	7,842	8,156
Board - Value Plan	<u>5,044</u>	<u>5,196</u>	<u>5,352</u>	<u>5,512</u>
Total	\$25,134	\$26,302	\$27,584	\$28,954
Increment	\$1,134	\$1,168	\$1,282	\$1,370
Percentage	4.7%	4.7%	4.9%	5.0%

Option 2

FY13 – FY16 Proposed Increases for Out-of-State Graduate Students

Out-of-State Graduate	FY13	FY14	FY15	FY16
Tuition	\$28,116	\$29,880	\$31,824	\$33,966
Other Fees	2,004	2,046	2,114	2,182
Room	7,250	7,540	7,842	8,156
Board - Value Plan	<u>5,044</u>	<u>5,196</u>	<u>5,352</u>	<u>5,512</u>
Total	\$42,414	\$44,662	\$47,132	\$49,816
Increment	\$2,106	\$2,248	\$2,470	\$2,684
Percentage	5.2%	5.3%	5.5%	5.7%

Report of the Senate Executive Committee
to the University Senate
December 12, 2011

The Senate Executive Committee has met four times since the November 14th meeting of the University Senate.

On November 17th and December 6th members of the Senate Executive Committee met with candidates for the Director of Public Safety/Chief of Police. The SEC appreciates that members of the Administration have solicited our input and we will be sending our comments to Barry Feldman shortly.

On December 2nd the Senate Executive Committee met privately with Provost Nicholls. Afterwards, the SEC met with the Chairs of the Standing Committees to plan for the agenda of this meeting and to coordinate the activities between the committees. The SEC would like to thank Andrew Moiseff and Eric Schultz for chairing their respective committees this semester and welcome Ernie Zirakzadeh who will chair Budget and Peter Kaminsky who will chair Curricula and Courses. The SEC also wishes to thank Mohamed Hussein who served as an alternate on the SEC for the fall semester.

On December 9th the Senate Executive Committee met privately with President Herbst. Afterwards, the SEC met with President Herbst, Provost Peter Nicholls, Senior Vice Provost Suman Singha, and Vice Presidents Richard Gray, Barry Feldman, Mary Holz-Clause, and Wayne Locust. We were pleased to welcome Mary Holz-Clause, Vice President for Economic Development and Wayne Locust, Vice President for Enrollment Planning and Management and look forward to working with them. At the meeting President Herbst and Vice President Gray announced Town Meetings that will be held this week to discuss tuition rates for 2012/2013. The first of which was held this afternoon and the second will be held Thursday, December 15th from 3:00-4:00 PM in Konover Auditorium, Dodd Center. John Saddlemyre told us that the Veteran's Oasis in the Student Union will have a soft opening this week with a formal dedication early in the spring semester. Barry Feldman informed us that the University is beginning to develop a five-year capital projects plan.

As you may remember, the Senate passed a resolution at its January 2011 meeting last year recommending that the University hold a Metanoia on civility. Planning for the Metanoia has begun and we thank Dr. Vicki Magley from the Department of Psychology for agreeing to serve as the faculty co-chair of the committee.

Please be advised that a special election is currently underway to elect a new chair to the Senate Executive Committee. If you have not done so already, please vote.

Respectfully submitted,
Kent E. Holsinger
Chair, Senate Executive Committee
December 12, 2011

Tribute to Professor Kent Holsinger
University Senate
December 12, 2011

On behalf of the Senate Executive Committee, it is my honor to offer our sincere gratitude to Senator Kent Holsinger for chairing the SEC this past summer and semester. Professor Holsinger easily settled into the chair-ship. A strong believer in efficiencies, he modified the committee reporting method at SEC meetings by having committee chairs prepare reports in advance. This left time for more substantial discussions. He also has been particularly effective in keeping the Undergraduate Student Government informed, advocating for student involvement in the decision-making process. In his short tenure as chair he conducted a TAFS meeting, established the Metanoia on community civility, and welcomed the first ever graduate student to the SEC. His willingness to lead the grad school speaks not only to his many talents, but also in a more personal way, to help in a time in need for one of our dear friends and for the University. Kent is well known for his “star quality” voice, but you may not be aware of his sense of humor. Thus I would like to close with a limerick.

There once was a professor named Kent
To chair the SEC he was sent
Now he’s a dean
Vice provost and mean
Let’s all wish him a rapid ascent.

**Nominating Committee Report
to the University Senate**

December 12, 2011

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

Blanca Silvestrini from the General Education Oversight Committee

2. We move to appoint the following faculty members to the named committee effective immediately with the term ending June 30, 2014:

Thomas Long to the General Education Oversight Committee

Gustavo Nanclares to the General Education Oversight Committee

3. We move the following undergraduate student additions to the named committees effective immediately with a term ending June 30, 2012:

Claire Berube to the Diversity Committee

Scott Campbell to the Curricula & Courses Committee

Shaquana Chaneyfield to the Diversity Committee

Kevin Fan to the Curricula & Courses Committee

Heather Grove to the Enrollment Committee

Shilpa Kolli to the Faculty Standards Committee

Mary Mackie to the Student Welfare Committee

Stephanie Naranjo to the Enrollment Committee

Sarah Purtill to the Student Welfare Committee

Amanda White to the Faculty Standards Committee

4. For the information of the Senate, the Graduate Student Government has appointed Safet Berisa to membership on the University Senate effective immediately with a term ending June 30, 2012. He is replacing Richard Colon, Jr. who stepped down.

Respectfully submitted,

Marie Cantino, Chair

Thomas Bontly

Cameron Faustman

Andrea Hubbard

Andrew Moiseff

Susan Spiggle

**University Senate Curricula and Courses Committee
Report to the Senate
December 12, 2011**

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

- A. CDIS 2XXX Anatomy and Physiology of Speech and Hearing
Three credits. Prerequisite: Open to sophomores or higher.
Anatomical, neurological and physiological principles fundamental to the understanding of speech and hearing.
- B. GERM 2xxx The Environment in German Culture
Three credits. Three lectures/discussions. Prerequisites: Open to sophomores and above.
Ecological thinking in German culture from the Greeks (Plato) to the Greens (Amery).
The second half of the semester consists of student projects on current environmental policies in the European Union.
- C. INTD 2XXX The PA²SS Program, Mentoring African American Students
One credit. May be repeated for a maximum of four credits. Prerequisites: Open to sophomores or higher with the consent of the instructor. W. Price.
Successful mentoring strategies and strategies for effective communication and discourse. Students will learn about and recognize the consequences of stereotype threat and will develop proficiency in mentoring African American college students to become lifelong learners.
- D. INTD 2XXX. Tutoring Principles for Quantitative Learning.
Either semester. One credit. Prerequisite: open only with consent of instructor. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).
An interdisciplinary introduction to peer-to-peer tutoring in quantitative courses.
Readings on individualized learning assistance and adapting instruction to different learning styles. Training in techniques to guide peers towards becoming independent learners with higher levels of reasoning and assessment of knowledge in quantitative disciplines.
- E. NURS 2175 Global Politics of Childbearing & Reproduction
Three Credits. One lecture per week.
Maternal health and reproductive issues on a global scale. Focused and sustained examination of the social, cultural, and political forces which organize childbirth and reproductive experiences.

F. SAAS 290 Animal Science Field Excursions

One credit. Prerequisite: Open only with instructor consent. May be repeated for credit with a change of topic. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

A multiple day field trip format. Students in this course will travel with the instructor to visit and tour agri-businesses that represent commercial aspects of different animal science activities. Students will interview agri-business personnel and gain an understanding of how agricultural principles are applied in the field. Each student must submit a formal written report for evaluation and meet all other course requirements as specified by the instructor. Field trip is required.

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

A. AH 1100 Introduction to Allied Health Professionals

Current Catalog Copy

1100 Introduction to Allied Health Professionals

One credit. Lecture. Prerequisite: Open only to freshmen and sophomores; others with instructor consent.

Overview of health professions, team approach to health care delivery.

Revised Catalog Copy

1100 Introduction to Allied Health Professionals

One credit. Lecture.

Overview of health professions, team approach to health care delivery.

B. AH 2000 Fundamentals of Allied Healthcare

Current Catalog Copy

2000 Fundamentals of Allied Healthcare

Three credits. Prerequisite: Open only to sophomore and above students in Allied Health Sciences, Diagnostic Genetic Sciences, and Medical Laboratory Sciences; others by consent.

An introduction to the basics of the health care system and the role of Allied Health professionals within this system. Topics include ethical and legal responsibility, professionalism, communication, delivery systems, insurance and government providers.

Revised Catalog Copy

2000 Fundamentals of Allied Healthcare

Three credits. Prerequisite: Open only to sophomore and above students in Allied Health Sciences, Diagnostic Genetic Sciences, and Medical Laboratory Sciences; others by consent. Not open for credit for students who have passed NURS 1130.

An introduction to the basics of the health care system and the role of Allied Health professionals within this system. Topics include ethical and legal responsibility, professionalism, communication, delivery systems, insurance and government providers.

C. GEOG 3120 Introduction to Human Geography

Current Catalog Copy

3120 Introduction to Human Geography

Three Credits. Tuesday and Thursday. Priscilla McCutcheon

Geographic perspectives on the relationships between human behavior/activities, and the physical, economic, and cultural environments.

Revised Catalog Copy

2200 Introduction to Human Geography. Introduction to Human Geography

(3120) Three Credits. Two lectures. Priscilla McCutcheon

Geographic perspectives on the relationships between human behavior/activities, and the physical, economic, and cultural environments.

III. The Curricula and Courses Committee recommends approval to REVISE the following General Education courses:

A. All W courses

Current Catalog Copy

Prerequisite: ENGL 1010 or 1011 or 3800

Revised Catalog Copy

Prerequisite: ENGL 1010 or 1011 or 2011 or 3800

B. WS 3265W

Current Catalog Copy

3265W Women's Studies Research Methodology

(265W) First semester. Three credits. Prerequisite: WS 1103 or WS 1104 or WS 1124 or HIST1203; ENGL 1010 or 1011 or 3800; Open only to WS majors. Women's Studies majors are strongly urged to take this course as early as possible and before PHIL 3218.

Analyses of gender bias in research design and practice, problems of androcentric values, and overgeneralization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies.

Revised Catalog Copy

3265W Research Methodology

(265W) First semester. Three credits. Prerequisite: WS 1103 or WS 1104 or WS 1124 or HIST 1203; ENGL 1010 or 1011 or 3800; Open only to majors. Majors are strongly urged to take this course as early as possible and before PHIL 3218.

Analyses of gender bias in research design and practice, problems of androcentric values, and over-generalization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies.

C. WS 4994W

Current Catalog Copy

4994W Senior Seminar in Women's Studies

(289W) Second semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.

Recommended

preparation: WS 3265W and PHIL 3218 or instructor consent. For WS majors only.

McComiskey

Capstone course integrating and analyzing Women's Studies theory and substance through research on a common topic and discussion of advanced texts.

Revised Catalog Copy

4994W Senior Seminar

(289W) Second semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.

Recommended

preparation: WS 3265W and PHIL 3218 or instructor consent. For majors only.

Capstone course integrating and analyzing Women's, Gender and Sexuality Studies theory and substance through research on a common topic and discussion of advanced texts.

IV. The Curricula and Courses Committee recommends approval of the following courses for inclusion in Content Area 1 Arts & Humanities

A. GERM 2xxx The Environment in German Culture

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

A. NURS 2175 Global Politics of Childbearing & Reproduction

VI. For the information of the Senate, the General Education Oversight Committee approved the following courses for intensive session offering:

A. PP 1001 Introduction to Public Policy

VII. For the information of the Senate, the English Department has updated their Information Literacy Plan

Respectfully Submitted by the 11-12 Senate Curricula and Courses Committee.

Eric Schultz, Chair, Keith Barker, Pamela Bedore, Marianne Buck, Andrew DePalma, Hedley Freake, Gerald Gianutsos, Dean Hanink, Peter Kaminsky, Kathleen Labadorf, Susan Lyons, Joseph Madaus, Maria Ana O'Donoghue, Jeffrey Ogbar, Pieter Visscher

12-12-11

REVISED APRIL 8, 2008

**OUR WORLD, OUR PEOPLE,
OUR FUTURE:
THE UNIVERSITY OF
CONNECTICUT ACADEMIC
PLAN 2008 - 2013**

Institutional Identity & Mission

The University of Connecticut is the state's premier public university with a high national ranking and a reputation for excellence in all aspects of its mission. It has highly-qualified and successful students, strong undergraduate programs, a growing research portfolio, and emerging strengths in its graduate, professional, and pre-professional programs, including its programs in education, business, law and engineering, in the basic, social, and health sciences, and in the arts and humanities. As a research-intensive university, it prizes excellence not only in teaching and learning but also in scholarly endeavor, scientific research, and artistic production. And as a land and sea grant institution, it is committed to active engagement with the larger community, not just through its outstanding College of Agriculture and Natural Resources, but also through the cultural, economic, and health services it can provide to both the state and the nation.

Aspiration and Values

The University of Connecticut aspires to be recognized as one of the top-20 public research universities in the nation. Over the next five years, this Academic Plan will guide our trajectory toward that goal, as will our dedication to a set of shared values and standards.

Themes

The mission, aspiration, and values articulated above frame the major disciplinary and interdisciplinary themes embedded in “Our World, Our People, Our Future.” They serve to unify the plan and link new interdisciplinary initiatives to the strong traditional disciplines from which they emerge and in which they must remain grounded.

Our World emphasizes the need to build on our strengths in environmental research and education and to prepare our students for work and personal success as participants in an internationalized economy and an increasingly diverse society.

Our People draws on our landmark accomplishments in health care and human behavior to improve the quality of life for people in this state and beyond.

Our Future stresses the importance of collaborating with the State and with partners in the private sector to develop new products, processes, and entrepreneurial opportunities, and thus to foster economic growth and opportunity.

Focused Areas of Excellence

As this introduction suggests, emerging areas of interdisciplinary excellence grounded in traditional academic disciplines will be an important factor guiding the development of our existing research, teaching, and public engagement programs. These areas of excellence encompass:

The Environment, including the environment and human health, the environment and sustainable ecosystems, the environment and sustainable energy.

Health and Human Behavior, including basic and clinical biomedical science; the relations between policy, law, behavior, science, and health; and the translation of discovery in basic sciences to products, policies, and practices that improve the health and quality of life of people everywhere.

Arts, Culture, and Society from a Local to a Global Perspective, including human rights, intellectual property, research on multicultural and international topics, and cultural enrichment in the humanities and fine arts.

Additionally, our regional campuses have a special and highly focused place in the mission of the University. Each has a special focus that complements the work carried out at the Storrs campus and the Health Center. These include:

Avery Point: Marine sciences and maritime studies.

Greater Hartford: Metropolitan issues, public policy, and health policy.

Stamford: International, business, and selected arts and sciences programming.

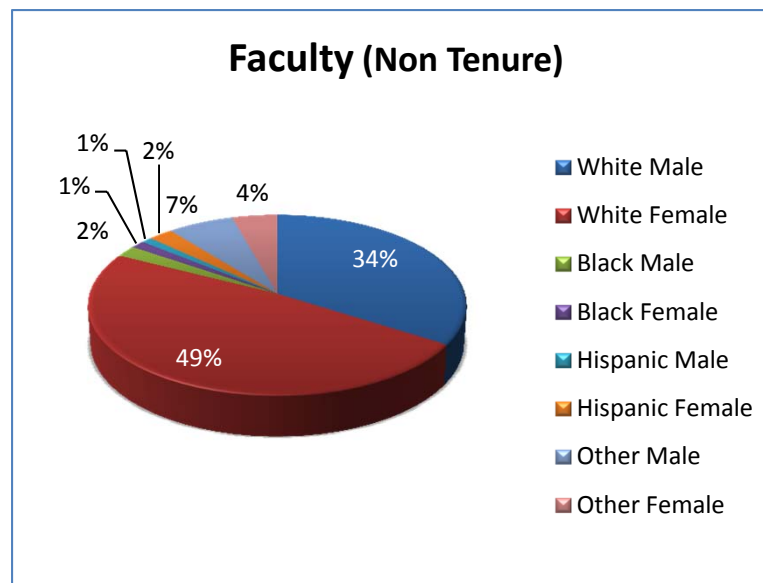
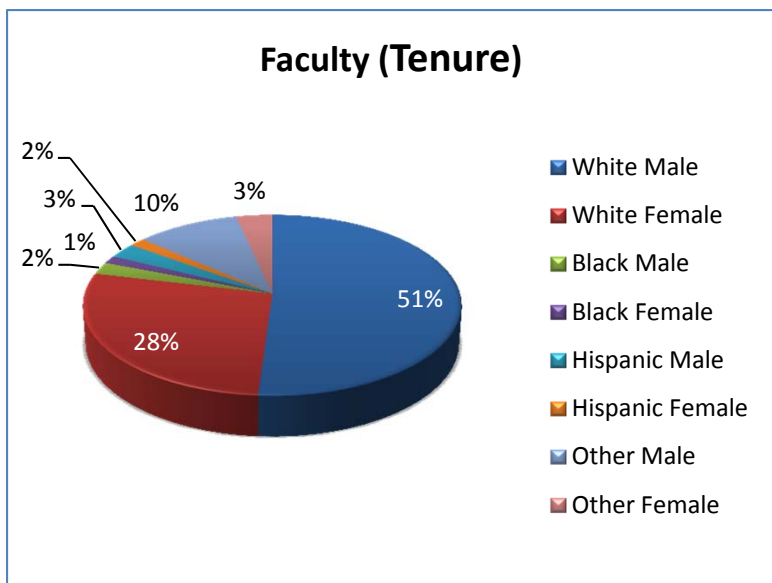
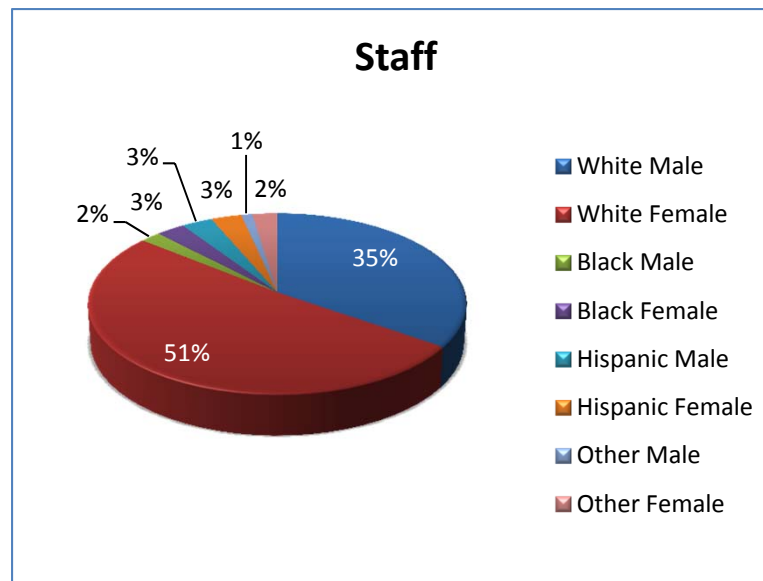
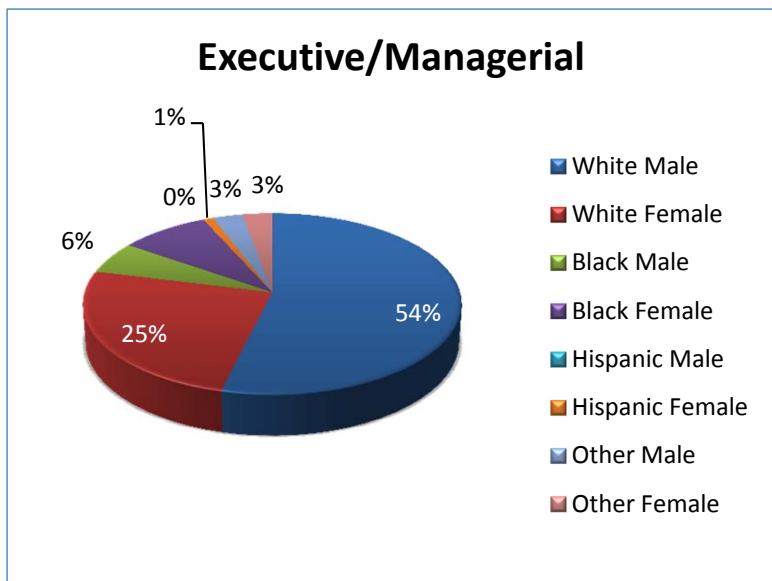
Torrington: Arts and humanities.

Waterbury: Civic and community engagement.

ODE's 2011 ANNUAL SENATE UPDATE: DIVERSITY PLAN

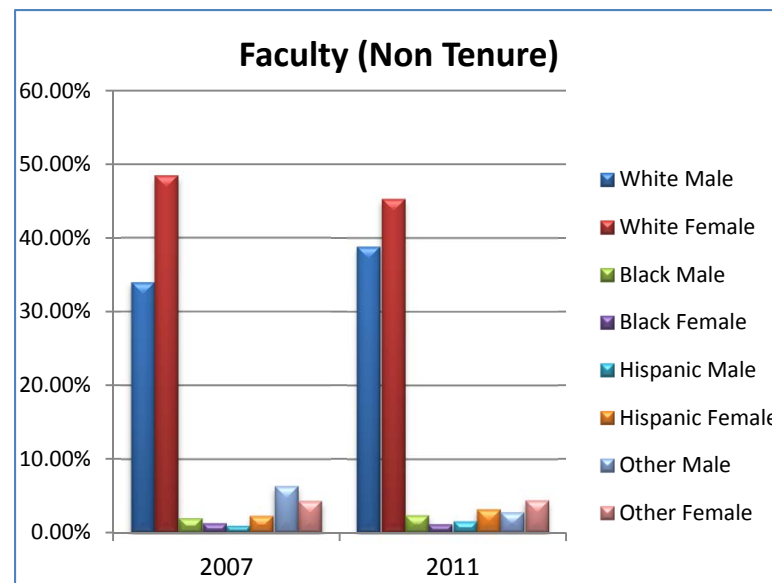
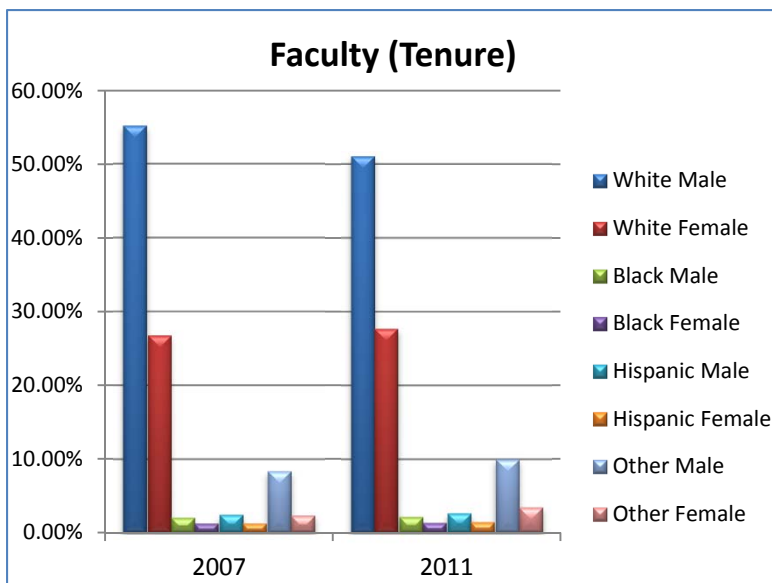
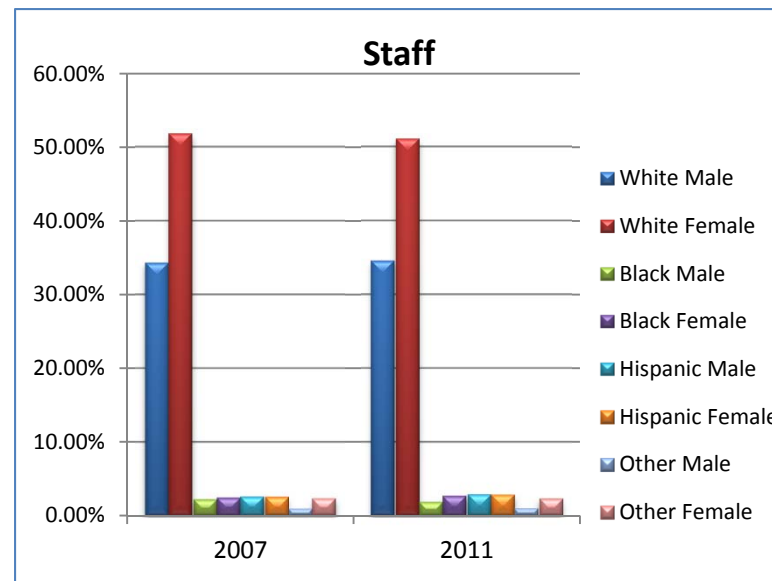
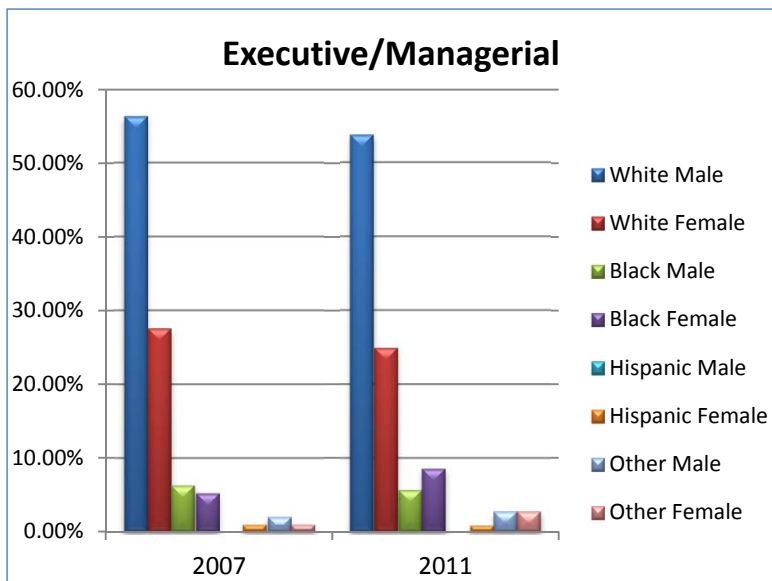


2011 Workforce Demographics



Workforce: Full and part time employees, not including special payroll, postdocs, and graduate assistants.

2007 and 2011 Demographics Compared



SCHOOLS OF THOUGHT

Past

- Diversity = Less qualified or compliance obligation
- The best candidates shouldn't have to be convinced to apply.
- "This candidate wouldn't be interested in UConn."

Future

- Diversity = Excellence
- The best candidates respond to relationship-building.
- "UConn is interested in this candidate."

PRACTICAL RECRUITMENT STRATEGY

- Incorporate diversity standards language into job postings and department materials.
 - And focus on positive attributes of Storrs/UConn community
- Recruitment strategy should be continuous and targeted even when searches are not open.
- Engage in non-traditional networking
 - Networking
 - Conferences
 - “One on One” relationship-building
 - Pipeline-building with targeted goals
 - Associations
 - List-servs



WE'RE HERE TO HELP

<http://ode.uconn.edu/search/>

Outreach Resource Guide
contained online

Phone: 860-486-2943

Email:

elizabeth.conklin@uconn.edu

hanna.prytko@uconn.edu

katherine.johansen@uconn.edu



LOOKING FORWARD - ON THE HORIZON



- ODE Senior Faculty Fellow (yearly appointment?)
- Inherent Bias Trainings and Expanded Search Materials and assistance in-person and online
- What are your ideas?