

MINUTES OF THE UNIVERSITY SENATE MEETING
April 23, 2012

1. The regular meeting of the University Senate for April 23, 2012 was called to order by Moderator Spiggle at 4:00 PM.
2. Approval of Minutes

Senator Spiggle presented the minutes of the regular meeting of March 26, 2012 for review.

The minutes were approved as posted.

3. Report of the President was delivered by Sally Reis, Interim Vice Provost.
(Attachment #43)

Senator Reis expressed words of thanks to the *UConn Reads* committee on behalf of President Herbst. President Herbst has asked that the committee consider a novel for next year's program. President Herbst also sent word that she will continue to pursue the idea of bringing in outside review teams to examine various programs in the University.

Senator Reis thanked the Police and Fire Departments and the students for making Spring Weekend a non-event.

Senator Reis shared that Provost Nicholls is improving; he is up and moving around and met for three hours earlier in the day concerning the University of Connecticut hiring plan. The Provost hopes to be back part-time as soon as his physicians approve. On May 10th at 4:00pm at Wilbur Cross there will be a reception in honor of Peter Nicholls term as Provost.

Senator Reis described the reorganization and consolidation of certain units of the University, particularly the integration of the Center for Continuing Studies (CCS) and the Institute for Teaching and Learning (ITL) into a Center for Excellence in Teaching and Learning (CETL). Many of the former administrative activities of the CCS will be absorbed into existing structures, including the University Registrar's Office and the Office of the Bursar rather than duplicating the services previously also extant in the CCS.

Regarding the hiring plan Senator Mannheim inquired what kind of feedback will be provided to those programs that will not be funded. Senator Reis replied that feedback was provided to the Deans as the process unfolded. Part of the feedback will come from the Provost's Office and other feedback will come from the President's Office. Written feedback will be provided concerning what was funded and what might be re-submitted next year. She encouraged the Senate to remember that this is the first year of a three-year program.

Senator Darre inquired what will happen to the Bishop Center. Senator Reis replied that there are a series of proposals being considered but no decisions have been made. She also stated that there are some needs for emergency swing space that will be accommodated in the Bishop Center.

Senator Reis announced that there are approximately 30 applications for the Vice President for International Affairs and about 23 for the Vice Provost for Diversity. The pools are strong for these two positions.

4. Senator Moiseff presented the Report of the Senate Executive Committee. (Attachment #44)
5. Moderator Spiggle recognized Senator Headley Freake who presented a paean to Senator Moiseff for his leadership of the Senate Executive Committee this semester. (Attachment #45)
6. Moderator Spiggle presented the Consent Agenda.

Senator Mannheim stated that the Scholastic Standards Committee was asked to consider extending the time between classes from ten minutes to fifteen minutes at the end of the last academic year and asked for a status update. Senator Recchio replied that such an extension had not been yet been considered. Senator Mannheim suggested that the incoming committee address this question.

- a. Annual Report of the Curricula and Courses Committee (Attachment #46)
- b. Annual Report of the Enrollment Committee (Attachment #47)
- c. Annual Report of the Faculty Standards Committee (Attachment #48)
- d. Annual Report of the General Education Oversight Committee (Attachment #49)
- e. Annual Report of the Growth and Development Committee (Attachment #50)
- f. Annual Report of the Scholastic Standards Committee (Attachment #51)
- g. Annual Report of the Student Welfare Committee (Attachment #52)
- h. Annual Report of the University Budget Committee (Attachment #53)
- i. Report of the Curricula and Courses Committee (Attachment #54)
- j. Report of the Nominating Committee (Attachment #55)

The consent agenda was approved as presented.

7. Senator Hubbard presented the Report of the Nominating Committee. (Attachment #56)

The 2012/2013 Standing Committee membership of the University Senate as drafted by the Nominating Committee was presented by Senator Hubbard.

The Nominating Committee moved the approval of the 2012/2013 standing committee membership as shown on Attachment #56.

The motion carried.

8. Senator Reis presented a *Senate Update on Online Learning*.

(Attachment #57)

Senator Reis recognized many of the persons in attendance that contributed to the report and then discussed the national directions for online education. She stated that we do not want to be known as the largest online program, but as the best.

Senator Majumdar stated that there is a group of faculty who already have developed and offered online courses. Some of them were devised with assistance from ITL and others with assistance from other persons. Senator Majumdar inquired how the issue of intellectual property ownership will be settled. And as well, what kind of assessment of quality will be made of the new online courses before they are actually included in the new system. Senator Reis responded that there already are intellectual property rights that are extended to authors. If there have been University resources utilized in the creation of an online course, an agreement will be presented to determine if faculty wish to consider continuing to offer these courses. Courses that are already approved as ordinary face-to-face offerings will be approved for online automatically and new courses will undergo the normal course approval process. Senator Majumdar inquired which semesters would the online courses be offered. Senator Reis responded that the deans and departments will make those decisions later. Senator Majumdar inquired about course evaluations for these courses stating that it is a very difficult process right now. Senator Reis replied that there are several suggestions that are being examined at the present time. Senator Majumdar commented that the reason that these courses fill so fast is the expectation of a reduced workload on the part of the students. He requested that there might be a mechanism that points out to students that these are still UConn credits and the courses still will maintain the same rigor as other University of Connecticut courses.

Senator Manheim commented that it is possible that students may resist filling out an online evaluation because of fear that they might be traced. He then asked if the online courses will require less faculty time, more faculty time, or the same. Senator Reis stated that at first it does take more time to put a course together but once it is up and running it probably will take only a little more time than a face-to-face class. Senator Majumdar commented that students sometimes take online classes to avoid conflicts with other required courses.

Senator Freake commented that he had never taught a course completely online but he is confused by the business plan in that how can it make business sense to teach a class to 25 people online as opposed to teaching a class to 120 students in a lecture hall. Senator Reis replied that it make never make sense to replace a very large class with an online class.

9. Directors Michael Alfultis, Michael Menard, Sharon White, and William Pizzuto presented the Annual Report of the Vice Provost on the Regional Campuses.

(Attachment #58)

10. Senator Fox presented the Annual Report of the Parking Advisory Committee.
(Attachment #59)

Senator Mannheim stated that he is pleased that the center of campus will be bus free, and encouraged the administration to consider covered walkways.

11. Professor Sylvia Schafer presented the Annual Report of the Provost's Library Advisory Committee.
(Attachment #60)

12. Senator Darre presented the Annual Report of the Commencement Committee..
(Attachment #61)

13. New Business – None.

14. There was a motion to adjourn.

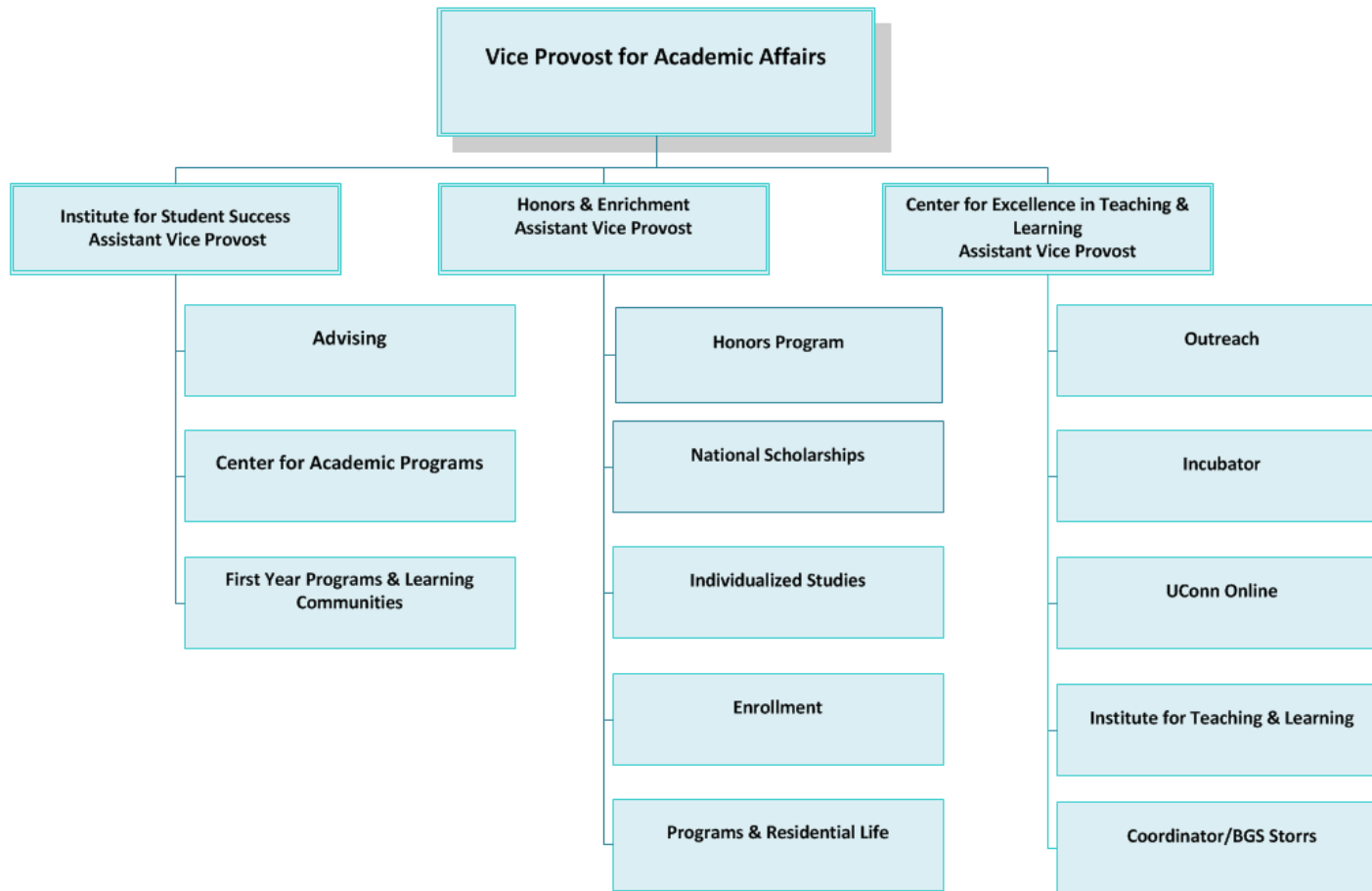
The motion was approved by a standing vote of the Senate.

The meeting adjourned at 5:51 PM.

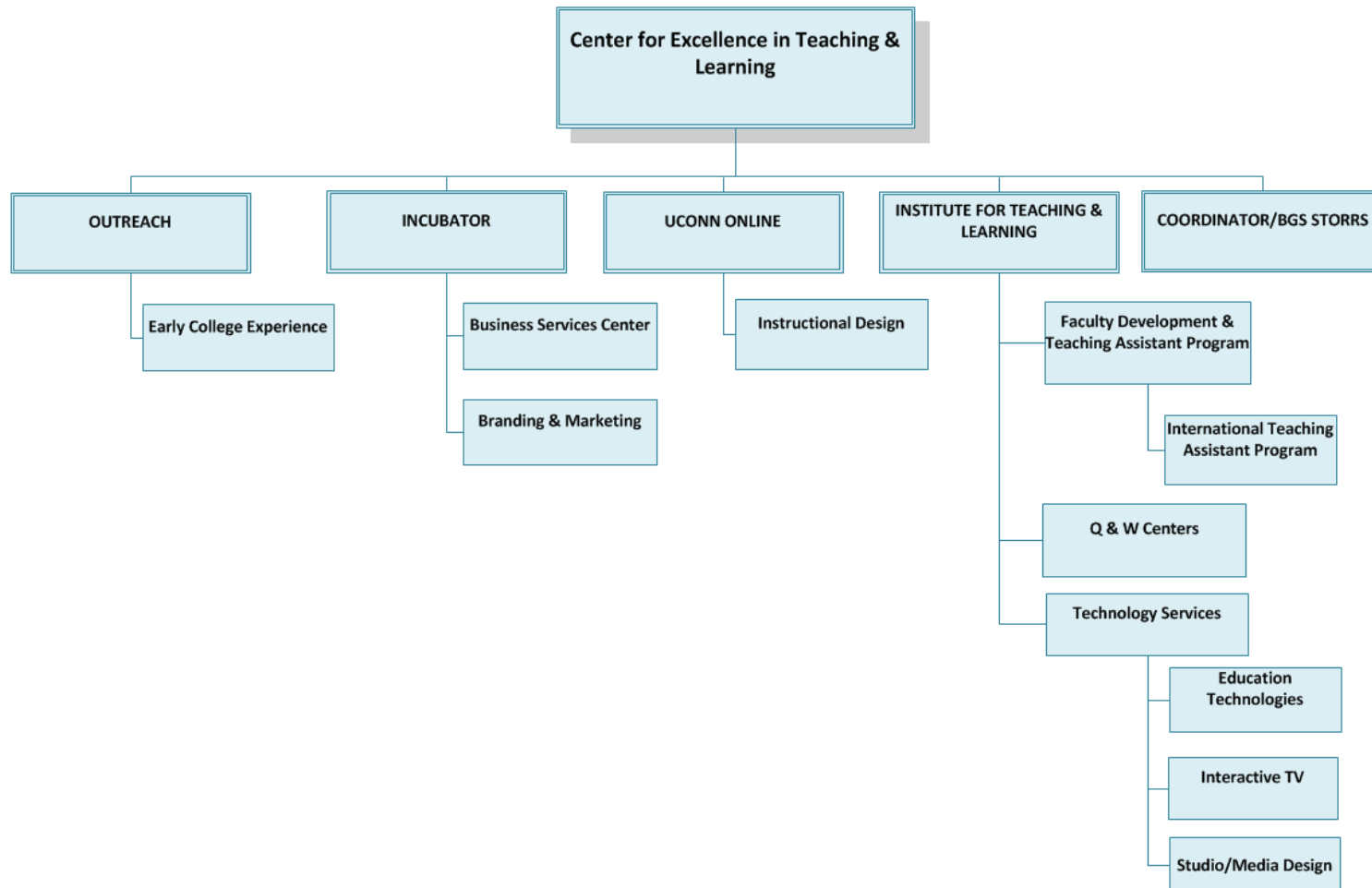
Respectfully submitted,

Robert Miller
Professor of Music
Secretary of the University Senate

Undergraduate Education & Instruction



Center for Excellence in Teaching & Learning



Institute for Teaching & Learning



**Report of the Senate Executive Committee
to the University Senate
April 23, 2012**

The Senate Executive Committee has met three times since the March 26th meeting of the University Senate.

On April 13th the Senate Executive Committee (SEC) met with the Chairs of the Standing Committees. A topic of discussion was that the student evaluation of teaching by-law revision was reviewed by the Health Center to ensure it does not have unintentional consequences. It will now be forwarded to the Provost's office for presentation to the Board of Trustees.

On April 17th the SEC met with Interim Vice Provost for Academic Affairs Sally Reis and Chief Operations Officer for Academic Administration Amy Donahue to discuss the reorganization of the Center for Continuing Studies (CCS) and the Institute for Teaching and Learning (ITL) and the organization of a new Center for Excellence in Teaching and Learning.

On April 20th, Vice Provost for Information Technology Nancy Bull provided the SEC with the opportunity to meet with Mr. Timothy O'Rourke, one of the consultants participating in a high-level review of the information technologies enterprise at UITS.

Following the meeting with Mr. O'Rourke, the SEC met in closed session with President Herbst. Afterwards the SEC met with Vice Presidents Gray and Locust and Chief Operations Officer for Academic Administration Amy Donahue. The SEC was updated on the University's progress toward reaching its admissions goal for next fall (3225 students in Storrs with an additional 1000 at regional campuses). Preliminary review of the admitted students indicates adherence to our current SAT scores at Storrs and a rise at the regional campuses. The SEC was alerted that the University is eliminating early admission. Applications will be received through January 15th and admission decisions will be announced beginning on March 1st. Amy Donahue updated the SEC on the status of the faculty hiring plans which are still being evaluated. Richard Gray updated us on the implementation of a new travel policy that has been reviewed by the deans, department heads, and administrative assistants. The travel policy is now being reviewed by the AAUP.

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 Herbst, 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.

I would like to extend special recognition and thanks to Provost Nicholls. Provost Nicholls's term ends soon and he will return to the ranks of the faculty. As Provost, he remained our steady link to the central administration as the University's Presidential leadership transitioned from President Austin, to President Hogan and finally to President Herbst. Throughout this 10-year period Provost Nicholls was readily available to the SEC for frank private and public discussions, and was a steady participant in Senate meetings. Shared governance cannot function effectively without the participation of the University leadership so we thank Provost Nicholls for his active involvement with the Senate throughout his tenure as Provost. I am sure that I speak for the whole senate when I wish Provost Nicholls a quick recovery and offer him our best wishes as he assumes his new role on the faculty of the Department of Educational Leadership in the Neag School of Education.

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. 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 core of the Senate's work gets done, in large part, in the standing committees. Collectively, these individuals bring a broad view, key expertise, and experience to bear on the issues, policies, and grievances that come before them.

The Chairs of the Senate's committees are applauded for their tireless service working on behalf of all of us.

[alpha order by committee]

This year the committee chairs were:

- Andrew Moiseff & Cyrus Ernesto Zirakzadeh/Budget
- Eric Schultz & Peter Kaminsky/Courses & Curricula
- Anne Hiskes/Diversity
- Carol Polifroni/Enrollment
- Mohamed Hussein/Faculty Standards
- Murphy Sewall/GEOC
- Katrina Higgins/Growth & Development
- Marie Cantino/Nominating
- Thomas Recchio/Scholastic Standards
- Donna Korbel /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 serve as chairs.

I would like to thank my colleagues who have served on the Senate Executive Committee this year. Members of the Senate's Executive Committee were:

- John Clausen
- Harry Frank
- Karla Fox
- Hedley Freake
- Katrina Higgins
- Kent Holsinger
- Mohamed Hussein
- Debra Kendall
- Skip Lowe
- Carol Polifroni
- Kathleen Segerson
- Susan Spiggle
- Cyrus Ernesto Zirakzadeh
- and student members Chantelle Messier and Samuel Tracy

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 secretary, Bob Miller, has worked hard to accurately record the information we share in our monthly meetings -- our debates, motions, and reports. We thank both Moderator Spiggle and Secretary Miller for agreeing to return to their roles next year.

Finally, executing the business of the Senate, the Standing Committees, and the SEC would not be possible without the dedicated effort of Tammy Gifford. The fact that we are rarely aware of the extensive behind-the-scenes work that goes into everything we do is a tribute to Tammy's expertise and professionalism. Thank you, Tammy.

Respectfully submitted,
Andrew Moiseff
Chair, Senate Executive Committee
April 23, 2012

A Paeon to Senator Moiseff
from the Senate Executive Committee
University Senate Meeting
April 23, 2012

On behalf of the Senate Executive Committee and the Senate as a whole, I am pleased to have this opportunity to acknowledge the services of our leader, SEC chair Andy Moisseff, over this spring semester. Andy was elected to this position when his predecessor, Kent Holsinger was asked to become interim dean of the graduate school. With very little notice, Andy agreed to rearrange his life to take on this important and time-consuming role. He was actually extremely well prepared for the job since he has served the Senate and the university in a multitude of ways. He has the distinction of being the person most frequently represented on the current list of Senate Contacts that Tammy distributes each year. In addition to chairing the SEC, he is the Senate representative to the Academic Affairs Committee of the Board of Trustees, a member of the Committee of Three and a member of the Senate Nominating Committee. For the most part, these are elected positions and demonstrate the great trust and respect that his colleagues have for him. I particularly remember Andy as chair of the Scholastic Standards Committee, when, even by that committee's own standards, the amount of business was enormous and complex. He would bring motions to the floor of the Senate and retain his clear thinking, patience and good humor in the face of our most idiosyncratic questioning and negative votes. As chair of the SEC, his intelligence, attention to detail and follow through have all been apparent, as he has assured the smooth operation of the Senate and coordinated the work of its subcommittees. He has interacted very effectively with the university administration, as an advocate and an example of effective shared governance. I have shared many lunches with Andy over the years and I have had the opportunity to note his particular and sometimes singular food choices. Consequently, as a small token of our appreciation, I would like to present Andy with his lunch supply for this week, an extra large bag of potato chips.

**Annual Report of the Curricula & Courses Committee
To the University Senate
April 23, 2012**

Actions April 25, 2011 through March 26, 2012

During the past year, the Curricula and Courses Committee brought forward the following recommendations that subsequently were approved by the Senate.

I. 1000-level courses:

1. New courses added:

INTD 1991	Supervised Internship Experience (one year approval 4/11)
FINA 1001	Earthtones: Vocal Ensemble (10/11)
PUBH 1001	Introduction to Public Health (10/11)
ECON 1493	Foreign Study (2/12)
MUSI 1701	Introduction to Music Education (2/12)
NUSC 1245	Introduction to Dietetics (2/27)

2. Courses retained following changes in title, catalog description, credit, cross-listing and/or prerequisites:

WS 1124	Gender and Globalization (04/11)
CSE/BME/MCB/PNB 1401	Honors Core Computational Molecular Biology (10/11)
WS 1105	Gender and Sexuality in Everyday Life (10/11)
GSCI 1052	Laboratory Earth and Life through Time (11/11)
AH 1100	Introduction to Allied Health Professionals (12/11)
MUSI 1011	Music Fundamentals and Ear Training I (2/12)
MUSI 1012	Music Fundamentals and Ear Training II (2/12)

3. Courses deleted:

WS 1103	Introduction to WS in the Social Sciences (11/11)
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II. 2000-level courses:

1. New courses added:

POLS 2062	Privacy in the Information Age (4/11)
ENGL 2011	Honors I: Literary Study through Reading and Research (10/11)
CDIS 2XXX	Anatomy and Physiology of Speech and Hearing (12/11)
GERM 2XXX	The Environment in German Culture (12/11)
INTD 2XXX	The PA ² SS Program, Mentoring African American Students (12/11)
INTD 2XXX	Tutoring Principles for Quantitative Learning (12/11)
NURS 2175	Global Politics of Childbearing and Reproduction (12/11)
SAS 290	Animal Science Field Excursions (12/11)

ECON 2500W	Writing in Economics (2/12)
MSE 2102	Materials Science and Engineering II (2/12)
CE 2211	Engineering Economics (4/9)

2. Courses retained following changes in title, catalog description, credit, and/or prerequisites:

HORT 2560W	Written Communications in Horticulture (10/11)
AH 2000	Fundamentals of Allied Healthcare (12/11)
GEOG 2200	(originally GEOG 3120) Introduction to Human Geography (12/11)
MATH 2710	Transition to Advanced Mathematics (2/12)
ARTH 1138	Introduction to Art History II (2/27)
ARTH 1137	Introduction to Art History I (2/27)
BME 3600W	Biomechanics (2/27)
BME 2101	Introduction to Biomedical Engineering (2/27)
NRE 2455	Forest Ecology (4/9)

III. 3000 level courses:

1. New courses added:
- | | |
|----------|--|
| SAAS 364 | Management Skills and Practices-dairy Cattle II (2/12) |
|----------|--|
2. Courses retained following changes in title, catalog description, credit, and/or prerequisites:
- | | |
|----------|--|
| SAAS 363 | Management Skills and Practices- Dairy Cattle I (2/12) |
|----------|--|

IV. GEOC Content Areas

1. Inclusion to Content Area 1:
- | | |
|-----------|---|
| FINA 1001 | Earthtones: Vocal Ensemble (10/11) |
| GERM 2XXX | The Environment in German Culture (12/11) |
| NURS 2175 | Global Politics of Childbirth and Reproduction (2/12) |
2. Revised Content Area 1 ~ Courses retained following changes in title, catalog description, credit, and/or prerequisites:
- None
3. Inclusion to Content Area 2:
- | | |
|-----------|---------------------------------------|
| PUBH 1001 | Introduction to Public Health (10/11) |
|-----------|---------------------------------------|
4. Revised Content Area 2 ~ Courses retained following changes in title, catalog description, credit, and/or prerequisites:
- None
5. Inclusion to Content Area 4:
- None

6. Inclusion to Content Area 4 International:

NURS 2175 Global Politics of Childbearing and Reproduction (12/11)

7. Revised Content Area 4 International ~ Courses retained following changes in title, catalog description, credit, and/or prerequisites:

None

8. General Education Courses Dropped from Content Area 4:

None

9. W competency:

a) Approved for the following courses:

POLS 2062W	Privacy in the Information Age (4/11)
POLS 3837W	Civil Rights and Legal Mobilization (4/11)
POLS 3822W	Law and Popular Culture (4/11)
POLS 3012W	Modern Political Theory (4/11)
POLS 3062W	Democratic Theory (4/11)
HDFS 4181W	Early Childhood Development and Education (11/11)
POLS 2607W	American Political Parties (2/12)
ECON 2500W	Writing in Economics (2/12)
ANTH/HRTS 3028W	Indigenous Rights and Aboriginal Australia (2/27)
WGSS 3105W	The Politics of Reproduction (2/27)
GPS 4300W	Collaborative Leadership (2/27)

b) Dropped for the following courses:

HSMG 4891W Internship in Healthcare Management (2/12)

c) W courses retained following changes in title, catalog description, credit, and/or prerequisites:

ARTH 3440W	Nineteenth-Century American Art (4/11)
ARTH 3530W	Contemporary Art (4/11)
GS 4278W	Integrating General Studies (10/11)
WS 3265W	Research Methodology (12/11)
WS 4994W	Senior Seminar (12/11)
MSE 4901W	Capstone Design Project I (2/27)
ARTH 3560W	History of Photography II (2/27)
ARTH 3460W	History of Photography I (2/27)
All W courses	(addition of ENGL 2011 to prerequisite list)

d) W course deletion:

PHRM 4005W	Current Topics in Pharmacy (4/11)
AH 4244W	Management for the Health Professional (10/11)
MCB 4994W	Honors Undergraduate Seminar (10/11)

e) Approved Revision of s skill code course:

MATH 2360Q	Geometry (2/12)
MATH 2010Q/2011Q	Fundamentals of Algebra and Geometry (2/12)
MATH 1060Q	Precalculus (2/12)

V. Reported for the information of the Senate:

1. Approved for teaching in the intensive session:

ANTH 1000	Other People's Worlds (4/11)
ANTH 1006	Introduction to Anthropology (4/11)
ANTH 2000	Social Anthropology (4/11)
CDIS 1150	Communication Disorders (4/11)
ECON 1000	Essentials of Economics (4/11)
GEOG 1700	World Regional Geography (4/11)
HDFS 2001	Diversity Issues in Human Development Family Studies (4/11)
LAMS 1190	Perspectives on Latin America (4/11)
NUSC 1165	Fundamentals of Nutrition (4/11)
POLS 1202	Introduction to Comparative Politics (4/11)
POLS 1207	Introduction to Non-Western Politics (4/11)
POLS 1402	Introduction to International Relations (4/11)
POLS 3208	Politics of Oil (4/11)
CAMS 1103	Classical Mythology (11/11)
ARE 3440W	Writing in Environmental Policy (11/11)
PP 1001	Introduction to Public Policy (12/11)
ENGL 2405	Drama (2/12)

2. S/U Grading Approval:

INTD 3985	Special Topics: Queer Studies in an Interdisciplinary Approach (04/11)
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3. Approved for teaching in the intersession:

a) CA1 Arts and Humanities:

None

b) CA2 Social Science:

None

c) CA4 Diversity and Multiculturalism:

None

4. Approved Special Topic sections in Spring 2011 with S/U grading:

None

5. Provisionally approved for teaching in the intensive session:

STAT 1100Q Elementary Concepts of Statistics (through Spring 2012) (4/11)

6. For the information of the Senate, the English Department has updated its Information Literacy Plan (12/11)

VI. Motions brought forward by Curricula & Courses that were subsequently approved by the Senate:

1. 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. (04/2011)

Senate Enrollment Committee
2011 Annual Report to the University Senate
April 23, 2012

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 (2011-2012) * Senate members **Student representatives

*Carol Polifroni, Chair

*Michael Bradford

*Christopher Clark

Carl Coelho

*Maureen Croteau

*Robert Forbes

Eva Gorbants

**Heather Grove, Undergraduate Student

*Katrina Higgins

Wayne Locust, ex-officio representative of the Provost's Office

Thomas Long

**Stephanie Naranjo, Undergraduate Student

Yuhang Rong

*John Salamone

Susana Ulloa

Mary Yakimowski

*Robert Yanez

April 2011-April 2012 Activities of the Enrollment Committee

The committee met six times during the current academic year, and we are scheduled to meet again on April 25, 2012. Meeting attendance has been robust throughout the year.

Due to administrative changes, we have had three ex-officio members representing the Provost's office: Mr. Lee Melvin, Dr. Jeff von Munkwitz Smith and Mr. Wayne Locust.

Their regular attendance enhanced discussions, provided up to date information on enrollment and retention, and facilitated discussions re admission and enrollment challenges.

Two undergraduate students served the committee throughout the year.

The committee concentrated its work on several areas:

a. Enrollment Class of 2015 and 2016

i. By all measures, met or exceeded planned enrollment goals for Class 2015: number, out of state mix, academic qualifications, honors, class rank, and SAT scores.

- ii. Goals for 2016 are ~3225 students, 850 transfer admits, increased enrollment at regional campuses (1300), maintenance of SAT scores at current level, 65% in state and 35% out of state including 5% international students, and 425 honor students. As of March 20, 2012, more than 30,000 applications were received.
- iii. Working with Office of Admissions and Director Nathan Fuerst to address inter-rater reliability of the admissions officers when reviewing files as all students receive a holistic portfolio review.
- iv. UConn does not participate in 'early decision.'
- v. UConn uses 'early action' which is a non binding decision for students and offers made by 1/15.
- vi. Action outcomes are: admit, admit to regional campus, waitlist, defer for more data or denial.

b. International students

- i. University desires 3000 international applications per year; applicant pool for Fall 2011 was 1437.
- ii. UConn chooses not to use a broker or third party intermediary for recruitment due to limited reliability of data.
- iii. China, Korea, Taiwan, Viet Nam and India are the top five feeder countries; Turkey and Brazil are target recruitment areas for 2012.
- iv. Goal is to foster retention to 90% (currently at 84%).
- v. Students may need an FYE course with focus on language skill acquisition.
- vi. Similar to 2011, the Office of Admissions is working with residential life to have students housed throughout university housing, not only in Global House.
- vii. Office of Admissions wants to work with alumni and faculty who are travelling to become involved in recruitment.

c. Honors program

- i. Program has 414 honors Freshman in AY 2011-2012 which is fewer than in 2010 but within the goal of the Honors Office.
- ii. Average SAT for 2011 was 1400; 52% female, 22% minority, 25% out of state, 95 is the average High School rank, 92% are merit scholars and 54% have advanced standing.
- iii. Total honors enrollment is approximately 1663 for AY 2011-2012.
- iv. Enrollment by school and college varies from 870 in CLAS, 309 engineering, 149 ACES, 122 Business, 81 Agriculture, 38 Pharmacy, 30 FNAR, 29 Education, 28 Nursing, and 7 EGBU.
- v. ~43% of honor students who enter as Freshman graduate with honors in comparison to national rate of 20%.
- vi. Retention data... Strategic recruitment is essential to achieving desired retention & graduation rates.
- vii. 97% of Freshman in Honors are retained in the university after one year; 93% of those who entered as Freshman honors students graduate within 6 years.
- viii. 238 students graduated with honors in 2011.

d. Students with Disabilities

- i. Presence of a disability is not considered in the admission process and does not need to be disclosed.
 - ii. 1 of every 10 college students, nationally, is identified as having a disability.
 - iii. UConn numbers are lower due to the need to self identify and provide valid documentation; approximately 1100 students with disabilities utilize the services of the center.
 - iv. Services offered are related to health , self awareness, time management, organizational skills, academic success in skill designated courses, tutors, socialization, appropriate housing, access; some enhancements are offered with a fee structure.
- e. Early College Experience and Advanced Placement Credits
- i. ECE courses are UConn courses offered by faculty members who are approved by UConn to teach.
 - ii. AP credit is earned by virtue of passing a test, but the courses may have been taught by anyone with or without certification.
 - iii. Currently limited dual enrollment courses (high school and college) and primarily at EO Smith due to proximity.
 - iv. Students should be encouraged to have ECE as well as AP coursework; gives them maximum flexibility.
- f. Eva Gorbants will join the Retention and Graduation Task Force, effective April 2012.
- g. Maureen Croteau represented the Enrollment Committee on the Diversity Committee.
- h. Mary Yakimowski represented the Enrollment Committee on G&D.

Areas of focus for 2012-2013:

1. Financial aid needs and fund availability
2. Retention of students
3. SAT ACT continued discussion

Thank you to all members, guests and presenters for the information shared and discussions held during this past academic year.

Faculty Standards Committee

2012 Annual Report to the Senate

Submitted by Mohamed E. Hussein, Chair 2011-2012

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 (2011-2012) *Senate members

*Mohamed Hussein, Chair, *Mark Aindow, *Amy Anderson, *Lawrence Armstrong, *Thomas Bontly, *Gerald Dunne, *Clare Eby, *Harry Frank, Stephanie Kimball, Graduate Student, Shilpa Kolli, Undergraduate Student, *Diane Lillo-Martin, *Suman Majumdar, Girish Punj, Sally Reis, ex-officio representative of the Provost's Office, *Robert Ricard, *Kathleen Segerson, *Carolyn Teschke, Amanda White, Undergraduate Student, Cheryl Williams, *Michelle Williams

Issues Before and Activities of the FSC (2011-2012)

PTR Forum The annual PTR forum was held on April 13, 2012. The forum was well attended and well received.

Family Medical Leave Act (FMLA) related tenure clock/PTR probationary Period extension documentation

The FSC members raised several questions about the process of documenting eligibility. Since the process of determining eligibility is subject to the Collective Bargaining Agreement between the AAUP and the University, those questions will be referred to the Provost Office.

Requirement of syllabus for every course

The Scholastic Standards Committee is considering the issue. Professor Tom Recchio, Chair Scholastic Standards Committee, met with the FSC to discuss the issue of requiring a syllabus in every course. The FSC members shared some ideas with Professor Recchio.

Proposed Revised Online Student Evaluation of Teaching Form

Vice Provost Reis and Professor Dineen briefed the FSC on the proposed revised online SET form. The proposed form eliminates several questions in the new SET form and adds several others. They propose to pilot test the revised form this summer where half of the students in each online course will receive the proposed revised form and the other half will receive the new form. Several members of the FSC asked questions and raised concerns about the eliminated questions and the proposed pilot test.

Online Instruction Intellectual Property Policy and Online Instruction Intellectual Property Agreement Vice Provost Reis briefed the Committee on the proposed online instruction intellectual property policy and the online instruction intellectual property agreement. The FSC members asked some clarification questions. Vice Provost Reis responded to those questions.

Granting Emeritus Status The FSC was briefed on the meeting between Professor Scott Wetstone Chair of the Health Center Ad Hoc Committee on the Granting of the Emeritus Status and Mo Hussein to discuss the differences between the Storrs proposed amendment to the University By-Laws and the Health Center's proposal. The FSC agreed that it is worth the effort to try to reach an agreement with the Health Center.

Mandatory Student Evaluation of Teaching The FSC recommend to the Senate the following amendment to the University By-Laws Article XIV, D 4

c. Every instructor in every course receiving the SET forms must administer those forms and ensure that the completed forms are returned to the Office of Institutional Research (OIR).

The Senate voted to forward the amendment to the Board of Trustees.

The confidentiality of the external PTR letters The FSC met with Rachel Krinsky Rudnick to discuss the issue of the confidentiality of external PTR letters. Ms. Krinsky Rudnick explained that unless we ask for a change in the State laws, the letters must be accessible to the faculty member.

Inclusion of prior letters from department heads, and deans in PTR files sent to the Provost The FSC recommended that letters from deans' advisory committees (where such letters are available) should also be included in the packages sent to the Provost.

Electronic SET Cheryl Williams updated the FSC on the status of the devices necessary for the SET electronic process. It seems the clickers won't work because of security concerns. Other options are being explored.

General Education Oversight Committee

Report of Activities July 2011–June 2012

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 courses 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 in 2011. One of these is a new course that has begun to be offered, although it has not achieved its original goal of qualifying for three content areas. Two others will be new courses, and the fourth 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 346 content area courses (3 more than last year) and 494 skill code courses (6 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 2011-2012, 57 proposals were received, resulting in the addition of 7 new courses to the curriculum; 10 existing courses being revised; and 3 courses dropped from the curriculum. Thirty of the 50 proposals are still in the review process, many of them GEOC-approved courses that 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 February 27, 2012 Senate meeting)*

Content Area/Competency	1000-level courses	2000+level courses	Total number of courses
CA1 Arts and Humanities	88	66	154
CA2 Social Sciences	48	15	63
CA3 Science and Technology	52	4	56
CA4 Diversity & Multiculturalism	67	96	163
Total content area courses *	195	151	346
Quantitative	46	34	80
Writing	26	390	416
Total skill courses **	72	422	494

* totals are less than the sum of content area courses as 90 (1000-level= 60; 2000+level=30) 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 7 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 uses this information to determine whether a course should be re-categorized to “fully approved.”

Table 2. *General Education Courses Reviewed for Intensive Session Teaching 2005–2012*

Course disposition	
Approved	55
Provisionally approved	7
Rejected	8

General Education Program Implementation

The number of General Education course offerings on all UConn campuses declined at a very slow rate during the previous three years: 2,087 courses (1,034+1,053) in Fall and Spring 2008-09, 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). However, this trend reversed during the past year: 2,109 (1,042+1,067) in Fall and Spring 2011-12. At the same time, the General Education courses that are taught are increasing in size. Tables 3 (F 2011) and 4 (S 2012) show the breakdown of course sections and enrollments by General Education category and campus. The individual sections counted in Tables 3 and indicate 5,306 (2,744+2,562) course sections compared to (4,893 (2,528+2,365) and 4,715 (2,452 + 2,263) for the previous two years. Since some Gen Ed courses are included in more than one Content Area, the actual total of Content Area offerings is a bit 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 130,511 (68,404+62,107), 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 2011–12 were 96,629 (50,501 in Fall 2011 and 46,128 in Spring 2012) a 3.5% increase over 2010-11. 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 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 50,501. The higher 68,404 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	
GenEd category	C	E	C	E	C	E	C	E	C	E	C	E	C	E
Arts and Hum	27	712	35	1009	23	713	301	9936	13	162	26	710	425	13242
Social Sciences	18	543	30	1023	26	848	232	9714	6	143	20	655	332	12926
Sci and Tech	6	195	7	283	8	257	111	3197	1	40	4	206	137	4178
Sci and Tech Lab	18	306	56	531	12	268	291	5319	4	49	14	297	395	6770
Div and Multi	11	194	16	322	24	288	120	3451	9	124	15	323	195	4702
Div and Multi Int	14	431	14	467	10	342	171	5937	4	69	10	315	223	7591
Total Cont Area	94	2381	158	3635	103	2716	1226	37584	37	587	89	2506	1707	49409
Quantitative	27	531	68	1122	25	638	498	10342	9	148	20	557	647	13338
Writ 1000- lev	3	57	7	124	2	34	19	356	2	12	2	37	35	620
Writ 2000+ lev	6	109	12	182	18	248	308	4332	3	33	8	133	355	5037
Total Writing	9	166	19	306	20	282	327	4688	5	45	10	170	390	5657
Total GenEd	130	3078	245	5063	148	3636	2051	52614	51	780	119	3233	2744	68404

Table 4. *General Education courses (sections) offered (C) and enrollment (E) by campus and category. Spring 2012 (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 46,128. The higher 62,107 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	
GenEd category	C	E	C	E	C	E	C	E	C	E	C	E	C	E
Arts and Hum	21	571	38	925	21	647	273	9003	6	110	23	569	382	11825
Social Sciences	18	570	31	1055	22	795	249	9165	7	139	23	703	350	12457
Sci and Tech	2	63	4	180	4	130	66	2822	1	24	3	136	80	3355
Sci and Tech Lab	14	250	47	449	13	267	253	4461	4	68	13	271	344	5766
Div and Multi	11	238	11	249	9	233	101	3214	2	37	6	160	140	4131
Div and Multi Int	10	277	15	470	12	357	124	5137	2	32	11	284	174	6557
Total Cont Area	76	1969	146	3328	81	2429	1066	33802	22	410	79	2123	1470	44061
Quantitative	25	463	60	390	26	608	448	9025	5	76	19	487	583	11049
Writ 1000- lev	3	57	9	167	0	0	31	579	1	16	4	76	48	895
Writ 2000+ lev	11	127	13	198	20	319	397	5201	9	68	11	189	461	6102
Total Writing	14	184	22	365	20	319	428	5780	10	84	15	265	509	6997
Total GenEd	115	2616	228	4083	127	3356	1942	48607	37	570	113	2875	2562	62107

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.

A continuing concern is whether enough seats in W classes are available for students to enroll in a “writing in the major” course and a second W class within eight semesters that may also include a semester abroad. There are a number of opinions but very few facts on this issue. The GEOC will attempt to work with the Office of Institutional Research and the Registrar over the summer to develop empirical evidence on this issue.

Table 5. *Average class size for General Education classes, 2011-2012*

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	26	31
Social Sciences	39	32	37
Sci and Tech	34	39	35
Sci and Tech Lab	18	14	17
Div and Multi	30	19	26
Div and Multi Intl	38	30	36
Total Cont Area	31	25	29
Quantitative	20	18	20
Writing 1000-lev	19	18	18
Writing 2000+ lev	14	14	14
Total Writing	14	15	14
Total GenEd	25	22	25

Note: AY11–12 totals nearly the same as AY10–11 and AY09–10.

The Senate-approved General Education Guidelines recommend that most general education courses be taught by full-time faculty. In AY 2011–2012, this was true for approximately 49–53 % (depending on the semester) of all Gen Ed courses (see Tables 6a and 6b). This fraction is a comparable to last year when 49–51% of courses were taught by full-time faculty, less than AY 2009–10 (54–57), but a bit more than 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 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 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	7.6	6.3	5.1	3.8	22.8	62	10.1	5.1	77.2	79
Hartford	7.4	10.7	5.7	0.8	24.6	59.8	14.8	0.8	75.4	122
Stamford	6.9	25.7	6.9	1	40.5	53.5	5	1	59.5	101
Torrington	6.7	0	3.3	16.7	26.7	66.7	6.7	0	73.4	30
Waterbury	10	11.3	5	10	36.3	50	12.5	1.3	63.8	80
All Regionals (avg)	7.8	12.9	5.6	4.4	30.6	57.3	10.4	1.7	69.4	82.4
Storrs	23.2	16.3	17.1	4.3	60.9	11.6	23.7	3.8	39.1	630
All campuses	17.1	15	12.6	4.4	48.9	29.7	18.4	3	51.1	1042

Table 6b. *General Education classes by instructor rank at each campus Spring 2012 (% 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	8	6.7	6.7	2.7	24	65.3	8	2.7	76	75
Hartford	5.4	8.1	5.4	0	18.9	63.1	17.1	0.9	81.1	111
Stamford	8.9	26.7	8.9	1.1	45.6	46.7	6.7	1.1	54.4	90
Torrington	3.8	3.8	3.8	19.2	30.8	69.2	0	0	69.2	26
Waterbury	12.3	11	1.4	13.7	38.4	45.2	16.4	0	61.6	73
All Regionals (avg)	8	12.5	5.6	4.8	30.9	56.5	11.5	1.1	69.1	375
Storrs	19.1	18.6	22.7	4.2	64.6	13	20.8	1.6	35.4	692
All campuses	15.2	16.5	16.7	4.4	52.8	28.3	17.5	1.4	47.2	1067

Table 7a. *General Education credit hour production by instructor rank at each campus Fall 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	6.6	5.1	5.7	7.7	25.1	57.9	13	4	74.9	6946
Hartford	8.6	11.1	5	.4	25.1	60.3	14.2	0.4	74.9	12372
Stamford	8.7	23.5	9.4	1.2	42.8	50.6	5.6	1	57.2	9044
Torrington	4	0	2.3	12.1	18.4	77.9	3.7	0	81.6	1713
Waterbury	8.9	15.7	6.8	11.2	42.6	45.5	10.7	1.3	57.5	7963
All Regionals (avg)	7.4	11.1	5.8	6.5	30.8	58.4	9.4	1.3	69.2	7608
Storrs	27.7	13.6	21.6	6.3	69.2	14.1	13.4	3.4	30.9	123667
All campuses	23.1	13.5	18.0	5.9	60.5	23.8	12.7	2.9	29.5	161705

Table 7b. *General Education credit hour production by instructor rank at each campus Spring 2012 (% of total)*

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total full-t. faculty	Adjunct	GA	Other	Total part-t. faculty	Total Credit Hours
Avery Point	8.3	3.5	7.6	3.9	23.2	65.9	8.6	2.3	76.8	6227
Hartford	5.6	8.7	4.6	0	19	59.7	20.5	0.9	81	10738
Stamford	9.9	23.6	8.8	1.2	43.4	49.5	6.2	0.9	56.6	7962
Torrington	1.1	2.8	2	18.3	24.1	75.9	0	0	75.9	1380
Waterbury	14	11.8	3.5	15.3	44.7	43.4	11.9	0	55.3	6828
All Regionals (avg)	7.8	10.1	5.3	7.7	30.9	58.9	9.4	0.8	69.1	6627
Storrs	26.4	14.3	24	7.2	71.8	13.5	13.9	0.8	28.2	114531
All campuses	22.4	13.7	19.9	6.6	62.7	22.9	13.5	0.8	37.3	147666

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 (fewer than 300 in AY 2011-12) relative to the numbers of general education courses taken, and this number has been declining (317 in AY 2010-11).

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

	# subs
ACES	4
CANR	51
BUSN	12
CLAS	124
CTED	26
EDUC	11
EGBU	0
ENGR	10
FNAR	21
NURS	7
PHAR	1
Total	267

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	24
CA2	24
CA3	48
CA4	118
Q	10
W	28
Second Language	15
Total	267

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. Last Fall the University's Office of Institutional Research gathered data on the number of general education requirements taken as Early College Experience courses by matriculating students. These results are summarized in Table 10. Although a number of these students took more than one general education course, many of them took two or more courses in the same discipline (biology, for example), and will still be required to take at least six general education courses as undergraduates.

Table 10. *ECE transfers into General Education Requirements by Category*
Fall 2011

Category	Substitutions granted
CA1	253
CA2	106
CA3	64
CA3-Lab	476
CA4	14
CA4-Intl	8
Content Area Total	921
Q	589
W	43
Competency Total	632
Grand Total	1,553

The GEOC and the Early College Experience Program Advisory Board also plans to 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 ninth 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 11. *Courses developed through the support of the Provost's Competition by Gen Ed category*

Category	Grants Funded 2004-2011	2012 Winners
CA1	30	
CA2	17	
CA3	11	3
CA4	36	
Q	9	1
W	19	
Sec Lang	1	
Totals	76	4

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. The Assessment Subcommittee has 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

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. Last spring GEOC conducted a pilot

survey with three departments. During the fall, we revised our survey, and we plan to undertake a regular program of surveys beginning this spring.

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. Content area one has not progressed as far as the other three. This year the CA1 co-chairs conducted interviews with instructors of a range of arts and humanities courses similar to the interviews previously conducted for the other content areas, and completed the first stage of specifying learning outcomes. Next year, the same investigators will undertake an investigation of a number of liberal arts and humanities courses taken by students in a variety of majors to determine how and where they addressed these CA1 learning outcomes in their courses and the extent to which they assess whether students achieve these objectives. The GEOC will also seek investigators to conduct a similar study for CA4, multiculturalism and diversity.

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 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 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.

GEOC Committee Members 2011–2012 Academic Year

Murphy Sewall, Chair ('13)	MKTG
John Ayers ('12)	ECE
Rosa Helena Chinchilla ('13)	MCL
Robert Cromley ('12)	GEOG
Thomas Deans (W Center Director, ex officio)	ENGL
Francoise Dussart ('12)	ANTH
Elizabeth Jockusch ('12)	EEB
Richard Jones ('12)	PHYS
Peter Kaminsky ('12)	MUSC
Thomas Long ('14)	NURS
Wally Madych ('12)	MATH
Olivier Morand ('12)	ECON
Suresh Nair ('12)	OPIM
Gustavo Nanclares ('14)	MCL
Xae Alicia Reyes ('13)	EDCI
Thomas Roby (Q Center Director, ex officio)	MATH
Eric Schultz (Senate C&CC, ex officio- Fall 2011)	EEB
Blanca Silvestrini ('12)	HIST
Alexander Shvartsman ('12)	CSE
Robert Stephens ('12)	MUSC
Sarah Winter ('13)	ENGL
Michael F. Young ('13)	EPSY
Erin Eighan (Graduate Student Rep)	
Elizabeth Golas (Undergraduate Student Rep)	
Anabel Perez (Administrator)	

GEOC Subcommittee Members 2011-2012 Academic Year***Arts and Humanities***

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

Assessment

Murphy Sewall, Chair
 H. Jane Rogers
 Felicia Pratto
 Desmond McCaffrey

Social Sciences

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

Information Literacy

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

Science and Technology

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

Second Language

Rosa Helena Chinchilla, Co-Chair
 Gustavo Nanclares, Co-Chair
 Brian Boecherer
 Kenneth Fuchsman
 Barbara Lindsey
 Rajeev Bansal

Diversity and Multiculturalism

Robert Stephens, Co-Chair
 Xae Alicia Reyes, Co-Chair
 Mary Ellen Junda
 Jason Irizarry
 Yara Zoccarato (student rep)

Quantitative

Wally Madych, Co-Chair
 Alex Shvartsman, Co-Chair
 Jennifer Tufts
 Thomas Roby (away AY 11-12)
 James Cole
 David Gross

Computer Technology

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

Writing

Tom Deans, Co-Chair
 Tom Long, Co-Chair
 Douglas Kaufman
 Kathleen Tonry
 Janice Clark
 Mark Brand
 Michael Mei (student rep)

**Annual Report of the Growth and Development Committee
Submitted to the University Senate, April 13, 2012**

Committee Charge:

This Committee shall keep under review the general changes, actual and prospective, of the University over time and may recommend any desirable expressions of Senate opinion on these matters. The Committee may also provide on behalf of the Senate an evaluation and review of specific issues and activities related to institutional advancement. The Committee shall include two undergraduate students and one graduate student.

Committee Membership, 2011–2012:

*Katrina Higgins, Chair	Abigail Hastillo
*Michael Accorsi	Timothy Hunter
*Regina Barreca	Min Lin, representative from the University Budget Committee
*Cheryl Beck	
Jay Bhagat, Undergraduate Student	*Rachel O'Neill
Robert Bird	Alexandria Roe
Tracie Borden	*William Stwalley
Kat Cannon, Undergraduate Student	Dana Wilder, ex-officio representative of the Provost's Office
Andrew DePalma, representative of the Curricula & Courses Committee	Mary Yakimowski, representative of the Enrollment Committee
*Cameron Faustman	
*Karla Fox	
	* Senate member

Report of Activities:

During the 2011–2012 academic year, the Senate Growth and Development Committee met with constituents across the University. The Committee met five times during the Fall 2011 and Spring 2012 semesters. Issues discussed include: information technology programs and services throughout the University, the creation of a University brand, plans for hiring a new provost and upwards of 250 new faculty, the diversification of faculty and staff, construction projects, enrollment trends and plans, research and external funding, and the status of the new Mansfield downtown project.

The following guests were invited to meet with the Committee: Vice Provost for Information Technology, Nancy Bull, Branding Committee Co-Chairs, Scott Brohinsky and Dave Martel, Executive Director of the Mansfield Downtown Partnership, Cynthia van Zelm, President Susan Herbst, Vice President for Enrollment Planning and Management, Wayne Locust, Vice President for Research, Suman Singha and then-Chief Operating Officer, Barry Feldman.

At the October 13th meeting, Vice Provost Bull reviewed the state of affairs in University Information Technology Services (UITS) and plans for improving the efficiency and effectiveness of UTIS'

operations. Bull discussed issues including the organization of information technology services throughout the university, prioritizing services around the academic plan, and establishing a strategic plan which focuses on improved efficiency and better communication between the disparate University IT programs and offices.

Meetings of the Committee in November and December were cancelled because of scheduling conflicts with invited guests.

The Committee reconvened on January 12th to meet with Executive Director of the Mansfield Downtown Partnership, Cynthia van Zelm and Co-chairs of the Branding Committee, Scott Brohinsky and Dave Martel. At that meeting van Zelm discussed the plans for the Mansfield Downtown and progress to date, noting that the first phase, which includes retail and residential projects, are scheduled to be operational by summer 2012. Brohinsky and Martel then met with the Committee to discuss the concept of a University brand. The Committee's charge is to look at "who we are" and "what is our message", so that the University can create a national image – a brand that makes the University of Connecticut unique – so as to be able to recruit the best students and, eventually the best faculty and staff, from across the nation and the world.

On January 23rd the Committee met with President Susan Herbst. President Herbst discussed topics including the qualities she is looking for in a new provost, how departments can recruit a diverse as well as academically exceptional cohort of new faculty, her concern over the lack of diversity amongst University staff, and her commitment to ensuring that UConn can be as environmentally sustainable as possible.

At the February 9th meeting the Committee met with Vice Provost for Enrollment Planning and Management, Wayne Locust. Locust reported on enrollment trends as well as plans for the immediate future, including capping enrollment for the next four years at 3225 students at the Storrs campus and 1580 students at the regional campuses. Locust noted that the challenge is admitting a class that reflects increased academic excellence as well as ethnic and geographic diversity. He noted that many of the challenges that the University faces when recruiting, retaining and serving undergraduate students stem from the fact that our growth has outpaced the improvement and expansion of our infrastructure. Locust's portfolio includes Undergraduate Admissions, the Office of the Registrar, Financial Aid and Orientation.

The Committee met for a final time on March 8th. Vice Presidents Suman Singha and Barry Feldman were invited to join the Committee. Singha reported on topics including external grants and policy changes impacting on allocation of grant and graduate student funding. Following the meeting with VP Singha, VP Feldman joined the Committee. The discussion focused primarily on building and renovation projects and the end of the UConn 2000 funding. As we near the end of UConn 2000,

very little remains in the budget for new projects, including the Gant and Torrey complexes, which are in dire need of replacement or renovation. Feldman noted that many buildings which were originally slated for demolition and replacement are now slated for renovation instead, including Arjona and Monteith, which are now needed to accommodate many of the new faculty.

At the conclusion of the meeting the Committee remained in session to discuss an Information Security Policy Manual that UITS is in the process of finalizing. Comments were collected and a report with G&D recommendations was forwarded to VP Bull on March 29th.

This report summarizes the annual activities of the Senate Growth and Development Committee for academic year, 2011-2012.

**Annual Report of the Senate Scholastic Standards Committee
Fall 2011-Spring 2012**

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 Curricular 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” (By-Laws, Rules and Regulations of the University Senate).

The Senate Scholastic Standards Committee (SSSC) meets bi-weekly during the academic year. This past year the committee was charged with a number of matters that require lengthy and careful deliberation. As a result most of this report will address issues in process.

Actions completed:

Proposed a By-Laws change that would put the responsibility for oversight of the newly designated UNIV courses with the Senate Curricula and Courses Committee, which the Senate approved.

Approved a Scholastic Standards ad hoc subcommittee report on standards for online course development, review, assessment, and administration and submitted the report to the Provost’s office to provide guidance as the university continues to refine its plans for online course development.

Informed the Early College Experience office that upper division W courses in the languages cannot be offered since ECE students in those courses have not fulfilled the university’s first-year writing requirement, which is a prerequisite for all W courses. All such courses offered within the ECE Program will no longer carry a “W” designation .

Issues under discussion:

We are concerned about the limited extent to which Continuing Studies provides academic advising for students who register for courses that have prerequisites or other placement criteria. It is our understanding that with online course registration, there simply is no advising. As online course offering expand through Continuing Studies, our concern on this issue is doubled.

We have begun in coordination with the Community Standards office to revise the Academic Integrity Policy language and the Judicial Hearing procedures based on what we have learned over the years since the implementation of the new policies. We hope to have a motion for the Senate early in the fall term.

The new government requirement that universities have an explicit credit-hour definition to support participation in financial aid programs means that the university must write and/or adopt a document that defines the credit hour. We are involved in discussions about the implications of that requirement and will have a recommendation to forward to the Registrar’s office in late April or early May.

We are discussing the feasibility or proposing language in the By-Laws that would require a syllabus be distributed for all credit bearing courses. Many parts of the By-Laws assume the universality of that practice, but that is not always the case. Should the expectation that each credit bearing course have a syllabus be made explicit in the By-Laws?

A question has arisen as to the appropriateness of courses taken in Study Abroad programs being treated as in residence courses, and thus having both course credits and grades transferred into students' records. Discussions on this issue are just beginning.

Respectfully submitted,

Thomas Recchio, Chair
Kim Chambers
Joseph Crivello
Lucas-David-Roesler (Graduate Student rep.)
Lauren DiGrazia
Gay Douglas
Gerald Gianutsos
Peter Gogarten
Elizabeth Golas (Undergraduate Student rep.)
Lynne Goodstein, representative from the Provost's Office
Lawrence Gramling
Douglas Hamilton
Katrina Higgins
Andrea Hubbard
Jill Livingston
Shirley Roe
Mark Sargent (Undergraduate Representative)

Annual Report of the Senate Student Welfare Committee Submitted to the University Senate, April 23, 2012

Committee Charge:

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.

Committee Membership, 2011-2012:

- | | |
|--|--|
| • *Donna Korbelt, Chair | • Kelly Kennedy |
| • Karen Bresciano | • *Joan Letendre |
| • Kim Chambers | • Mary Mackie, Undergraduate Student |
| • Jason Charette, Graduate Student | • *Dennis McGavran |
| • Susanna Cowan | • Corina Morris |
| • *Teresa Dominguez | • Sarah Purtill, Undergraduate Student |
| • *Janet Fink | • *Kathleen Sanner |
| • *Lawrence Goodheart | • *Katherina Sorrentino |
| • James Hintz, ex-officio representative of the Provost's Office | |

**Senate member 2011/2012*

Report of Activities:

During the 2011-2012 academic year, the Senate Student Welfare Committee met with constituents across the University. The Committee met six times during the Fall 2011 and Spring 2012 semesters.

Summaries of Meetings:

October 14, 2011:

At this meeting, Donna Korbelt discussed an update on the Student Recreational Facility plans and its importance to President Herbst as discussed at the recent BOT meeting.

Terri Dominguez discussed the steps that Environmental Health and Safety has taken regarding the training/safety of student employees at UConn including the trainings and checklists that have been created.

Denielle Harzewski-Burl, Special Assistant to the Vice President of Student Affairs, spoke about the history of and future plans for creating Student Legal Services at UConn.

Jason Charette updated the Committee that the Graduate Student Loan Program is being well used.

November 11, 2011:

Terri Dominguez gave an in-depth presentation on Environmental Health and Safety's website including the viewing of trainings and checklists for employees and supervisors.

Dan Kowalchik, Assistant Director of Financial Aid and member of UConn's Student Veteran's Advisory Council (SVAC), spoke about what the University is doing for veterans. He spoke about the opening of the drop-in center for veterans (Veteran's Oasis) as well as the SVAC's initiative to ask "What can the University do for vets?"

Committee members expressed concerns about the allegations at Penn State and the interest in reviewing the University's and Athletics policies and procedures

December 16, 2011:

Meeting was held at the Burton Family Football Complex in light of recent allegations of the Penn State football program to discuss how UConn is following through with the checks and balances in Athletics. Ellen Rennie led a tour of the facility and the following guests were in attendance: Bruce Cohen, Director College Program for Intercollegiate Athletics; Kim Fearney, Interim Director and Assistant Director Education & Administration for Office of Audit, Compliance & Ethics; Ellen Tripp, Counselor UConn Football. Each explained their role in with regard to the football program.

February 10, 2012:

Cathy Cocks, Director of Community Standards, spoke to the purpose of the office of Community Standards, that being investigation and adjudication, and what processes are often handled by the Community Standards Office.

Donna Korbel spoke about the petition that was distributed via email for a Native American/Indigenous Studies Institute and Native American Cultural Center for the Diversity and Student Welfare committees to review and noted that Cultural Centers are now under Student Affairs; Institutes report through CLAS.

March 9, 2012:

Christine Wilson, Assistant VP of Student Affairs and Director of Student Activities provided the committee information about:

- The petition to create a Native American/Indigenous Student Institute and Native American Cultural Center. She spoke of the small possibility of creating a new cultural center at this time but how Student Activities is assisting the Native American Cultural Society (NACS), Tier 2 student group, by providing support and help their office become more activity used and alive.
- The Joint Election Project which allows for all student elections to happen online and at the same time which allows for easier access by voters as well as an easier way to market the elections.

- The new Student Organization Management System, “UCONNTACT,” which was purchased to provide an easier and more in depth method of creating groups/programming on campus and allows each student group (does not have to be an official group), person, and program to have a page in the system.
- Student Activities has enforced the new “Eligibility Policies for Student Leaders of Tier III Student Organizations and Select Programs and Initiatives in the Department of Student Activities” to enforce that leaders of Tier III student groups cannot be on academic probation but can still be involved in the group.

Karen Bresciano discussed the change in the by-laws in regards to final exams and final assessments and concerns that had been raised regarding the final assessments.

April 12, 2012:

Patti Bostic, Executive Director of Recreational Services, provided a history of the planning to create a new Student Recreational Facility at UConn as well as the current status. She informed the Committee on how Recreation Services does a great service to students with the resources they have but it is not nearly sufficient to meet the demands. Patti also spoke to how recreation services dramatically influences a student’s choice in picking his/her college/university.

Pamela Schipani, Director of Wellness and Prevention Services, presented information about the department’s goals and events/programs it runs.

Karen Bresciano and Kim Chambers discussed the concerns with final exams and final assessments and the need to clarify where the language is located about missed finals/assessments, how to work with “bunched” finals/assessments, and how the size of final assessments is decided/controlled. Karen also asked about the existence of a policy regarding the creation of mandatory events during final exam week and how those can cause conflicts with final exams.

The following items were presented for consideration for next year’s Committee meetings:

- Final assessment and where the language exists from the discussions above
- Bunched final exam discussions and the potential conflicts with final assessment
- Student Recreational Facility.

This report summarizes the annual activities of the Senate Student Welfare Committee for Academic Year 2011-2012.

University Senate Budget Committee 2011-2012 Annual Report

Organizational Information:

This academic year, the Senate's Budget Committee had two chairs: Andy Moiseff, who chaired during the fall term, and Ernie Zirakzadeh, who chaired during the spring term.

Committee members came from a broad range of student, administrative, staff, and faculty backgrounds, and from the Storrs and regional campuses. Lysa Teal provided expertise for the committee, most of whom are neither involved in budget policy on a daily basis nor trained in the language of accounting. Angela Brightly agreed to serve as the Budget Committee's representative on the Senate Diversity Committee, and Min Lin agreed to serve as the Budget Committee's representative on the Senate Growth and Development Committee.

The members of the committee were:

Rajeev Bansal
Angela Brightly
David Clokey
Daniel Hanley
Zeshan Javed
Min Lin
Philip Mannheim
James Marsden
Jeanne Martin
Andrew Moiseff
Corey O'Brien
Lyle Scrugges
Daniel Stolzenberg
Lysa Teal (ex-officio representative of the Chief Financial Officer's Office)
William Waite
Cyrus Ernesto Zirakzadeh

Summaries of Meetings:

By the end of this year, the Budget Committee will have met a total of six times. The final meeting will be held on Monday, April 30.

The format of a typical Budget Committee meeting is one or two presentations by invited administrators, followed by a period for questions and comments by committee members and further, more informal feedback from the invitees.

- At the first meeting (in September), Lysa Teal provided a general overview of the budget. In addition to explaining major types of revenue sources and major types of expenditures, Lysa explained where the budget is flexible (in terms of ability to move funds) and where it is inflexible (in terms of funds being unrestricted and not yet committed).
- At the second meeting (in October), Richard Gray previewed upcoming issues involving tuition increases and the current academic priorities within the proposed budget for FY12 (especially increasing both research output and the number of full-time faculty). Although the Budget Committee usually does not make motions (its responsibility is to collect and disseminate information about the University's budgets and budgetary processes), the committee wished to recognize the outstanding service of Richard Grey and Lysa Teal in repeatedly providing timely and accurate information about both (1) the state of the current

budget and (2) the factors being considered in the planning future budgets. The committee therefore passed the following motion:

The University Senate Budget Committee wishes to acknowledge CRO Richard Gray, Budget Director Lysa Teal and their offices for their openness in presenting budget information to the Senate and to recognize the accuracy of their financial analysis of the needs for FY 12.

- At the third meeting (in December), Barry Feldman discussed cost-cutting efforts and the McKinsey-assessment process and the consultants' broad conclusions about equipment, supplies, and furniture procurement, IT centralization, and organizational consolidation.
- The fourth meeting (in February) featured presentations by Nancy Bull on IT reorganization and Lysa Teal on the McKinsey Report, which had been made public shortly before the meeting. Nancy talked about the qualified centralization of IT services that has been taking place (and she stressed that not all services would be centralized), described recent changes in help-desk organization and services, and discussed her plan to ask the Senate to form an Information Technology Committee. Lysa then summarized the major themes in the McKinsey report (procurement; information technology; human resources, finance, and general administration; facilities; athletics; revenue opportunities). She also differentiated recommended actions that can be accomplished quickly

and with little cost organizational and financial cost, and more ambitious, large-scale undertakings (such as restructuring dining services and a year-round model of instruction) that the upper administration must ponder some more because of the various expenses, tradeoffs, and opportunity costs involved.

- The fifth meeting (in March) was devoted to graduate education. Suman Singha discussed the implementation and financial consequences of the new graduate-tuition-on-grants policy. Kent Holsinger then discussed the new classifications of graduate-student employment, the pressures from the IRS on both students and the University to insure that work for GA monies is tied to educational objectives, and the steps that are being taken to ensure that no student is denied support if it was promised to her or him. Kent also invited all students, faculty, and staff who have specific concerns to contact him directly. John Saddlemire and Steve Kremer discussed current demand for graduate-student housing at UConn (which has been fairly modest) and the steps that have been taken to insure that graduate students who desire on-campus housing have opportunities.
- The final meeting (in April) will be devoted to regional-campus budgets. The meeting will feature presentations by officials of the Provost Office, Enrollment Management, and the directors of the regional campuses.

Respectfully submitted,

Cyrus Ernesto (“Ernie”) Zirakzadeh -- April 12, 2012

**University Senate Curricula and Courses Committee
Report to the Senate
April 23, 2012**

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

- A. CE 2211. Engineering Economics. One credit. Only open to majors. Not open for credit to those who have taken CE 2210. Instructor consent required. Time value of money. Evaluation of alternative projects.
- B. NUSC 1245. Introduction to Dietetics. Fall Semester. One credit. Open only to CANR students and others with consent. Not open for credit to students who have passed NUSC 2245 or NUSC 3245. Brownbill. Introduction to the profession of dietetics, including clinical, community, and food service management. Dietetic internship application preparation.

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

- A. ARTH 1138. Introduction to Art History II. Current Title and Catalog Copy

1138. Introduction to Art History II (138) Three credits. Survey of art and architecture from the fifteenth century to the present day. CA 1.

Revised Title and Catalog Copy

1138. Introduction to Art History: 15th Century - Present. Survey of art and architecture from the fifteenth century to the present day. CA 1.
- B. ARTH 1137. Introduction to Art History I.

Current Title and Catalog Copy

1137. Introduction to Art History I (137) Three credits. Survey of art and architecture from prehistoric times through the fourteenth century. CA 1.

Revised Title and Catalog Copy

1137. Introduction to Art History: Prehistoric - 14th Century (137) Three credits. Survey of art and architecture from prehistoric times through the fourteenth century. CA 1.

C. BME 2101. Introduction to Biomedical Engineering.

Current Title and Catalog Copy

Survey of the ways engineering and medical science interact. The art and science of medicine, and the process of medical diagnosis and treatment. Diagnostic instrumentation and measurements including medical imaging. Introduction to bioelectric phenomena, biomechanics, and biomaterials. Biochemical engineering. Computers in medicine. Molecular medicine and biotechnology.

Revised Title and Catalog Copy

Survey of the ways engineering and medical science interact. The art and science of medicine, and the process of medical diagnosis and treatment. Diagnostic instrumentation and measurements including medical imaging. Introduction to bioelectric phenomena, biomechanics, and biomaterials. Biochemical engineering. Computers in medicine. Molecular medicine and biotechnology.

D. NRE 2455. Natural Resources and the Environment.

Current Title and Catalog Copy:

NRE 4455 Forest Ecology

Ecological basis of forest management. Ecological diversity and relationships to the physical environment (light, temperature, soil, etc.); the influence of time (succession, disturbance, stand dynamics) and space (landscape ecology, ecosystem management) on forest ecosystem dynamics; forest production ecology and nutrient cycling. Laboratory will be in the field or in computer lab.

Revised Title and Catalog Copy:

NRE 2455 Forest Ecology

Recommended preparation NRE 2415. Formerly offered as NRE 4455.

Forest structure and functional processes and their relation to physical environment (light, temperature, water, soil); the influence of time (succession, disturbance, stand dynamics) and space (landscape ecology, ecosystem management). Laboratory will be in the field or computer lab.

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

A. GPS 4300W. Collaborative Leadership.

B. ANTH/HRTS 3028W. Indigenous Rights and Aboriginal Australia.

C. WGSS 3105W. The Politics of Reproduction.

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

A. MSE 4901W. Capstone Design Project I.

Current Title and Catalog Copy

MSE 4901W. Capstone Design Project I

Seniors working in teams with faculty and industry mentors solve open ended projects in design of materials, products, and processes. Oral and written reports are required in each semester. For students with high academic standing the BSE and MS projects may overlap

Revised Title and Catalog Copy

MSE 4901W. Capstone Design Project I

Seniors working in teams with faculty and industry mentors solve open ended projects in design of materials, materials processes, and materials systems. Oral and written reports are required in each semester. For students with high academic standing the BSE and MS projects may overlap.

B. ARTH 3560W. History of Photography II.

Current Title and Catalog Copy

3560W. History of Photography II (268) Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; open to art and art history majors, others with consent of instructor; open to juniors or higher. Topics in the history of photography from World War I to the present.

Revised Title and Catalog Copy

3560W. History of Photography: World War I - Present (268) Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; open to art and art history majors, others with consent of instructor; open to juniors or higher. Topics in the history of photography from World War 1 to the present.

C. ARTH 3460W. History of Photography I.

Current Title and Catalog Copy

ARTH 3460W History of Photography 1. Three credits. Prerequisite: Engl 1010 or 1011 or 3800; Open to juniors or higher. Topics in the history of photography from 1839 to World War 1.

Revised Title and Catalog Copy

ARTH 3460W History of Photography: 1839 - World War I. Three credits. Prerequisite: Engl 1010 or 1011 or 3800. Open to juniors or higher. Topics in the history of photography from 1839 to World War 1.

V. For the information of the Senate, the GEOC approved the following courses for intensive session offering

A. MUSI 1001. Music Appreciation.

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

Peter Kaminsky, Chair, Pamela Bedore, Marianne Buck, Andrew DePalma, Hedley Freake, Gerald Gianutsos, Dean Hanink, Kathleen Labadorf, Susan Lyons, Joseph Madaus, Maria Ana O'Donoghue.

**Nominating Committee Report
to the University Senate**
April 23, 2012

1. We move to appoint the following faculty members to the General Education Oversight Committee effective July 1, 2012 through June 30, 2014.

John Ayers
Francoise Dussart
Richard T. Jones
Wally Madych
Olivier Morand

Respectfully submitted,

Marie Cantino, Chair
Thomas Bontly
Cameron Faustman

Andrea Hubbard
Jeffrey Ogbar
Susan Spiggle

University Senate Nominating Committee
2012-2013 Standing Committee Membership
April 23, 2012

University Budget	Curricula & Courses	Diversity
* _____, Chair	*Eric Schultz, Chair	*Anne Hiskes, Chair
*Bansal, Rajeev	*Bedore, Pamela	*Bushmich, Sandra
*Becker, Loftus	Buck, Marianne	*Desai, Manisha
Brightly, Angela	*Chinchilla, Rosa	*Fernandez, Maria-Luz
*Caira, Janine	*Darre, Michael	*Forbes, Robert
Clokey, David	DePalma, Andrew	*Machida, Margo
*Fink, Janet	Hanink, Dean	Martinez, Maria
*Hussein, Mohamed	*Hubbard, Andrea	*McDonald, Deborah
Lin, Min	*Kaminsky, Peter	Price, Willena
*Mannheim, Philip	Labadorf, Kathy	Salorio, Eugene
Marsden, James	O'Donoghue, Maria Ana	Schipani, Pamela
*Martin, Jeanne	*Skoog, Annelie	*Sorrentino, Katherina
O'Brien, Corey		Stephens, Robert
*Scruggs, Lyle		
Stolzenberg, Daniel		
*Van Heest, Jaci		
*Zirakzadeh, Cyrus		
Enrollment	Faculty Standards	Growth & Development
*Robert Yanez, Chair	*Preston Britner, Chair	*Rachel O'Neill, Chair
*Barreca, Regina	*Aindow, Mark	Bird, Robert
*Beer, Diane	*Ammar, Reda	*Bontly, Thomas
*Bradford, Michael	*Armstrong, Lawrence	Borden, Tracie
*Ego, Michael	*Asencio, Marysol	*Faustman, Cameron
Gorbants, Eva	*Boyer, Mark	*Finger, Anke
Ndiaye, Mansour	*Mackay, Allison	Hastillo, Abigail
*Polifroni, Elizabeth	*Naples, Nancy	Hunter, Tim
*Ricard, Robert	*Ogbar, Jeffrey	*Jockusch, Elizabeth
*Rios, Diana	*Parks, Cheryl	*Kazerounian, Kazem
Rong, Yuhang	*Pratto, Felicia	Roe, Alexandria
*Salamone, John	Punj, Girish	*Schwab, Richard
Ulloa, Susana	*Teschke, Carolyn	Visscher, Pieter
Yakimowski, Mary	Williams, Cheryl	
	*Williams, Michelle	
Scholastic Standards		Student Welfare
*Lawrence Gramling, Chair		*Lawrence Goodheart, Chair
Chambers, Kim		Bresciano, Karen
*Chazdon, Robin		Cowan, Susanna
Crivello, Joseph		Chambers, Kim
DiGrazia, Lauren		*Dominguez, Teri
*Douglas, Gay		*Harris, Sharon
*Gianutsos, Gerald		Kennedy, Kelly
Gogarten, Johann Peter		*Libal, Kathryn
*Hamilton, Douglas		*Madaus, Joseph
Hast, Dorothea		*McGavran, Dennis
*Higgins, Katrina		Morris, Corina
*Hiskes, Richard		*Sanner, Kathleen
Lamb, Margaret		
*Livingston, Jill		
*Recchio, Thomas		

Senate Update on Online Learning

Sally M. Reis

Interim Vice Provost for Academic Affairs

In 2009, a group of our faculty worked for several months on a report related to the state of online learning that is available on the provost's website.

http://www.itl.uconn.edu/idd/online_taskforce/docs/OnlineTaskForceFinalReport.pdf

This report includes updates on the many recommendations in the previous report and provides an update on present efforts related to online learning at UConn. In this update, I summarize some of the actions that have been taken to address the recommendations outlined in the earlier report. I have been privileged to lead the online initiative this year and work with an outstanding steering committee whose names appear at the end of this report. During this academic year, we first organized an Online Learning Summit with the Provost, representative deans, and faculty and staff who have worked diligently on this effort. We also met monthly beginning in October and sub-groups have convened more often to implement the recommendations in the earlier task force report. This report outlines some of the visions and goals related to online learning and then, addresses progress made this year related to the tasks outlined in the 2009 faculty and staff report.

Visions and Goals for Online learning at UCONN:

Consistent with UConn's growing status as a top-ranked university in the USA, as well as our high quality faculty and strong research reputation, UConn's online learning will adhere to a high level of quality in its faculty, applications of sound pedagogy, and creative development of mediated instruction.

UConn's online learning program will seek and serve highly qualified learners as participants in the academic life of UConn, whether they engage in courses from the Storrs campus, from a regional center, or from some other location in Connecticut or beyond.

During our start up period, UConn's online learning development activities will first focus on high-demand undergraduate courses. Subsequently, our efforts will focus on the development of integrated programs online, at the graduate level and at the certificate level, and eventually at the undergraduate level.

In the future, all UConn faculty will have the opportunity to engage in learning about the pedagogical and technical requirements of teaching online, and in the future, a majority will be teaching at least one course per year online or in a blended format. New faculty hires will be predisposed to and capable of teaching online.

In the future, UConn will be recognized throughout the country for its high quality, high demand online programs that meet the needs and interests of individual learners and the organizations that employ them.

UConn will enmesh its online programs with its international student recruitment, its study abroad programs, its faculty-course-internationalization efforts, and its program partnerships in other countries.

UConn's new certificate and graduate programs online will, on average, produce net revenue equal to or greater than 20 percent of its gross revenue. Net revenues will be divided to provide incentives and to fairly represent the investments of the Provost's office, Deans, academic departments, and individual faculty.

UConn Online will demonstrate evidence of high quality in courses that is at least equivalent with on-campus teaching. Rigorous assessment practices will be employed equitably on all courses, online and in classroom. OIR has responsibility for teaching assessment.

UConn will have integrated student services and financial services (bursar) for both on campus and online students. Student services staff and bursar's office staff will be trained to deal equitably with online students.

UConn will create a robust program on-campus, online, and at regional centers for (1) UConn undergraduates who seek to accelerate their degree completion, (2) graduate students, (3) corporate education, and (4) professional development and certification requirements.

Online programs will support the UConn's international strategies, as developed in the office of the Vice Provost for International Affairs.

Online program development will integrate with the interests of the Office of Economic Development.

The newly developed Center for Excellence in Teaching and Learning will be supported by the Provost's office as an integrated unit that provides services across academic units, service units, regional campuses, and external organizations. To that end, it will work closely with the Vice Provost for Academic Affairs, Student Services, the Registrar, the Bursar, the Library, the Office of Communications, and UITS.

Progress Made To Date on Recommendations from the 2009 Report:

The first recommendation addressed ensuring the quality of online course offerings. To that end, I met with the Scholastic Standards Committee who reviewed the on-line course standards that have been used by our instructional designers, led by Desmond Mccaffrey, and Judy Buffolino. At the January 31, 2012 meeting of the Scholastic Standards Committee, the committee endorsed a document drafted by the online course standards sub-committee, which recommended the adoption of the standards and rubrics of *Quality Matters* and the *Sloan Consortium standards* for course development. All instructional design professionals use these standards as a core step in course development. To that end, we have also begun to consolidate our team of talented instructional design professionals from the Center for Continuing Studies (CCS) and the Institute for Teaching and Learning (ITL). This integration will be further addressed in the presentation I

will make on Monday. To address other goals in the 2009 report related to quality, a smaller sub-committee has also identified optional items related to on-line teaching for the Student Evaluation of Teaching (SET) that can be added by faculty teaching on-line classes this summer.

Another recommendation of the 2009 report was to implement additional University-wide faculty development opportunities to encourage more faculty to design online courses as well as to enhance faculty creativity and flexibility when teaching in an on-line environment. Over the last few years, the ITL has focused primarily on face to face instruction and I have worked closely with Dan Mercier, the new interim director, and the Faculty Advisory Committee of ITL, to address this recommendation. During the next academic year, additional faculty seminars related to blended instruction, as well as hybrid and on-line courses next year, will be offered.

Another recommendation involved the integration and expansion of faculty support services to meet University-wide faculty technology and pedagogy requirements and that will also be addressed by our integration of services between the CCS and ITL. This will become a priority of the expanded ITL next year.

Another recommendation of the previous report was to create new faculty support services in areas identified as critical to the quality of online education and we believe, again, that the integration of services across CCS and ITL as well as the creation of a new on-line program office in the CUE will address this concern, as will the new support that is offered in the series of workshops related to our new operating system, Blackboard 9.

The report also asked us to address issues of intellectual property in online courses and we have a draft intellectual property policy that has been approved by the Provost's office, the University Attorney General and is being vetted by the AAUP. We also have a signed Memorandum of Understanding with the AAUP about an intellectual property course agreement for online courses being developed for this summer that is currently being signed by all faculty developing high demand online classes for this summer.

Another recommendation asked us to examine existing policies and implement new policies to address issues related to both compensation and PTR in online education. We have, for this summer, increased the stipend for developing high demand on-line classes due to a shortened timeline for offering these classes and we have 16 for development this summer. This is the largest group of high demand on-line classes ever developed in one semester and we want to thank our colleagues in CLAS, Pharmacy, and Fine Arts for their work on these. We have also discussed PTR issues related to on-line teaching with the Deans, clarifying the need for increased development time. We have also asked the university labor attorney to include payment for summer teaching as part of the next series of negotiations in our contract.

Other recommendations related to online education involved supporting student needs and we have made excellent progress on this initiative. We have had several meetings with the bursar to correct the problem of on-line students being charged inappropriate fees (such as breakage and parking) and this is being resolved. We have worked both with Jeff von Munkwith-Smith and now with Lauren DiGrazia on simplifying on line registration and the coding of courses that are hybrid versus on line. We have also simplified a series of challenges regarding non-credit

programs registration with the integration of the registrar function of CCS into the on-campus registrar's office.

Personnel from UITS, represented by Haleh Ghaemolsabahi, have helped us to solve the Net-ID that has also been hampering our overall on-line initiative. Until this month, all students who do not have actual Social Security Numbers (SSN) were asked to provide a fake number at the time of course registration and this has now been changed. The system will send an activation code to the student's UConn and personal email addresses to activate the Net-ID. We have also worked with UITS to have 24/7 technical support to provide online students with appropriate technical resources and support and this will be in place by summer.

We are also in the process of creating a single website for entrance for all on-line learning that will serve as a single point of access for potential and existing online students seeking information and services about our courses and degree programs and the PowerPoint presented at the senate meeting will highlight our progress on this website as it is still under development.

Peter Diplock, the interim director of the new Center for Enhancement of Teaching and Learning (CETL), is in the process of developing a comprehensive business plan for the expansion of online education at the University of Connecticut and we expect that to be completed by the end of May. Processes to implement the business plan will also be suggested as it is completed in the next month or so.

This summary addresses the majority of recommendations that were listed in the report.

Summary

In summary, we hope that with many of the logistical concerns fixed and the support of the faculty and staff, we can move forward now to highlight some of our best programs and enhance the good work of our faculty. We look forward to having a strong online presence that enables our best programs and the outstanding work of our faculty to be featured online. We hope to have a niche that focuses our online efforts on faculty developed programs of excellence.

On-line Steering Committee Members:

Judy Buffolino, Patricia Butler Lofman, Francine Defranco, Thomas Defranco, Lauren DiGrazia, Jennifer Dineen, Peter Diplock, Haleh Ghaemolsabahi, Jean Main, Andrew Rosman, Desmond McCaffrey, Glen O'Keefe, Roxanne Roy, Sally Reis.

Annual Report on the Regional Campuses
Michael Alfultis
University Senate Meeting
April 23, 2012

Attached please find the Annual Senate Reports from the five regional campuses. While each report is unique—highlighting the distinctive attributes, mission, and goals of the respective campus—all the reports contain a brief overview of the campus, a summary of the past year’s highlights, and mention of both challenges and opportunities moving forward. Looking forward to the meeting with the University Senate next week.

**University of Connecticut Avery Point
Annual Report to the University Senate
2011/2012**

Description of the Avery Point Campus Community

The Avery Point Campus community is a complex enterprise comprised of an undergraduate liberal arts program; two ocean-focused majors (Marine Sciences and Maritime Studies); undergraduate programs in American Studies, English, and Bachelor of General Studies; graduate programs in Marine Sciences, Engineering and Nursing; the Department of Marine Sciences and associated Marine Sciences and Technology Center; Connecticut Sea Grant; the Northeast Underwater Research Technology and Education Center; and the UConn Technology Incubator Program. One hundred fifty full-time and nearly 100 part-time faculty and staff are employed at Avery Point. There are 885 undergraduate, graduate, and non-degree students.

Significant Milestones

New MEIN Simulation Lab

The School of Nursing's Master's Entry into Nursing (MEIN) Program welcomed its first cohort of students at Avery Point in January 2011. In preparation of the launch of the MEIN Program at Avery Point, a new state-of-the-art simulation lab was constructed in the Community and Professional Building in Fall 2010. The new simulation lab space, which resembles a modern, well-equipped hospital ward, is equipped with high-tech mannequins that resemble people of varying age, gender and race.

New Programs

Avery Point was authorized to begin offering an English undergraduate major (effective Fall 2012). The request was approved by the BOT because Avery Point already had in place the appropriate faculty, appropriate courses, and student interest. The faculty include three tenured/tenure-track English faculty with a wide range of expertise and a cadre of long-term adjunct faculty (two with PhDs and three with MA's) who have a proven track record of offering exceptional instruction which will add to the depth and diversity of course offerings within the English major offered at Avery Point. Avery Point offers all courses required for the English major save the senior English capstone, cancelled in 2010. Avery Point regularly has 20-25 English majors on campus, several of whom would like to complete the requirements at this campus. These enrollment numbers are similar to those of our interdisciplinary majors: American Studies and Maritime Studies.

In addition to the English undergraduate program, the Neag School of Education received authorization to begin offering its Teacher Certification Program for College Graduates (TCPCG) at Avery Point. The TCPCG at Avery Point will have an emphasis on certifying teachers for the Science, Technology, Engineering, and Math (STEM) fields.

New Student Center Project Underway

For the first time in a decade, there will be new construction at the Avery Point campus. The aging campus Student Center was demolished in Winter 2012, and in its place a new Student Center will be constructed. The design for the new Student Center includes a 5,000 square foot addition wrapping around the existing theater and academic building, and the campus's 300-seat theater will be renovated inside and out. The new space will include a food service operation, seating, a student lounge and game room, as well as a performance venue space. Construction is scheduled to commence in Summer 2012, with a 12-month construction schedule.

Undergraduate Education

Student Enrollment

The table below shows number of undergraduate, graduate, BGS, and non-degree students all increased in 2011-2012 over the previous year.

	Fall 2010	Fall 2011
Undergraduate	524	581
Graduate	34	82 (incl MENG)
BGS	135	161
Non-Degree	47	61 (incl MEIN)
Total	740	885

Course Offerings

The Campus's 1000-level courses continue to be heavily subscribed (89% capacity). Offering additional sections of 1000-level courses have allowed us to maintain capacity in these courses below 90%. However, the addition of sections of 1000-level courses did result in a decrease in the number of 2000+ level courses in order to remain within budget for adjunct instruction. This loss of upper division course offerings does have an impact on the nature and quality of instruction to students in our four-year and BGS programs. The steady increase in the number of student seats enrolled in 1000-level courses since 2007 and the commensurate decline in number of student seats enrolled in 2000+ level courses are additional indicators of the changes in the Avery Point student population that was highlighted previously. A continued shift in the distribution of students away from upperclass and toward freshmen, and the resulting loss of upper division courses to accommodate increased sections of freshman courses, will only exasperate the current decrease in sophomores, juniors and seniors at Avery Point.

Extracurricular Instructional Activities

29 events sponsored by an active Learning Community, two Lecture Series, and two symposia provided faculty, staff, students, and the general public with additional instructional activities outside the classroom.

Faculty

The Department of Marine Sciences (DMS) had 75 active research grants during FY11 valued in excess of \$20 million. In addition, Professor Moshe Gai received four grants totaling \$2.8 million from the Department of Homeland Security, Department of Energy, and NASA. Avery Point's 27 (17 Regional Campus Faculty plus 10 additional faculty in the Department of Marine Sciences) tenured and tenure track faculty made more than 300 scholarly contributions in 2010-2011. In addition, three Avery Point faculty members have received prestigious Fulbright Fellowships, one Avery Point faculty member received a Ford Fellowship, and three Avery Point faculty members have received UConn Humanities Institute Fellowships.

Student Life

Student Activities

Student clubs and activities, including Student Government, EcoHuskies, Husky Ambassadors, and nearly 10 other student clubs are exceptionally active at Avery Point. We had over 100 events on campus this year, ranging in variety from musical acts, comedians, sports, lectures, and travel to educational symposiums and environmental awareness. Events were sponsored by the Office for Student Activities, Associated Student Government, Learning Community, Clubs and Organizations, and various other campus entities. Events this year have been very well attended with an average of 70 - 80 students per event.

Athletic Programs

The 2011 Avery Point Baseball Team advanced to the NJCAA Division 2 World Series in Enid OK for the second straight year. Along the way the Pointers won their ninth New England Championship since 1999, fourth East District championship, and fourth World Series appearance. The 2011 team had a 3.2 team GPA with four Dean's List students.

Public Service and Outreach

Husky Ambassadors

The Husky Ambassadors group of 12-24 undergraduate students give prospective students and their families tours of the campus. These ambassadors also march in parades, volunteer at the "Groton Fall Festival," provide special appearances for Jonathan the mascot, volunteer whenever needed, and are always our best face to our community. This year the Ambassadors participated in a community event called "The Samaritan Swim" to benefit the homeless and raised over \$2,000. They also organized and planned a dance-a-thon, inviting the public, and they raised \$510 for Habitat for Humanity.

Alternative Break

UConn Avery Point hosted a student Alternative Break for 12 students from Avery Point & 12 students from Storrs. The focus for the 3 day weekend was "Homelessness & Affordable Housing." Last year a donation of \$760 was given to Habitat for Humanity as well as the service hours during the weekend.

SSS Students

Last year thirty-two UConn Avery Point students in the Student Support Services (SSS) College Access Program (CAP) mentored middle school students enrolled in West Side Middle School as part of a year-long commitment to Service Learning through mentoring. Students meet weekly with their middle school matches as part of a program funded by a grant from the Community Foundation of Eastern Connecticut. Student participants were monitored by Marcia Orcutt. Five SSS students also volunteered at Groton's Branford Manor as part of the Health, Education and Safety program.

UConn Avery Point's Alexey von Schlippe Gallery of Art

More than 4,000 people visit the Art Gallery, which includes 1600 people attending six opening receptions; 1200 students visiting from regional schools, elementary through college level; and approximately 30 to 40 visitors per week for gallery visits, artist talks, and poetry readings.

Avery Point Gym and Pool

Nearly 30 community organizations, business, schools, and groups used the Avery Point gym or pool.

Project Oceanology

Project Oceanology is an important Avery Point outreach partner. Approximately 25,000 people join Project Oceanology programs over the course of a year. In addition to their lighthouse expeditions, oceanographic research cruises, and seal watches, which attract the general public to the Avery Point campus, Project Oceanology directly supported the annual Quahog Bowl (the regional competition of the National Ocean Science Bowl that serves Connecticut and Rhode Island), the Marine Science Day (an event that brings together students from throughout Connecticut for a day of oceanographic experiences at the Avery Point Campus), the Annual Meeting and Conference of the SouthEastern New England Marine Educators (SENEME), and production of numerous episodes of Aqua-Kids, a television program oriented toward youth.

University of Connecticut Greater Hartford Campus

Annual Report to the University Senate

2011/2012

Description of Campus

The Greater Hartford Campus is located on 58 acres in West Hartford. UConn Greater Hartford offers students from the Capitol region the flexibility of balancing family, work, and other personal commitments while receiving the full benefit of the University of Connecticut's high quality education and resources.

The Greater Hartford Campus serves the Metropolitan Region through extensive community outreach programs which connect the university with those who are underrepresented or disadvantaged in the community. Through on-going partnerships with schools, businesses, government, national and neighborhood organizations, GHC outreach provides hands-on learning experiences and serves as a model of community service, opportunity, and success for urban campuses.

The Year in Review

The Greater Hartford campus has seen significant change over the past year—including a change in leadership. In order to bring the campus together more fully as one community, the Campus Council (with representatives from all key units on the campus) has met monthly, worked collaboratively on policies and procedures, and sought to disseminate critical information to all areas of the campus. Newly established Mission and Appearance Committees have begun to work on establishing a unified identity for the campus, and creating an environment conducive to excellence, respectively. The newly approved campus organizational plan has established key leadership roles—including Associate Campus Director, Assistant Campus Director, Director of Student Services, and Director of Business Services—all aimed at creating a more efficient and responsive administration. As the pilot campus for the University's SecureU initiative, technology support has been centralized (where possible) and—using Identity Finder and managed workstation, among other programs—streamlined for more efficient, secure, and cost-effective delivery. Finally, by working with various University offices (IT, OACE, and the University Archivist), we have sought to both secure and streamline all forms of data and records across the campus and to implement an effective Records Management plan.

This past fall saw completion of a new Student Center as well as the Business and Administrative Services Suite. We are in the process of upgrading the 425-seat auditorium, and installing instructional technology in more spaces across campus. While deferred maintenance issues continue to be problematic, a new facilities team has begun to address, in a systematic manner, all types of issues requiring attention—and working collaboratively with Storrs counterparts to determine effective strategies for dealing with these deficiencies. The installation of new electrical systems, as well as a new boiler and chilling system, help ensure continued operation of busy facilities.

Enrollment Trends

Already the largest of the University's regional campuses, the Greater Hartford campus continues to see solid enrollment growth. This past year, we welcomed

	Fall 2010	Fall 2011
First Year	397	443
Transfer	66	86

	Fall 2010	Fall 2011
BGS	157	174 (including BPS)
Non-Degree	84	88

	2011	Fall
Undergraduate		1141
Graduate		Over 600

Course Offerings

Enrollments in 1000-level courses continues to be heavy. The number of entering undergraduate students at the Greater Hartford campus who take math and science lab courses continues to grow. This year, 46% of freshmen took math and science courses (including CHEM 1122, CHEM 1127Q, BIOL 1107, PHYS 1201Q, or PHYS 1501Q), and these course are often taken in clusters. The need for instruction in the classroom as well as the labs is significant (these classes are most often full before we finish advising all incoming freshmen)—especially as we have lost several tenured faculty due to retirement in the past few years.

We continue to rely on a complex mix of tenured, tenure-track, APiR, lecturer, graduate student, and adjunct instructors for classroom teaching. In total (including undergraduate, DPP, SSW, TCPCG) there are 79 full-time and 137 part-time faculty at the campus.

Scholarships and a Culture of Philanthropy

Working through the Scholarship Committee, a group of individuals has begun to define ways in which philanthropic opportunities in the community might be aligned with the financial needs of students at both the undergraduate and graduate level. There is interest around us—and already conversations with the Alumni Association local chapter have resulted in greater support for students here. While much remains to be done in order to establish a culture of giving on the campus as a whole, early signs are encouraging.

One Campus, Many Constituents

The Greater Hartford campus is a complex enterprise. Throughout this past year, many individuals here have worked hard to ensure more consistent, efficient, and inclusive communication becomes the norm.

Through these efforts—perhaps most fully realized in the newly-established Mission Committee—the campus seeks to define common goals, strategies, and themes uniting units as varied as the undergraduate programs and majors, the Department of Public Policy, Cooperative Extension, the School of Social Work, and the establishment of the Office of Service Learning into a compelling, and focused, enterprise. Additionally, we are working to centralize services across the campus—regardless of historic jurisdictional issues—to maximize efficiency and consistency where applicable.

Community Partnerships

We have worked to identify the large number of groups and organizations using the Greater Hartford campus, and to strengthen relationships with community partners who are central to our mission of access and opportunity. Jump Start (a program offered in collaboration with the UConn Health Center), the National Black MBA Association Hartford Chapter, and the Annual MS Walk, among other groups, call the Greater Hartford campus home.

Undergraduate Majors

While students of the Greater Hartford campus can take classes that will help them progress in just about any major at the University of Connecticut, there are certain disciplines/majors that allow students to complete their Bachelor's degree right at the Greater Hartford campus, including: Human Development and Family Studies, Psychology, English, American Studies, Urban and Community Studies, Business and Technology, Business Administration, General Studies, and Professional Studies. The individual concentrations available through the new Bachelor of Professional Studies degree program are Corporate and Organizational Studies, Web Technology Studies, and Occupational Safety and Health Studies.

New Business Major

The Business and Technology major at the Greater Hartford campus (as well as the other regionals) has thrived for almost 10 years. This demand for specific Business-related programs has translated to a new offering for students, specifically, a Business Administration major. This degree program offers students a broad based business program while instilling the values of general management knowledge and competencies. The student response for this degree has been tremendous, as the number of applicants rivals those of the already established Business and Technology program.

Student Activities

In January of 2012, the Greater Hartford Campus opened its brand new Student Center and Game Room in the Undergraduate building. This new space additionally houses the Student Activities Office, the Associated Student Government Office, and our Office of Service Learning.

This academic year, we have seen more student involvement in clubs and organizations, and an overall increase in the quantity of clubs on Campus, including the following:

Pre-Med Society

World Club

Muslim Student Association

GHC Business Society

Psychology Club

Indoor Soccer Club
 ConnPIRG
 Flag Football Club
 Tai Chi Society

New Student Orientation

The orientation program received a complete overhaul and redesign for the summer of 2011. First year students choose from one of 8 full-day sessions from May through August. A team of professional advisors, staff, and orientation leaders met with 440 incoming first year students. The new program was very well received and consisted of: workshops, review of university requirements, advising on specific plan of study, campus tours, registration, and team building.

Transfer students attended an hour long session with an academic advisor. The individual appointment for transfer students is most effective as it allows the advisor to review their credit evaluation. Appointments are tailored to the specific major that the incoming transfer student is studying.

First Year Experience

First Year Experience is a unique course designed to provide you with the opportunity to familiarize yourselves with the university and explore issues relevant to new students at UConn. Our mission is to assist new students in making a smooth transition to college while engaging with others who share many of the same questions, concerns and anxieties. In this course, students develop the academic skills necessary to begin and maintain a successful college career. Course projects, group interactions, guest lecturers and class discussions will help facilitate this process. By the end of the semester, students should have a solid understanding of the campus community and a greater degree of confidence in their ability to succeed.

65% of the incoming Undergraduate students were enrolled in an INTD 1800 University Learning Skills class. A section of 1820 was also run under the title “The Power of One: Making a Difference in Cities”.

We worked closely with the Senior Transition and Engagement Program in Storrs to develop a Hartford based version of INTD 4800 - Senior Year Experience to promote a successful transition in the world beyond our university. This new initiative was developed during the spring of 2011.

Student Support Services

Student Support Services aims to increase the enrollment, retention, and graduation of low income and/or first generation college students from the University of Connecticut. Selected students spend the summer prior to matriculation taking academic classes to prepare them for the rigor of college coursework.

Students take two college courses and must achieve proficiency in all classes to demonstrate their strong commitment and readiness to the University before they are allowed to enroll in classes for the following fall semester.

During the summer of 2011 we welcomed 65 graduates from high schools in the Greater Hartford area into the CAP/SSS program. Those students join an upper class group of about 150-200 students who completed the summer program in previous years.

Service Learning

The Office of Service-Learning supports innovative academic and program focused Service-Learning for the University of Connecticut. The Office acts as a resource for students, faculty, and staff interested in the pedagogy of Service-Learning and serves as a liaison to University community partners.

The Office will assist the University in reaching goals stated within the academic plan through providing goal-specific academic service to nearby communities, embracing diversity, cultivating leadership, integrity, and by developing highly engaged students, staff, and faculty civically and socially through Service-Learning classes.

Campus Facilities

- The **Farleigh B. Trekker Library**, which is fully integrated with and linked to the University Library System, including Storrs, all Regional Campuses, the Law School, and the UConn Health Center;
- a state-of-the-art **Information Technology Center** which features high-tech computer labs and distance learning facilities;
- a **Writing and Quantitative Center**, a peaceful study environment for tutorial help and assistance in Writing, Math, Accounting, Chemistry, Biology and Statistics;
- the **UConn Co-op Bookstore**;
- an **art gallery**;
- and the **Hartford County Cooperative Extension Center** delivers objective, research-based information to help manage resources in the community.

University of Connecticut Stamford
Annual Report to the University Senate
2011/2012

Description of Campus

UConn Stamford, which relocated to downtown Stamford in 1998, has been serving Fairfield County and beyond since 1955. The state of the art facility is 250,000 square feet and its distance to Westchester County (15 minutes) and to NYC (45 minutes) via Metro North is ideal. Students commute from Fairfield & Westchester Counties and beyond to UCONN Stamford. There is flexibility to attend classes day or evening and full or part-time along with availability of online classes. The student population is highly diverse (e.g. ethnicity, religions, age, academic interests) and its diversity mirrors the growing ethnic populations in the Stamford area.

The campus continually evolves to meet community and corporate needs. Many new degree programs have been introduced at UCONN Stamford over the years. UConn Stamford educates a competitive, creative and committed professional workforce; provides a learning environment that is collegial and supportive; offers complementary foundation in the liberal arts and sciences, through critical thinking skills, engaged learning and service learning opportunities; and enriches the educational experience through dedicated faculty, small class sizes, and a caring support staff who ensure that students persist and graduate. UConn Stamford continues to seek ways to meet community and corporate needs. New degrees and programs are being explored. Input from the community, government, and business is eagerly sought.

UConn Stamford offers several ***BA/BS Degrees*** including:

- ✓ American Studies
- ✓ Business Administration
- ✓ Business and Technology
- ✓ Economics
- ✓ English
- ✓ Human Development and Family Studies
- ✓ History
- ✓ Political Science
- ✓ Psychology

Additionally, a Bachelor of General Studies Degree (Interdisciplinary Major) offers the following themes: Arts & Humanities, Diversity & Multiculturalism, Health & Society, Human Services, International Studies, Public and Community Engagement, Social Sciences, and Society and Justice.

The Bachelor of Professional Studies Degree is a Professional Studies Major with Concentrations in the following areas:

Organizations

Occupational Safety & Health
Web Technology

Campus Enrollment

Undergraduate enrollment: **1,344** students

Graduate enrollment (MBA, FRM, MEIN and NEAG): **508** students

The School of Business

- Business and Technology and a new Business Administration
- A New Masters Program: Financial Risk Management and a part-time MBA
- A wide range of MBA-level courses taken by non-degree students
- Global involvement is substantial and growing. MBA courses include business trips to China, Brazil, and Dubai with others planned. Other universities send student exchange groups
- A new Stamford Learning Accelerator (SLA) has been created to house a wide range of student projects and is fully functioning now. At Stamford, each of the Business School's other six branch Accelerators (including the International Business Accelerator) are under the SLA "umbrella."
- The new Digital Media Center is dedicated to programs of trans-disciplinary education and research in digital media, bringing together students, faculty researchers, and digital industry leaders.

Connecticut Information Technology Institute (CITI) Professional Development programs serve the corporate and institutional communities. They are an Approved Global Registered Education Provider by the Project Management Institute. CITI is an Approved Professional Development Training Provider by the State and Federal Workforce Development Agencies. Outreach includes collaborative services, seminars and events within Fairfield County. CITI supports the academic mission of UConn Stamford and the School of Business.

Additional Programs offered at UConn Stamford include the following:

- ✓ American Language Program (ALP) for non-credit ESL classes on-campus and on-site at companies
- ✓ MBEIN Nursing Program for second career individuals
- ✓ Educational Leadership doctoral program offered through the Neag School of Education

UConn Stamford offers ***world-class full-time faculty*** who provide one-on-one advising and after-class assistance. The Adjunct faculty are real world Subject Matter Experts with a minimum of a Masters degrees in 25 different academic areas. The campus also offers small class sizes and a variety of classroom settings.

UConn Stamford has many ***outstanding faculty members***. Below are highlights of just a few:

- ✓ *Charles Yarish*-an internationally acclaimed marine biologist whose research specialty is the study of seaweed.
- ✓ *Susan Anderson*-Philosophy professor emeritus who, along with her engineer husband, Michael Anderson, have programmed a robot to behave ethically.
- ✓ *Rich Hurley*- business faculty member with expertise in accounting, tax & law, who is often published in his specialty: forensic accounting. The Association of Certified Fraud Examiners (ACFE) recently awarded him the “2011 Educator of the Year.”
- ✓ *Jerry Schulster*-Psychology professor who has done extensive research in autobiographical memory, personality, experimental psychology, and opera history
- ✓ *Morgne Cramer*-English and Women’s Studies professor with expertise in Women’s Literature & Feminist Theory; 20th Century American Literature and Lesbian Feminist Studies
- ✓ *Joel Blatt*-History professor with expertise in European History: French Revolution to the present, 20th Century Europe, France 1900-1945, Italy 1914-1945
- ✓ *Katherine Pancak*-professor and attorney whose expertise is real estate and finance and real estate law issues. Her research focuses on brokerage, and she develops pre-licensing and continuing education course materials for real estate licensees

Honors Program:

- ✓ Freshman and Sophomore Seminars
 - Civic Engagement
 - Intellectual History
- ✓ Advanced Interdisciplinary Honors Seminars
 - Globalization, Culture and Current Challenges
 - Intellectual Breakthroughs and their impact
- ✓ Examples of Honors Specialized Research and Theses Topics
 - Yale and Towne” oral history and archive creation
 - The development of coherent discourse in high functioning autistic children
 - The development and assessment of reading skills in Stamford Public Schools
 - Marine algae lab research
 - Cross-cultural Comparison of Time Perception and Reality

Student Support Services/The Center for Academic Programs (CAP) increases access to higher education for high-potential students who come from underrepresented ethnic or economic backgrounds and/or are first-generation college students. CAP prepares students for successful entry into, retention in, and graduation from a post-secondary institution through its four constituent programs: Educational Talent Search, Gear Up and Upward Bound provide programming to increase middle and high school students' college access and retention; Student Support Services provides programming to facilitate students' retention in and graduation from the University of Connecticut. CAP designs and implements these programs in accordance with guidelines set forth by its funding bodies, including the University, the U.S. Department of Education, and other programs which promote educational opportunity for all.

The Center for Judaic & Middle Eastern Studies offers courses in Judaic culture, literature, and history and Middle Eastern literature and politics. The Certificate program is for community members and

students interested in teaching in religious schools, or who wish to prepare for advanced training in Religious Studies, Judaic Scholarship, Jewish communal work, Middle East and Israel Studies, or for professional careers in government and Foreign Service which require knowledge of Israel and the Middle East. The center enjoys broad community recognition and has been financially supported by individuals, foundations, corporate gifts, and matching grants. The Center is also celebrating its 30th anniversary this year and has created a learning community around itself, which gathers for intellectual pursuits and discussions of scholarly and contemporary issues.

Career Resources provides Career Fairs, spring and fall, annually to recruit students and alumni. Over 100 employer representatives and over 2,000 employers list jobs and internships with the Career Center.

Below are just a few of the many internships available to students:

- ❖ American Red Cross
- ❖ AmeriCares
- ❖ Child Guidance Center
- ❖ Conair Corporation
- ❖ CT Judicial Branch
- ❖ Domestic Violence Crisis Center
- ❖ General Electric
- ❖ Greater Bpt. Mental Health Center
- ❖ Inst. for Social & Cultural Practice & Research
- ❖ Literacy Volunteers
- ❖ Madison Square Garden
- ❖ Merrill Lynch
- ❖ NBC, CBS, TeleMundo, MTV
- ❖ PurePoint Energy LLC
- ❖ SONY Records
- ❖ Stamford Public Ed. Foundation
- ❖ The Heritage Foundation, DC
- ❖ U.S. Navy Marine Mammal Program, CA
- ❖ UBS
- ❖ World Affairs Forum
- ❖ World Wrestling Entertainment
- ❖ Yale Child Study Center

Student Services offers a comprehensive and professional student services staff that provides:

- ✓ Academic Support Services
- ✓ Advising
- ✓ Career Services
- ✓ Counseling/Psychological Services
- ✓ Fitness Center
- ✓ Scholarships
- ✓ Student Activities
- ✓ Student Leadership
- ✓ Students with Disabilities Services
- ✓ Tutorial Services

Student Activities include numerous clubs and programs, a fully-equipped Fitness Center, and an **Active Student Government Association**, that provides leadership development experiences, and jointly works with the campus administration to meet student needs.

The Jeremy Richard Library is integrated with all other campus libraries, and provides easy access to the resources of all UConn libraries. The library is staffed with full-time librarians and is open Monday through Saturday.

The UConn Co-op serves as the official bookstore for the University of Connecticut. In addition to textbooks and course materials, the Co-op offers general books, computers, software, school supplies, and UConn apparel.

The Campus Café provides daily food service.

UConn Police are housed on campus and patrol on foot and in marked police vehicles. They are responsible for public safety in the main campus building and in the large UCONN parking facility on Washington Boulevard. The police are on duty 24 hours a day, 365 days a year.

University Pals Program is for first generation college bound students. The program provides college simulation with college faculty teaching a variety of University-type courses. Upals offers a summer experience for Norwalk and Stamford public school students and includes significant parental involvement. Upals is a five-year program, with students beginning their affiliation as rising 8th graders.

The Art Gallery has new exhibits from community and student artists.

Additional Services include the following:

- ✓ Shuttle service to and from Stamford Train Station
- ✓ Off Campus Housing Service
 - <http://offcampushousing.stamford.uconn.edu/>
- ✓ Learning Commons area
 - a) *Writing Center*
 - b) *Math/Science Tutoring services*
 - c) *Computer Labs (coming this Fall)*
- ✓ Campus events open to the public
 - a) *Faculty Colloquium Series*
 - b) *Local & National Political Figures*
 - c) *Local & National Authors and Performers*
 - d) *Cultural Exhibits*

University of Connecticut Torrington
Annual Report to the University Senate
2011/2012

Mission

UConn Torrington has undergone leadership changes this past year, but continues serving its mission to offer academic opportunities and outreach activities to the local community. As has historically been the case, the campus provides students the opportunity to begin almost all of UConn's more than 100 majors. Additionally, in partnership with the Waterbury and West Hartford campuses, we offer degrees in American Studies, English, General Studies, Professional Studies, Human Development & Family Studies, Psychology, and Urban & Community Studies. This makes the campus the only baccalaureate granting institution in Litchfield County, and the fact that we serve the County in such a meaningful way is important to the citizens as well as to our State legislators.

Student success

Our students are high achievers – the Fall 2011 entering freshmen had an average SAT score of 1020, and 25% of them qualified for membership in Alpha Lambda Delta, the national honor society for students who have earned a GPA of at least 3.5 in their first semester. Additionally, six Torrington students were named Babbidge Scholars for 2011 and five were named New England Scholars.

Scholarly contributions of faculty

Associate Professor of Art and Art History Pamela Bramble has an exhibit, *Bramble and Bramble: Remnants, Glyphs, and Palimpsests*, at the Alexey von Schlippe Gallery of Art at the UConn Avery Point Campus until May 27.

Assistant Professor of English Kathy Knapp has several publications, including

- “Frank Bascombe and the Post- 9/11 Suburban Literary Tradition”, *American Literary History*, 23:3 (Fall 2011): 500-528
- “Underneath, at the Edges, and in the Heart of the Urban Imagination”, Review Essay Forthcoming, *MFS: Modern Fiction Studies* 59:2 (Summer 2012), 17 ms. pgs.
- Contributing Editor, Heath Anthology of American Literature. “Richard Ford and “Rock Springs””, Headnote and Instructor’s Guide, *Heath Anthology of American Literature 7th Ed.* Forthcoming.
- “The Business of Forgetting: Postwar Living Memorials and Post-Traumatic Suburb in Chang-rae’s “Aloft”. Revise and Resubmit at request of editor, *Twentieth Century Literature*.

Assistant Professor of History Robert Forbes’ activities include:

- Forthcoming article, “The Cause of This Blackness: The Early American Republic and the Construction of Race”, *American Nineteenth Century History*
- Forthcoming article, “Grating the Nutmeg: Slavery, Race, and Sectionalism in Connecticut from the Colonial Era to the Civil War”, *Connecticut History*

- Speaking on Venture Smith at the Hull History Center, Hull, England in October
- Speaking on James Monroe and the Missouri Compromise at the Virginia Festival of the Book in Charlottesville VA in March
- In May will be participating in a roundtable at Princeton University on Jeffersonian Democracy in Theory and Practice, followed by a one-month fellowship at the International Center for Jefferson Studies at Monticello.

Faculty-led campus activities

Faculty-led campus activities this year included programs by the Litchfield County Writers Project and the ARTS Project. These featured author Frank Delaney, and artists Francis Patnaude, Reggie DeLarm, and Banjie Getsinger Nicholas.

Additionally, HDFS Lecturer Judy Bomar planned and coordinated a two-day Community Fair in October which brought 35 community service organizations to campus to promote and facilitate new collaborative relationships with Torrington students. The organizations learned more about our programs and students learned about the agencies, human services careers, and potential internships, service learning opportunities, and independent studies.

Community Engagement

The campus' community engagement is strong, as demonstrated by its key role in the Connecticut Leadership Team, a partnership of the University, the City of Torrington and the Torrington Development Corporation. The goal of the CLT is to lead the revitalization project in downtown Torrington, based on an arts economy. It commissioned a specialist consultant group to provide a report detailing the revitalization efforts of similar towns (Pittsfield MA, Peekskill NY, and Easton PA) which were also based on the arts. The CLT has now begun adapting those efforts to Torrington's needs. This project has strengthened the campus' relationship with its municipal home and will serve to raise the profile of the campus in the community and beyond.

The campus' Advisory Committee, composed of several UConn Torrington alumni who are now successful members of the business community, will soon embark on fundraising efforts to provide scholarships for campus students. This will be done in conjunction with the UConn Foundation.

University of Connecticut Waterbury
Annual Report to the University Senate
2011/2012

Campus Overview

The University of Connecticut's Waterbury campus promotes the personal growth of students of all ages and economic circumstances through intellectual achievement, enhanced leadership skills, and workforce development. The campus provides access to lifelong learning and community engagement through its academic programs and provides entry to the more than one hundred undergraduate programs available at the University of Connecticut. The Waterbury regional campus is committed to developing important interaction between its student body, faculty and the community.

The Waterbury campus offers nine bachelor's degrees

- American Studies
- Bachelor of General Studies
- Bachelor of Professional Studies
- Bachelor of Science in Business Administration
- Bachelor of Science in Business Technology
- English
- Human Development and Family Studies
- Psychology
- Urban and Community Studies

At the graduate level the Waterbury campus offers

- Master's in Business Administration (MBA)
- Master's Entry into Nursing (MEIN)
- Teacher Certification Program for College Graduates (TCPCG)
- Course work in the School of Social Work

In fall 2011, the Waterbury campus welcomed 331 new freshmen and transfer students, our largest incoming class in history. Forty-seven (47) transfer students enrolled, reflecting a 14.6% increase over fall 2010. Two hundred eighty-four (284) freshmen enrolled at the Waterbury campus, reflecting a 4.4% increase over fall 2010.

The campus held its fourth annual Creative Sustenance Program on Wednesday, April 4, 2012. The event featured poetry and dramatic readings by local writers. Michael Bradford, award winning Director and Professor of Dramatic Arts at UConn, read from his works at the event. Waterbury campus English Instructor, Ira Joe Fisher, also read from his works at the event. Select Osher Lifelong Learning Institute members read their written works and undergraduate students showcased their prize-winning writing. Creative Sustenance raised awareness of hunger and poverty in the area and attendees brought canned/non-perishable food items to be donated to Greater Waterbury Interfaith Ministries, a nonprofit organization that provides 225 meals daily to Waterbury's neediest residents.

The campus held its third annual UConn Waterbury Brass City Dash 5K Road Race on Saturday, April 14, 2012. Proceeds from this event go to the Waterbury Campus Student Initiatives Fund. This UConn Foundation fund supports academic and enrichment activities and enhancements of common areas at the campus.

The Waterbury campus faculty continues to excel in scholarly and professional pursuits. The following are examples of some of the outstanding accomplishments of the Waterbury campus faculty this past year.

- Publications in Peer-Reviewed Journals and encyclopedic volume
- Ad Hoc Reviews
- Editorial Board members
- Conference Presentations
- Script Writer and Director of the New York Philharmonic Young People's Concert Series
- Opera Libretto written and staged
- Member Board of Directors for Community boards
- Service Learning
- Supervise Field Study, Service Learning, Independent Studies, Internships
- Campus Research Talks

The Waterbury campus held its first Scholar's Reception for the eight (8) Babbidge and thirty-three (33) New England Scholars from the Waterbury campus on April 16, 2012. A Babbidge Scholar is a full-time student who has earned a 4.0 (A) semester grade point average for the fall and spring. A New England Scholar is a full-time student who has earned a 3.7 (A-) semester grade point average for both the fall and spring.

Waterbury campus student, Lucien Lafreniere, a four time Babbidge Scholar recipient, delivered the Welcome Address at this year's 19th Annual Scholar's Day Reception at the Storrs campus.

Emmanuel Guillermo Marte, a Student Support Services (SSS) student, was initiated as a member of the Alpha Lambda Delta National Academic Honor Society at UConn on February 23, 2012. Another SSS student, Tomas Olivo, recently received the Connecticut AAFCS Scholarship and the Nellie A. Gard Scholarship. Lucien Lafreniere, a Waterbury campus student graduating this spring, was a Truman Scholarship finalist.

The Waterbury campus embraces the commitment to community outreach and engagement. Waterbury campus faculty and staff continue to be actively engaged in community outreach as evidenced by the following initiatives and activities:

- Waterbury Campus Director, William Pizzuto, Ph.D., leads the campus in the community. In the last year, he served as a Director of the Greater Waterbury Chamber of Commerce on its Public Policy Committee promoting and supporting the UConn campus and its students. He also serves as a Waterbury Police Commissioner and as a Director on the Northwest Regional Workforce Investment Board (NRWIB), committees include finance, incumbent worker training, displaced workers, construction careers initiatives; serves on the Waterbury Hospital Board as a Trustee; a Director of the Palace Theater Board; a member of the board of the Connecticut Higher Ed Supplemental Loan Authority, and Chairman of the Advisory Committee on Accreditation (ACA) for the Office of Financial and Academic Affairs for Higher Education (formerly DHE).
- Dr. Brian Chapman was the 2009 Provost's Award winner for Excellence in Outreach and Public Engagement.
- Career Consultant, Susan Hyde-Wick, recruited over 30 organizations to a Community Fair at the campus. The fair provided opportunity to meet face-to-face with representatives of Community Organizations and enabled deeper connections with community organizations.
- Waterbury students have engaged in community outreach through a food distribution program with the Stuff a Cruiser, a fall and spring Blood Drive, and participation in Waterbury's "Mardi Gross," a program that provides a safe Halloween environment for city youth.

Highlights of Academic Year 2011-12
In the Areas of
Transportation, Logistics, and Parking Services

Transportation:

- A student transit fee to support campus shuttle services was approved, raising the fee to \$50 per semester, effective FY 2013.
- A GPS/Automated Vehicle Locator System has been implemented on the entire shuttle bus and accessible van fleet this year. This provides a welcome and useful tool, allowing passengers to know when a vehicle is arriving at the desired pick up location, and providing valuable documentation of bus operating details.
- Transportation launched an extremely successful Car Share program, managed by Hertz. There are currently four vehicles assigned to the campus with additional vehicles placed for next year near Storrs Center. Over 526 campus members had joined by March, 2012.
- Transportation acquired 13 new buses this year. They replaced buses that had outlived their useful lives. The buses are fully equipped for campus needs and have a new “Turn Alert” system, which provides an audible warning to pedestrians who are about to enter the roadway. They also alert the driver of the bus to be aware of pedestrians.
- Transportation has undertaken a complete redesign of the campus shuttle routes. New routes will become effective this fall semester. The new routes will complement each other providing two-way service on most routes, creating shorter travel times. The new routes will eliminate the need for the one-way busway (formerly a portion of Mansfield Road). The busway will become a Pedestrian/Bikeway, and signage will be developed to designate this area appropriately. A future improvement project is in the works.

Parking:

- In alignment with the recommendations of the Strategic Redesign Initiative, (McKinsey Report) Parking Services developed a fee increase plan to increase revenues to cover the approximate \$2.5 million in University support of parking operating costs over the next 5 years.
 - The fee plan for students was discussed with PAC and the Student Fee Committee on several occasions.
 - The recommendations regarding Faculty/Staff permit fees have begun with unions.
 - Permit fee increases as proposed are scheduled to take effect in FY 2014.
 - Increasing short term parking rates in the garages are part of the planned increase in revenues. Rates increased in January of this year.

- There have been some minor reassignments of permit spaces this year to address Area 2 parking due to spaces lost to the Storrs Center Project. This was in response to concerns that came from South Campus based Faculty and Staff.

Office of Transportation, Logistics, & Parking

- Completed Rules & Regulations for the Control of Parking on the Grounds of the University of Connecticut. This is a statutory requirement that received Board of Trustee approval and was forwarded to the State Transportation Commission.
- A Pedestrian & Bike Safety Task Team was created outside of PAC to review and suggest critical efforts that need to be undertaken on the Storrs Campus to improve safety.
 - The Task Team has concentrated first on completing rules and expectations for campus users of Motor Bikes, Mopeds, & Motor Scooters.
 - Will soon complete rules for Bicyclists.
 - Is developing the use of skateboards, long boards, and roller blades on the Grounds of the University.
 - All of these rules will become part of the aforementioned Rules & Regulations that will go to the Board of Trustees for approval and be filed with the State Transportation Commission.
- An access management strategy and capital project was approved and implemented this year. The plan has eliminated a considerable amount of illegal parking and driving on lawns and sidewalks and provided clear instructions to vendors and others on appropriate access routes to campus buildings.
The goals of this project continue to be:
 - a safer pedestrian campus
 - less vehicular traffic in the campus core
 - pedestrian corridors for pedestrians
 - improved service and delivery processes
 - preservation of campus landscape and hardscape

**University of Connecticut
Provost's Library Advisory Committee
Academic Year 2011-2012
Activities Report**

This year, the Committee focused its attention on three general areas of library services: Instruction and Learning; Collections, and Research.

Instruction and Learning:

1. Study Spaces - Based on user surveys, library space is the most serious issue for undergraduates. Students two major concerns are "not enough electrical outlets" and the "quiet floors are not quiet enough." Additional study space was created this year and the Library's strategy is to choose modern furniture with student participation in the selection process and to maximize power drops for outlets by using geometric modular work spaces.
2. Library Instruction Assessments - A pilot project was initiated this year to study satisfaction with library instruction when faculty request a library resource session. Twenty sessions were surveyed and there were 185 respondents. Virtually all ratings were either a "4" or a "5" on a five point scale and faculty responses were consistently "5" of "5" for meeting expectations and satisfaction with the quality of information presented.

Collections:

1. Collections Budget - The Libraries did not receive an inflationary increase for collections in FY 2012 although prices increased on average by 5%. The shortfall restricted the Libraries' ability to purchase books in particular. The Committee unanimously endorsed sending a letter to the Provost conveying its deep concern about the status of the University's collections budget, particularly as it relates to the retention of current faculty and the University's plan to recruit 290 new faculty over the next four years. The letter was subsequently presented to Provost Nicholls.
2. Patron-driven Acquisitions - Two distinct approaches are being used with two different e-book vendors. The vendors load records for the titles they offer into the UConn catalog. The Libraries uses one vendor to offer access to e-books costing less than \$100. Specified types of usage trigger a purchase (e.g., printing, accessing more than 10 pages); however, the first 10 minutes of browsing are free. For titles costing more than \$100 another vendor is used. After 5 minutes of usage, the Libraries rents the book for a percentage of the purchase price. The fifth rental triggers a purchase. The time period of titles included is 2008 to the present and there are 14 publishers involved so far. In the first six months, 4,000 titles have been rented or purchased and there has been about \$50,000 worth of activity. This is more efficient than having librarians purchase books title-by-title, not knowing if they will actually be used. The Libraries continue to purchase print books when that format is specifically requested by users.
3. Electronic Resources Management Working Group – This became a formal unit in Library Research Services this year. Consistent with the collecting strategy approved by the Committee two years ago, more than 90% of the collections budget is now spent on electronic resources. The working group calculates cost per search for databases and cost per download for e-journals and looks at 30-40 products each quarter, paying particular attention to e-journal packages and databases costing more than \$50,000.
4. BLC De-accessioning Policy to Safeguard Access – The Libraries participate in the Boston Library Consortium initiative to ensure that the last print copy of a monograph held within the consortium will not be discarded/withdrawn unless there are more than 50 holdings reflected in OCLC, a world-wide database of library holdings. If there are two copies in BLC, there should be at least 30 holdings in

OCLC. Three copies should be retained within BLC for all monographs with less than 30 holdings in OCLC.

Research:

1. E-Science- The Libraries, Sponsored Programs, and UITS staff participated in a six month E-Science initiative that resulted in the drafting of an e-science strategy for the University, particularly with respect to the management and curation of research data sets. The Libraries are also developing a digital repository to archive, provide access to, and preserve digital collections and data sets.
2. Open Access – A pilot project was initiated by the UConn Libraries and the Health Center Library to reimburse authors who publish in open access journals that are freely available on the web rather than in subscription-based journals.
3. Hathi Trust - The Libraries became a member of the Hathi Trust, based at the University of Michigan, to facilitate the building of a digital library for the entire academic community. The Hathi Trust currently houses 10 million unique digitized books and documents, three million of which are in the public domain.
4. Summon Implementation – The Committee offered suggestions prior to the January rollout by the Libraries of a web-scale discovery and access tool characterized by a Google-like single search box. Users can now choose to search on everything owned by UConn, books and media world-wide and journal articles world-wide, with assisted requesting for borrowing books and media not owned by UConn and copies of journal articles from journals not licensed by UConn.

Finally, a system-wide library user survey was conducted using a random sample in late March and early April. There were more than 1,400 responses, including 595 graduate students, 461 undergraduate students, and 358 faculty. Overall satisfaction scores were 4.4 for faculty, 4.2 for graduate students, and 4.1 for undergraduate students on a five point scale. Other data collected will be analyzed this summer and used for planning service improvements next year and into the future.

Respectfully submitted,

Sylvia Schafer
Chair

Brinley Franklin
Vice Provost for University Libraries

2011/2012 Committee Members:

Pamela Bedore, English
Safet Berisa, Graduate Student Senate
Richard Bohannon, Kinesiology
Kim Chambers, Center for Undergraduate Education
Maureen Croteau, Journalism
Francine DeFranco, Library Research Services
Colleen Delaney, Nursing
Jeffrey Dudas, Political Science
Joseph Golec, Finance

John Ivan, Civil & Environmental Engineering
Scott Kennedy, Library Undergraduate Education & Access Services
Richard Langlois, Economics
Kyu-Hwan Lee, Mathematics
Carolyn Lin, Communication Sciences
Edward Neth, Chemistry
R. Thane Papke, Molecular & Cell Biology
Mary Truxaw, Curriculum & Instruction
Olga Vinogradova, Pharmaceutical Sciences
Steven Zinn, Animal Science

Commencement Committee
Annual Report to the Senate
April 23, 2012

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, keeping meeting minutes, sending out important mailings, keeping 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. 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 Lauren and 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 2011 commencement, we conducted twelve separate Commencement Ceremonies for all schools and colleges as follows (including one Recognition Ceremony):

Saturday, May 7, 2011

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

Sunday, May 8, 2011

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

Student participation in the ceremonies was very good with more than 3,000 undergraduates participating (of the 5,000 + eligible) and about 730 graduate students of the about 1700 eligible.

Because of the success of using an organ for the music for the CANR, BUS and both CLAS events it will be also used for the Grad ceremony for 2012. 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 for the Graduate ceremony and the other students who sang for the other ceremonies.

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!

We were fortunate to have some excellent speakers at each of the ceremonies, including Governor Dannel P. Malloy at the Graduate ceremony, Dr. Andrea Dennis-Lavigne at the CANR ceremony, Dr. Gwo-Duan Jou at the Business ceremony, Ms. Erica Peitler at the Pharmacy ceremony, Ms. Kelci Stringer at the NEAG ceremony, Dr. Charles Vest at the Engineering ceremony, Ms. Mia Farrow at the Fine Arts ceremony, Dr. William Trueheart at the CLAS ceremonies and Dr. Robin D. Froman, RN at the Nursing ceremony.

Honorary degrees were given to Sir Peter Crane, Dr. Charles Vest, Mia Farrow, Philip Bailey, Charles Burstone, and Louis Sullivan.

On August 26, 2011, Convocation was held in Gampel Pavilion with President Susan Herbst presiding. Greetings to those assembled were provided by Peter Nicholls, Provost and Executive Vice President for Academic Affairs, with the Presentation of the Class of 2015 given by Lee H. Melvin, Vice President for Enrollment Management and Planning. Samuel Tracy, President, Undergraduate Student Government spoke on behalf of current students, and President Herbst, 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 fourth 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.

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 2012 have been underway for many months and this will be the fifth year that Schools and Colleges will be conducting their own undergraduate ceremonies. There will be thirteen events over two days as follows:

Saturday, May 5, 2012

Saturday	9 am	1 pm	1:30pm	4pm	5 pm	6 pm
Gampel	Engineering		Graduate School			CANR
Jorgensen	SSW Recog. Cerem.	CCS			Fine Arts	
Rome Ballroom	Pharm D			Pharmacy		

Sunday, May 6, 2012

Sunday	9 am	12:30 pm	4 pm	5:00pm
Gampel	Business	CLAS I		CLAS II
Jorgensen	Education		Nursing	
Rome				

Respectfully Submitted on behalf of the Commencement Committee by:

Michael J. Darre, Chair
University Marshal

Committee Members:

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