

## MINUTES OF THE UNIVERSITY SENATE

March 3, 2014

1. The regular meeting of the University Senate of March 3, 2014 was called to order by Moderator English at 4:00 p.m.
2. Approval of the Minutes

Moderator English presented the minutes of the February 3, 2014 meeting for review.

Senator Pratto moved to make the following revisions to the eighth paragraph of item #3:

Senator Pratto followed up on Senator Schultz's comments. She has two international students who are faced with deciding to fix their car or buy groceries. **They cannot be employed outside the university.** They **[graduate students in general]** need money in their checking accounts. **Money the university saves on their benefits is not money they see anyway.** With respect to the increased GA budget from Next Gen (\$1M going to \$2.7M), Senator Pratto asked how much of the increase will be used to increase in stipends vs increasing the number of GA's. Provost Choi responded that the funds will not increase stipends for current students. We are currently evaluating whether to increase stipends across the University. Some students get funded through research grants; not all students are fully supported through University stipends. The general operating budget from Next Gen will flow into other units—potentially into GA funds. The Provost's office, with requests from the dean's office, will determine how to allocate funds.

**The minutes were approved as amended.**

3. Report of the Provost

The Provost shared that the Academic Plan is in the final stages of development. It is a bold plan, including exciting areas in research and education as well as metrics. It has been shared with senior leaders at the University and the Senate Executive Committee. It will be released in the coming weeks, and people will have a chance to view it and provide feedback. It will then go to the Board of Trustees. The Academic Plan will guide our investments in teaching and research. As a flagship university, UConn must increase its extramural research program as well as scholarship. The Academic Plan will provide a great way for the University to talk about what is happening internally and also will be used as a tool in philanthropy. The university does very well in scholarship and research, but has not been devoting as much attention to philanthropy. Joshua Newton, President and CEO of the Foundation, will push our efforts in this arena. Provost Choi acknowledged the tremendous work of the University Academic Vision Committee, chaired by Rich Schwab. The committee relied not solely on their own opinions to develop the plan, but sought feedback from many others.

Graduate students have been negatively affected by a number of changes to the health plan and other policies. Kent Holsinger, Dean of the Graduate School, will work with other programs on campus whose policies affect graduate students to ensure future policy changes will not inadvertently harm

graduate students. No changes in graduate subsidies are expected this year. The University needs to balance the wellbeing of graduate students with its fiscal responsibilities.

Provost Choi reiterated comments he made to the Board of Trustees that the University is committed to supporting the School of Fine Arts. Having strong deans with strong resolve will help the University develop important programs.

On April 9, Richard Dawkins, world-renowned evolutionary biologist, will appear as part of the President's Distinguished Lecture Series. This session will be moderated by Dean Jeremy Teitelbaum. On April 23, Hillary Rodham Clinton, Former U.S. Secretary of State and Former U.S. Senator from New York, will deliver remarks and participate in a question-and-answer session at the Jorgensen for this year's Edmund Fusco Contemporary Issues Forum. Tickets for this event will be available via lottery, with no exceptions. A presentation by Art Spiegelman, underground cartoonist, author, and New Yorker staff artist, has been rescheduled to March 24<sup>th</sup>.

Senator Zirakzadeh inquired whether there has been a change in the budget situation at the University. Provost Choi said that the University's budget deficit number changes weekly. The University completed a 3% budget deficit mitigation plan. All schools have been informed of the decisions. The plan protected hiring; only about 10 searches have been canceled. There are uncertainties going forward because when the fringe rate comes out in May, it could help or hurt. The central administration is looking at every unit to determine where there are opportunities to cut. There is not much of a change from the budget announced at the February 3<sup>rd</sup> Senate meeting. The budget deficit for 2014 is about \$43M, but that figure goes up and down.

4. Report of the Senate Executive Committee presented by Senator Zirakzadeh

(Attachment #34)

Senator Manheim inquired whether teaching assistantships will be needed if undergraduate enrollment increases via Next Gen. He asked what the Next Gen report indicates. Currently, 40% of graduate applications are accepted. Were those in the pool of people not accepted academically qualified and only denied admission because of lack of money? Provost Choi responded that the budget for Next Gen includes \$15M in operating funds for year one. \$1M is allocated for GAs and \$0.5M is allocated for fellowships. Our goal is to add more money. Because of the increase in enrollment, we were able to increase graduate-student funding this year, primarily in CLAS and Engineering. We are committed to meet enrollment needs and to grow research programs. Senator Holsinger added that acceptance rates vary widely by programs. He could not address whether we are turning away highly qualified applications because of funding. When calculating acceptance rates, an application for which there is no decision is not regarded as an application. In calculating acceptance rates, therefore, we only count an actual yes or no decision. Those programs that have decided to accept only may have a 100% acceptance rate, even though others were non-decisions.

5. Consent Agenda Items

Report of the Curricula & Courses Committee

(Attachment #35)

Senator Darre moved to add the following language to the course description for DMD 2710 that had been inadvertently omitted:

DMD 2710 Social Media Business Applications. Three credits. Open to Digital Media and Design majors and minors, others by instructor consent. **This course does not fulfill requirements for any major in the School of Business.** Introduction to social media marketing, focusing on the platforms and strategies being employed by brands.

Senator Spiggle then made a statement on behalf of the School of Business.

(Attachment #36)

**The Senate voted to approve the Consent Agenda items as amended.**

6. Report of the Faculty Standards Committee presented by Senator Boyer

- For the Information of the Senate: Recommendation that two full-professors be elected to the Provost's PTR panel.

(Attachment #37)

Senator Boyer responded to a question about whether the two professors would be elected by going through the Senate nominating process. The response was in the affirmative; the Senate Nominating Committee was consulted and did not feel it would be too much work.

Senator Teitelbaum noted that he did not think there was a formal Provost committee, just an informal group that provided advice. He stated that if there is a formal committee, they should record votes. Senator Boyer responded that the Faculty Review Board deals with cases on which there are questions. The provost committee would look at all files. Senator Teitelbaum added that one of tenants of the PTR process is that at each stage an individual has the opportunity to respond to negative comments. Senator Boyer responded that this is a proposal for a recommendation to add members; the process itself is governed by Provost's office. This could result in change of process, whereby the Provost could implement a committee vote.

Senator Manheim noted that historically the committee was only comprised of administrators. If the Senate wants faculty members on the committee, they should change the bylaws to state so. If this is not legislated through the bylaws, it remains at the discretion of the Provost and a future Provost could reverse the decision.

Senator Zirakzadeh commented on his ambivalence towards the proposal. On the positive side, it is great for faculty to be included in the process and it also is good that the Nominating Committee supports the motion. His concern pertains to the idea of reviewing academic decisions for perhaps all cases. This almost seems like second guessing deans and department heads on decisions about academic merit. He also wondered whether two faculty members are sufficient given the diversity of the University and its standards. Perhaps the Provost views this as an experiment, which can change through practice. We should discuss the selection criteria for cases--should there be rules for what cases should be reviewed? If criteria are developed, they

should be stated in the bylaws. Provost Choi responded that the purpose of the Provost's review is not to second guess deans and department heads. The amount of work and rigor that goes into evaluations is tremendous. As the administrator responsible for making recommendation to the President and Board of Trustees, he is responsible for evaluating proposals from across the University and therefore believes it would be valuable to have faculty involvement. Multiple meetings are held to make decisions, and beyond other groups are involved including the Faculty Review Board and Committee of Three (which will now report directly to the President.)

- For the Information of the Senate: FSC Resolution that the Provost's Office work with deans, chairs of advisory councils, and department heads to develop written rules/documents for schools/colleges and departments concerning their respective PTR procedures, processes, and practices.

(Attachment #38)

Senator Boyer remarked that there is great variation across the University with regard to PTR procedures, processes, and standards. This is not a proposal for PTR standardization. Rather, it is an effort to provide guidance for candidates and people participating in process.

Senator Manheim noted that this is not a proposal to do what Senator Boyer stated; rather it is a proposal to distill information that might be used in the future. Uniformity within schools and colleges does exist, and he doesn't know whether this is a relevant proposal across schools and colleges. University Bylaws do spell out criteria for promotion and tenure based on scholarship and teaching—they are not well defined, but are spelled out. Senator Manheim envisions no harm if the Provost informed others how he interprets that wording.

#### 7. Report of the Curricula & Courses Committee presented by Michael Darre

(Attachment #39)

PRESENTATION of a motion to add a new section to the By-Laws, Rules, and Regulations of the University Senate, Section II.I.5. Syllabi for vote at the April 7, 2014 Senate meeting.

Approximately three years of discussion have taken place to develop a motion that will require faculty to submit a syllabus for courses. Syllabi are not currently mandated in the Bylaws, though many schools and colleges ask for them and they are submitted to the Curricula & Courses Committee for new courses. One reason for requiring syllabi is legal—because they clarify how grades are calculated, they offer protection when students object to grades.

Senator Manheim recommended two changes. He suggested that the language should read, "Faculty shall provide written syllabi..." where it now reads, "Faculty shall provide syllabi." He also suggested that the language include a deadline, "By the end of the first week of classes, faculty shall provide written syllabi..."

Senator Bramble suggested that “Faculty shall provide a course syllabi” would be a clearer first sentence. She understands that the first sentence now clarifies that independent studies and internships are courses, but believes that information should be delivered in a separate sentence.

Senator Pratto responded to the comment to add change “syllabi” to “written syllabi.” She noted that communication on HuskyCT would be better than on paper, because then students would know where the syllabus was and would be able to access it.

Senator Darre added that faculty now provide syllabi to Curricula & Courses, so the language needs to say “to students.”

Senator Courchaine argued that clarification is needed as to whether a syllabus can be changed after a course has begun. He had an experience in which the grading formula changed during the semester. Senator Darre responded that the syllabus is a contract between the faculty and student. Usually with contracts, they can be modified with consent of both parties. Faculty may need to make changes due to University closings and delays. The University’s expectation is that syllabi be a working contract.

Senator Cantino teaches a lot of independent studies and inquired whether there can be different syllabi for different students. Senator Darre responded in the affirmative that a faculty would spell out what a student will be doing and how they will be graded. Each student could have a different contract.

Senator Rios asked what percentage of faculty is not doing syllabi? Is there a need for concern? She alluded to a case in Texas, where it is mandated that syllabi be posted for the public to view. This, in some cases, has resulted in harassment of faculty by members of the public. Senator Rios also asked about the future and publishing syllabi online. Senator Darre responded that he doesn’t know how many faculty do not provide syllabi, but that it’s a small number because faculty are required to submit syllabi when developing new courses. Not all existing syllabi have the elements described in the proposal (content, grading, etc). There are a lot of lawsuits over grades, content, and teaching. The proposal is trying to rectify this as simply as possible. The Provost’s office and Dean of Students have provided boilerplate materials of what they would like faculty to provide in syllabi.

Senator Bramble noted that this is a wonderful thing for adjunct faculty who often come in, teach, and leave. Many don’t have clear understanding of what should be in syllabi. This will be a useful tool for adjunct faculty, upon whose hard work we rely.

Senator Manheim noted that we should make sure the content in a syllabus is consistent with the catalog description.

#### 8. Annual Report on Research presented by Jeffrey Seemann

(Attachment #40)

The Annual Report on Research included: rankings and targets, historical indicators and trends, and action items for research growth. It is focused on dollars.

One aspiration mark is National Academy of Science membership. Right now, we have one faculty member from UCHC in the National Academy.

About 6% of the University budget comes from industry and corporate grants. There's lots of room for growth in this area.

Total research funding has slid back to 2007 levels. The University's challenge going forward is to figure out how to raise those numbers continually. The federal situation will not get better, and there is no single silver bullet for moving upwards.

To increase research expenditures, to attract key funders, and to diversify the institutional portfolio, the University must:

- Pay attention to existing strengths of faculty,
- Count everything we can,
- Count correctly,
- Minimize faculty time on grant administration,
- Make it easy for faculty to spend grant money quickly and easily to get what they need,
- Be good at allocating faculty workloads

Focus on proposals (you can't get what you don't ask for):

- The University needs to help faculty to get better proposals out the door
- The University needs to train junior faculty
- The University needs to remove barriers and provide incentives to prospective collaborations and partnerships between Storrs and Farmington.
- The University may need to make some expensive investments in equipment
- The University may need to pay for high profile expensive faculty

There is about \$21M in indirect funding at Storrs. Senator Seemann's job it to direct it back into research and to drive research forward.

The University needs to look hard at some of the investments it is making.

- It needs to make sure that its venture capital company is driving research and economic development in a positive direction
- The University needs to look at centers and institutes to make sure the investment is generating the scholarly return that the University is looking for

The University needs to think nationally and globally

- Vice President for Marketing and Communications, Tysen Kendig, is working very hard to show what a great university this is for research and scholarship
- The University needs to focus more on government relations and to establish a greater footprint in Washington.

This spring, Senator Seemann's office will create a strategic plan that he will present to the Senate.

Senator Makowsky asked why UConn has such a low number of National Academy of Science members compared to peers. Senator Seemann responded that up to now, we have chosen not to play the necessary game to grow our NAS or Academy of Arts and Science members. Provost Choi added that one reason for the low members is that we have not had a culture of nominating colleagues for these awards. We have about 14 AAAS fellows. All Board of Trustees Distinguished Professors have the qualifications to be AAAS fellows, but we need to nominate ourselves and recruit. NAS members are nominated by current NAS members; that is the only way in.

Senator Cairra offered that EEB has a member from NAS who comes to UConn every fall. He has offered to help us with the nominating process. She thanked Senator Seemann for a positive report and concrete advice to faculty. However, as more students come to the University, faculty members have less time for research. Senator Seemann responded that as we allocate faculty time, faculty need to go to their highest and best capability. One size does not fit all, and we need to recognize this in the reward system.

#### 9. Annual Report of the Library Advisory Committee presented by Martha Bedard

(Attachment #41)

Senator Bedard noted that the University's research cannot grow without strong library collections and the accompanying resources and services.

Because Senator Bedard has only been at UConn a few months, the Library Advisory Committee has only met a few times. The Library Advisory Committee will provide a written report to the Senate after it meets a few more times.

Senator Bedard has had over 100 meetings on campus since her arrival. She currently is in an information gathering mode, working to understand the campus and its needs.

Senator Manheim reported that currently, if we cancel an online subscription, we no longer have access to the content. Senator Manheim suggested that a portion of the library budget be set aside to enable faculty to buy content of older journals. Senator Bedard responded that she is well aware of this issue. The University has already bought the backfiles of many journals and has perpetual access to at least 600 Elsevier journals. The University does not have perpetual access to many journals and needs to look carefully at preserving print when there is no electronic alternative.

Senator Chinchilla reiterated the University's library standing as #55 nationwide. Humanists depend entirely on library resources. To become a global university, the University must understand that it needs to create collections in Arabic, Chinese, and Spanish.

#### 10. Annual Report of the Dean of the Graduate School presented by Kent Holsinger

(Attachments #42 & 43)

Acquiescing to time constraints, Senator Holsinger shortened his presentation. The Graduate School will offer an orientation to all new grad students.

Senator Charrette spoke about the experience of graduate students over the last few years and argued faculty members to talk to graduate students because there is a lot of panic and anger about fees and

changes to taxable income. Senator Holsinger and Provost Choi are working to solve these problems, but the faculty need to communicate with their graduate students and convey that a better situation is coming. The current situation will harm the University's ability to attract new graduate students.

Senator Holsinger announced that the account the Graduate Student Government uses to provide no-interest loans to graduate students will receive a boost of \$50k more.

#### 11. New Business

Senator Desai presented the following motion concerning the President's Task Force on Civility and Campus Culture:

**The recently released report of the President's Task Force on Civility and Campus Culture recommended that UConn "disseminate" the "President's plan for action on the task force report at the start of the Spring 2014 semester, through means such as open forums at all campuses (or forums accessible to all campuses) to discuss the recommendations and their implementation." The Task Force also recommended that the "conversation must continue." In keeping with these recommendations, we respectfully request that the UConn administration schedule an open forum on the Task Force's report in early April with members of the administration and the Task Force present to answer questions and participate in the discussion. We also would like to see this as a first in a series of ongoing conversations about the important recommendations addressed in the report and related issues related to violence on campus and to promoting a culture of discussion and inclusion.**

Senator Goodheart asked that the regional campuses be included, because the proposal mentions live streaming, but there needs to be a physical presence.

Senator Nunnally inquired whether by "accessible" we mean actual physicality or live feed.

Senator Desai responded that the language came from the original task force.

Senator Makowsky made a motion to approve the motion.

**The motion was approved.**

#### 12. There was a motion to adjourn.

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

The meeting adjourned at 6:06PM.

Respectfully submitted,  
Jill Livingston  
Health Sciences Librarian  
Secretary of the University Senate



The following members and alternates were absent from the March 3, 2014 meeting:

Accorsi, Michael  
Ammar, Reda  
Armstrong, Lawrence  
Bansal, Rajeev  
Barreca, Regina  
Becker, Loftus  
Bird, Robert  
Bradford, Michael  
Cobb, Casey  
DeFranco, Thomas  
Dey, Dipak  
Donahue, Amy  
Ego, Michael  
English, Gary

Faustman, L. Cameron  
Gianutsos, Gerald  
Gilbert, Michael  
Googins, Kara  
Gray, Richard  
Harris, Sharon  
Herbst, Susan  
Holz-Clause, Mary  
Hussein, Mohamed  
Jain, Faquir  
Jockusch, Elizabeth  
Libal, Kathryn  
Livingston, Jill  
Locust, Wayne

LoTurco, Joseph  
Luxkaranayagam,  
Brandon  
MacKay, Allison  
Martin, Jeanne  
Raheim, Salome  
Salamone, John  
Schultz, Eric  
Scruggs, Lyle  
Simsek, Zeki  
Skoog, Annelie  
Visscher, Pieter  
Yelin, Susanne

**Report of the Senate Executive Committee**  
to the University Senate  
March 3, 2014

The Senate Executive Committee has held two sets of meetings since the February 3 meeting of the entire University Senate. One set of meetings occurred on February 21, 2014, and the other on February 28.

On February 21 the Senate Executive Committee first met alone with Frank Gifford from the UConn Foundation and Cameron Faustman, who is the Senate's representative to the Foundation's Board of Directors. They described changes in the internal organization of the Foundation and new ways for the Senate to participate in Foundation decision making and its cultivation of donors. Gifford and Faustman also described recent efforts to connect systematically searches for philanthropic donors with searches for donors interested in supporting research. The SEC hopes to have the meeting with leaders of the Foundation become an annual occurrence.

The SEC then met for an hour in closed session with President Susan Herbst.

After that meeting, the SEC met for two hours with the chairs of the Senate's standing committees to plan the March 3 meeting and to coordinate activities among the Senate's roughly one dozen committees.

During the past month, each committee has been active not only carrying out its oversight charge but developing new initiatives.

- The Diversity Committee, for example, plans to launch some initiatives to help in the retention of the University's talented faculty. These include pushing the University to develop and implement an effective mentoring system, and perhaps sponsoring a campus-wide workshop on the promotion of diversity, in which strategies, hopes, and worries would be shared across units. The envisaged event would partly resemble the exchanges at the campus-wide workshop on PTR, which the Senate sponsors each year.
- In the SEC's opinion, the Senate's Diversity Committee has played a crucial role this year in keeping the topic of diversity central to the University's thinking, and in making sure that "the promotion of diversity" not become merely a catchphrase or platitudinous comment at the University of Connecticut.

The SEC and committee chair also continued the previous month's exchange of opinions and ideas about the state of graduate education at the University of Connecticut.

- Basically, worries are mounting in different corners of the University that graduate education is being weakened to dangerous levels.
- In particular, there are worries about the impact of insurance reform on graduate-student recruitment, about the relationship between the rapid expansion of undergraduate enrollment and the relatively static numbers of TAs, and about the current vagueness of the University's vision about graduate-program expansion once Next Generation funds become available.

- The SEC and the Senate's committees will continue to work with the University's administration to make sure that the inescapable belt-tightening over the next few years does not produce irreparable damage to graduate programs.
- Meanwhile, the future of the graduate program will be a topic at standing-committee meetings for the remainder of the semester.

On February 28 the SEC met alone for an hour to discuss appointments to different University-wide committees and taskforces. The SEC, then, met for an hour in closed session with Provost Mun Choi.

Then, the SEC met for an hour in an open session with Provost Choi and with Vice President Wayne Locust and Vice President Michael Gilbert, who represented the President's cabinet.

- Provost Choi discussed the imminent unrolling of the University's academic plan. The group brainstormed about the process for receiving input from the University community and about the anticipated timeline for implementing the plan.
- Provost Choi also described the Administration's current efforts to address graduate students' concerns about changes in health-insurance coverage.
- Vice-President Locust discussed the current strategy for admitting students, the procedures for accepting students to the honors program, and the expansion of need-based aid at the regionals.
- A lively discussion ensued about the potential uses and potential mis-uses of SAT scores in the admissions process, about the SATs' value as indicators of the quality of undergraduates, and, finally, about the SATs' role as a marketing tool.
- Vice-President Gilbert discussed campus safety with the SEC. According to the Student Welfare Committee, students were worried about the evening route of the escort van (which did not include the library). The vice president said that he would talk to Executive Vice President Richard Gray and other relevant administrators about the situation.
- Vice President Gilbert also discussed the need to systematically assess the current living-and-learning programs, because from a distance their quality seems to be uneven. In Vice-President Gilbert's opinion, the clarity of each program's goal is crucial for the program's success.
- The topic of graduate-student housing also was broached with Vice President Gilbert. It seems obvious that depending on the vision of graduate education that is ultimately implemented through Next Gen, on-campus housing shortages could become a problem in the attraction of high-quality graduate students.

This completes the report of the Senate Executive Committee.

Respectfully submitted,

Cyrus Ernesto Zirakzadeh  
Chair, Senate Executive Committee

**University Senate Curricula and Courses Committee**  
**Report to the Senate**  
**March 3, 2014**

- I. The Curricula and Courses Committee recommends approval to ADD the following new 1000- or 2000-level courses:**
- A. DMD 2700 Digital Media Strategies for Business – I  
*Proposed Catalog Copy*  
DMD 2700. Digital Media Strategies for Business - I  
Three credits. Open to Digital Media and Design majors and minors, others by instructor consent. This course does not fulfill requirements for any major in the School of Business. Introduction to digital media concepts and platforms used in companies' marketing strategies and plans.
- B. DMD 2710 Social Media Business Applications  
*Proposed Catalog Copy*  
DMD 2710 Social Media Business Applications  
Three credits. Open to Digital Media and Design majors and minors, others by instructor consent. **This course does not fulfill requirements for any major in the School of Business.** Introduction to social media marketing, focusing on the platforms and strategies being employed by brands.
- C. HIST 2993 Foreign Study  
*Proposed Catalog Copy*  
HIST 2993 Foreign Study  
Credits and hours by arrangement. Prerequisite: consent of department head required, normally granted before the student's departure. May count toward the major with consent of advisor. May be repeated for credit.
- D. LLAS 2001 Latinos, Mentoring and Leadership  
*Proposed Catalog Copy*  
LLAS 2001 Latinos, Leadership and Mentoring  
(formerly offered as PRLS 3295 Special Topics) Three credits.  
Introduction to issues affecting Latinos in higher education. Leadership and mentoring training. Students analyze responsibilities and commitments in context of leadership for the common good and for purposeful change.
- E. MARN 2060 Introduction to Coastal Meteorology  
*Proposed Catalog Copy*  
MARN 2060 Introduction to Coastal Meteorology  
Three credits. Recommended preparation: introductory calculus and physics.  
Introduction to the structure, circulation, and thermodynamic processes within the Earth's atmosphere. Emphasis on weather phenomena impacting the coastlines, including sea breezes, coastal convection, waterspouts, and hurricanes.

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

## A. NRE 2010 Natural Resources Measurements (enrollment restriction)

*Current Catalog Copy*

## NRE 2010 Natural Resources Measurements

(242)(Formerly offered as NRME 2010.) First semester. Three Credits. Two class periods and one 2-hour laboratory. Field trips required. Clausen Principles and instrumentation used in the measurement of environmental conditions and processes.

*Revised Catalog Copy*

## NRE 2010 Natural Resources Measurements

(242)(Formerly offered as NRME 2010.) Three Credits. Two class periods and one 2-hour laboratory. Open only to Natural Resources majors, Environmental Science majors with a Natural Resources concentration, or by instructor consent. Field trips required. Principles and instrumentation used in the measurement of environmental conditions and processes.

## B. MCB 2400 Human Genetics

*Current Catalog Copy*

## MCB 2400 Human Genetics

(218) Three credits. Two lectures and one problem-solving case-study session. Prerequisite: BIOL 1107. May not be counted toward the majors or minors in Biological Sciences, Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiological and Neurobiology, or Structural Biology and Biophysics. Not open to students who have passed MCB 2410. Principles of genetics as applied to humans with a focus on the integration of classic and modern methods of molecular genetics.

*Revised Catalog Copy*

## MCB 2400 Human Genetics

(218) Three credits. Two lectures and one problem solving/case-study session. Prerequisites: BIOL 1107. Not open to students who have passed MCB 2410. Foundational principles of classical genetics and modern genomics with a specific focus on humans. Emphasis on case studies and applications to human genetic diseases.

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

## A. MCB 2413 Concepts of Genetic Analysis

**IV. The General Education Oversight Committee and the Curricula and Courses Committee recommend approval of the following course for inclusion in Content Area 1 – Arts and Humanities:**

## A. ENGL 3320 Literature and Culture of India

Respectfully Submitted by the 13-14 Senate Curricula and Courses Committee: Eric Schultz – Chair, Pamela Bedore, Marianne Buck, Rosa Chinchilla, Michael Darre, Dean Hanink, Andrea Hubbard, Kathleen Labadorf, Maria Ana O'Donoghue, Jeffrey Ogbar, Annelie Skoog, Daniel Mercier, Deborah McDonald, Casey Cobb, Cody Grant, Lotaya Wright

02/20/14

## On the Consent Agenda

- **DMD 2700. Digital Media Strategies for Business – I**

Three credits. Open to Digital Media and Design majors and minors, others by instructor consent. This course does not fulfill requirements for any major in the School of Business.

*Introduction to digital media concepts and platforms used in companies' marketing strategies and plans.*

- **DMD 2710 Social Media Business Applications**

Three credits. Open to Digital Media and Design majors and minors, others by instructor consent. This course does not fulfill requirements for any major in the School of Business.

*An introduction to social media marketing, focusing on the platforms and strategies being employed by brands.*

- These course titles and catalog copy, as well as the name and content of the concentration, “Digital Media Strategies in Business,” have generated significant debate between the School of Business and the School of Fine Arts Digital Media & Design Department, as well as across university committees and administrators. The use of the terms *business* and *marketing*, as well as the content of the courses and the concentration, have been the point of concern.
- The School of Business appreciates the Senate C&C’s addition to the course catalog, “*This course does not fulfill requirements for any major in the School of Business,*” so that students are fully informed. The School of Business, therefore, has no formal objection to the Consent Agenda.

- The School of Business supports the University’s efforts to develop academic programs with a digital focus and notes that specific units within our University bring distinctive competencies to UConn’s students.
  - The Digital Media and Design Department in the School of Fine Arts has much to offer to students in the *digital media design, arts, and creative domains*.
  - The Marketing faculty in the School of Business bring extensive research on *digital marketing, marketing analytics* and *business strategy* and evidence-based insights to our curriculum.



- In the digital space, the Marketing Department:
  - has offered an undergraduate elective in digital marketing since 2000,
  - now offers a Digital Marketing & Analytics minor for non-business majors, and
  - is developing a Digital Marketing major for our regional campuses.
- The School of Business is committed to working collaboratively with the other units at the University to ensure that UConn students have many opportunities across departments and majors, and that students have a clear understanding of the course offerings, content, and their application to specific majors.

**Faculty Standards Committee  
For the Information of the Senate  
March 3, 2014**

**Proposal from the Faculty Standards Committee on the inclusion of faculty membership on the Provost's PTR Review Committee**

Current practice is that members of the PTR team at the Provost level include only individuals who hold administrative office. The FSC believes that it is desirable and wholly appropriate that the make-up of the Provost PTR Review Committee include both administration and faculty.

In our discussions, the FSC reviewed the university By-Laws, specifically those relating to PTR and found that there is no description of the make-up of the Provost's level PTR committee. Currently the committee is comprised of eight members, holding Vice Provost or Vice Provost positions.

In order to help us determine eligibility requirements, selection process, term length(s) and number of faculty to propose for the revised Provost PTR panel, the FSC took a look at the FRB and the Committee of Three, Senate committee nominating procedures as well current practices used at the department and dean's level.

If the Provost decides to accept this recommendation, the Senate will be notified of that decision and the timetable for implementation.

Based on our discussions, **the FSC moved, seconded and unanimously passed the following:**

- the Senate Nominating Committee prepare a slate of 5 faculty members to be voted upon by the full senate and that the slate represents as fairly as possible the university's several schools and colleges;
- from that slate of 5, two faculty members be elected to the Provost's PTR committee for a two-year term and that the terms run on a rotating basis.
- faculty eligibility for membership on the Provost's PTR committee be full professors who are not currently serving on either the FRB, the Cof3, or dean's level PTR committees and do not hold administrative office.

## ATTACHMENT

Provost's PTR committee is made up of the following administrative positions. FYI the list is followed by the names of those who currently hold these positions:

- |   |                |
|---|----------------|
| • The Provost & Executive Vice President for Academic Affairs       | Mun Choi       |
| • Vice Provost for Academic Affairs                                 | Sally Reis     |
| • Vice Provost for Academic Operations                              | Amy Donahue    |
| • Vice Provost for Strategic Initiatives                            | Larry Silbart  |
| • Vice Provost for Graduate Education + Dean of the Graduate School | Kent Holsinger |
| • Vice Provost for Diversity  | Jeff Ogbar     |
| • Vice Provost for Global Affairs                                   | Dan Weiner     |
| • Vice President for Research                                       | Jeff Seemann   |

It is within the purview of the FSC to recommend policy changes that relate to PTR matters  
<http://policy.uconn.edu/wp-content/uploads/2011/05/SenateByLaws20130712.pdf>

In terms of providing a rationale for including faculty at the Provost's level, in reviewing the procedures for the PTR cycle it is to be noted that the PTR review process is described as a "sequence of peer reviews" (26. *Per the Laws and By-Laws of the University of Connecticut, Article XIV, at the end of the sequence of peer reviews (including the Faculty Review Board), a faculty member may appeal a negative decision by the Provost to the Committee of Three.* <http://provost.uconn.edu/promotion-tenure-and-reappointment-ptr/ii-procedures> )

**Resolution from the Faculty Standards Committee  
For the University Senate  
March 3, 2014**

**Resolution:** The Senate Faculty Standards Committee (FSC) has discussed the possibility of a PTR framework that provides greater consistency and transparency across the university, while remaining cognizant of the unique characteristics of excellence standards within individual schools/colleges/departments. At this point, the committee recommends that a letter be sent by the Provost's Office to Deans, Chairs of Advisory Councils, and Department Heads that requests written rules/documents for schools/colleges/departments concerning their PTR procedures, processes, and practices to be developed by the end of the Spring 2014 semester. The FSC also suggests that each unit investigate PTR rules/documents for peer and aspirant schools/colleges/departments, as well as a synopsis of what their present PTR concerns are and how they have looked to policies elsewhere.

- The FSC further recommends that this recommendation be issued by the Provost's Office to all schools/colleges/departments.
  
- Resolution passed 11 (in favor); 0 (opposed).

**Scholastic Standards, Faculty Standards, and Curricula and Courses Committees  
of the University Senate**

**MOTION:**

**New section of the *By-Laws, Rules, and Regulations of the University Senate*, Section II.I.5  
**Syllabus Requirement**  
**March 3, 2014****

Background: The syllabus provides essential information on course content and assessment, and it helps to clarify instructor expectations. Despite its important function, and despite language elsewhere in the By-Laws that assumes the existence of a syllabus, there presently is no requirement for a syllabus. Scholastic Standards has been discussing this problem for three years, and it has consulted with Faculty Standards and Curricula & Courses (hence the jointly sponsored motion) with particular attentiveness to the views of students. The overwhelming conclusion is that a syllabus supports the interests of instructors and students in fundamental ways, and consequently the By-Laws should make explicit that the provision of a syllabus is mandatory. The Motion defines four basic categories of information a syllabus should contain, categories that apply in equal measure (though they would be stated very differently) in regular courses and in independent studies and internships.

Motion: Add the following to Section II.I. *Miscellaneous* of the By-Laws, Rules, and Regulations of the University Senate:

5. *Syllabi*

Faculty shall provide syllabi to students in their courses, including internships and independent studies. Syllabi shall specify what will be taught, how it will be taught, how learning will be assessed, and how grades will be assigned.



UConn Research:  
Rankings and Targets, Historical Indicators and Trends,  
and Action Items for Research (\$) Growth

**Jeff Seemann**

**Vice President for Research**

**March 3, 2014**

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**Office of the Vice President for Research**

# Rankings and Targets

# Current UConn Rankings

Ranking	All Institutions	Public Institutions
Total Research Expenditures*	80	52
Federal Research Expenditures*	79	50
NIH Awards**	74	34
NIH Awards – Farmington**	93	45
NIH Awards – Storrs**	195	86

\* Source: 2012 NSF Higher Education Research & Development Survey  
(<http://www.nsf.gov/statistics/herd>)

\*\* Source: 2013 NIH Awards (<http://report.nih.gov/award/index.cfm>)



**AAU Member Institutions: R&D Expenditures per Faculty**

FY12 data: 2012 NSF HERD expenditure survey results; IPEDS Fall 2011 Faculty counts

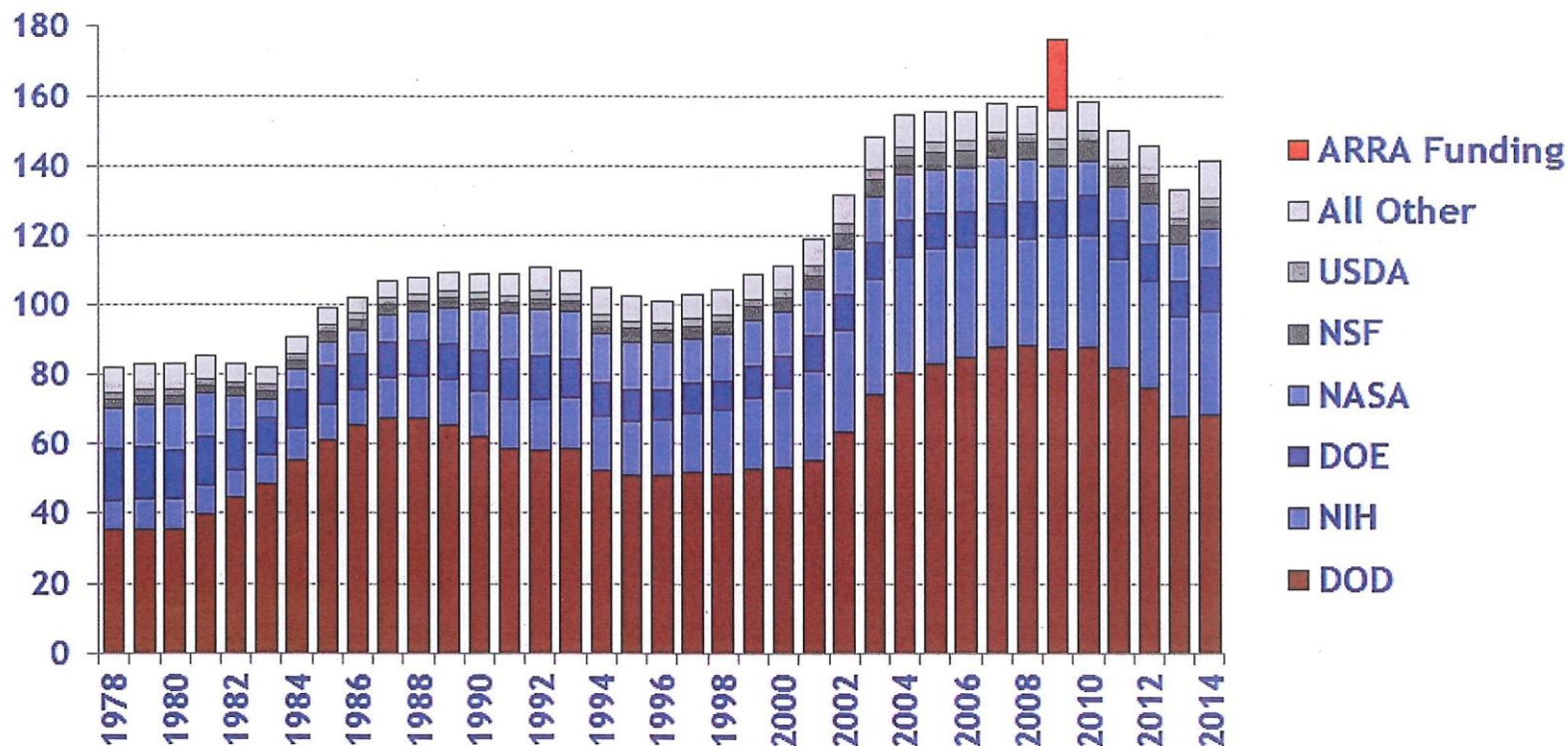
*All dollar amounts are in thousands*

Academic Institution	Fall 2011 Full-time Faculty	Total R&D Expenditures	Total R&D Rank	Total R&D Expenditures per FTE	Federal R&D Expenditures	Federal R&D Rank	Federal R&D Expenditures per FTE
Johns Hopkins University	3,985	\$ 2,106,185	1	\$ 528.5	\$ 1,857,580	1	\$ 466.1
Georgia Institute of Technology	1,039	\$ 688,905	25	\$ 663.0	\$ 484,212	19	\$ 466.0
California Institute of Technology	900	\$ 365,243	62	\$ 405.8	\$ 326,701	36	\$ 363.0
Case Western Reserve University	1,304	\$ 431,090	49	\$ 330.6	\$ 359,000	28	\$ 275.3
University of Washington, Seattle	3,551	\$ 1,109,008	4	\$ 312.3	\$ 909,652	2	\$ 256.2
Stanford University	3,249	\$ 903,238	9	\$ 278.0	\$ 636,348	8	\$ 195.9
University of North Carolina at Chapel Hill, The	3,143	\$ 884,791	11	\$ 281.5	\$ 606,348	9	\$ 192.9
University of California, San Diego	3,405	\$ 1,073,864	5	\$ 315.4	\$ 656,891	5	\$ 192.9
University of Wisconsin-Madison	3,142	\$ 1,169,779	3	\$ 372.3	\$ 580,661	12	\$ 184.8
Columbia University in the City of New York	3,617	\$ 889,487	10	\$ 245.9	\$ 645,573	6	\$ 178.5
Cornell University	2,701	\$ 802,387	16	\$ 297.1	\$ 472,673	20	\$ 175.0
Northwestern University	2,291	\$ 631,078	28	\$ 275.5	\$ 393,074	25	\$ 171.6
University of Illinois at Urbana-Champaign	2,148	\$ 583,754	33	\$ 271.8	\$ 359,989	27	\$ 167.6
Duke University	3,512	\$ 1,009,911	7	\$ 287.6	\$ 587,268	11	\$ 167.2
.....							
SUNY at Stony Brook	1,557	\$ 219,744	95	\$ 141.1	\$ 123,383	93	\$ 79.2
University of Florida	4,285	\$ 696,985	23	\$ 162.7	\$ 305,067	42	\$ 71.2
University of Oregon	1,290	\$ 105,030	144	\$ 81.4	\$ 86,316	122	\$ 66.9
New York University	4,793	\$ 458,645	39	\$ 95.7	\$ 316,208	37	\$ 66.0
University of Kansas	2,717	\$ 286,262	75	\$ 105.4	\$ 171,043	72	\$ 63.0
Iowa State University	2,145	\$ 260,995	79	\$ 121.7	\$ 118,242	96	\$ 55.1
University of Missouri, Columbia	3,130	\$ 239,810	88	\$ 76.6	\$ 114,345	100	\$ 36.5
Indiana University, Bloomington	2,413	\$ 184,486	105	\$ 76.5	\$ 79,727	129	\$ 33.0
.....							
University of Connecticut	1,847	\$ 256,854	80	\$ 139.1	\$ 153,264	79	\$ 83.0

# Historical Indicators and Trends

## Trends in R&D by Agency

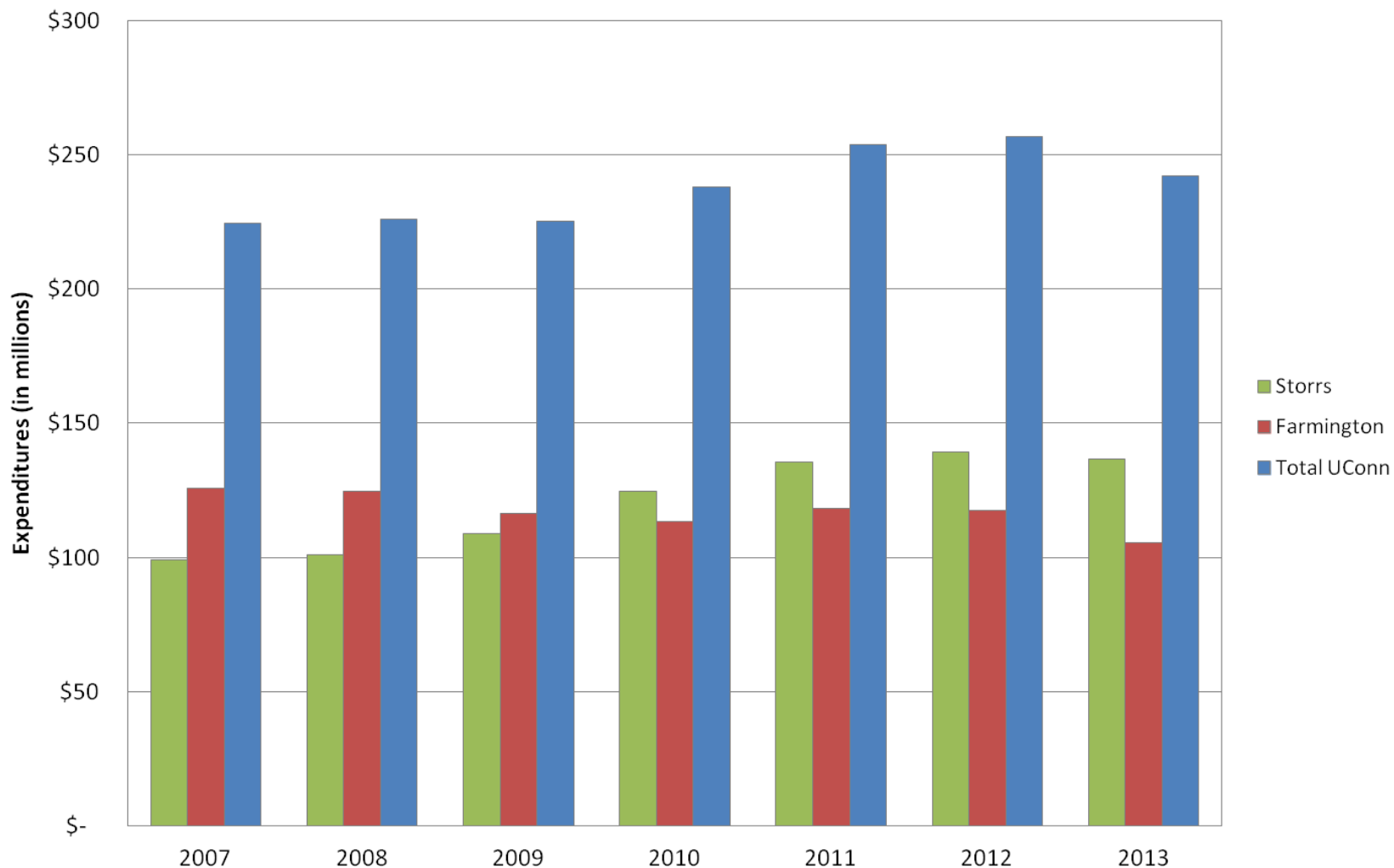
in billions of constant FY 2013 dollars



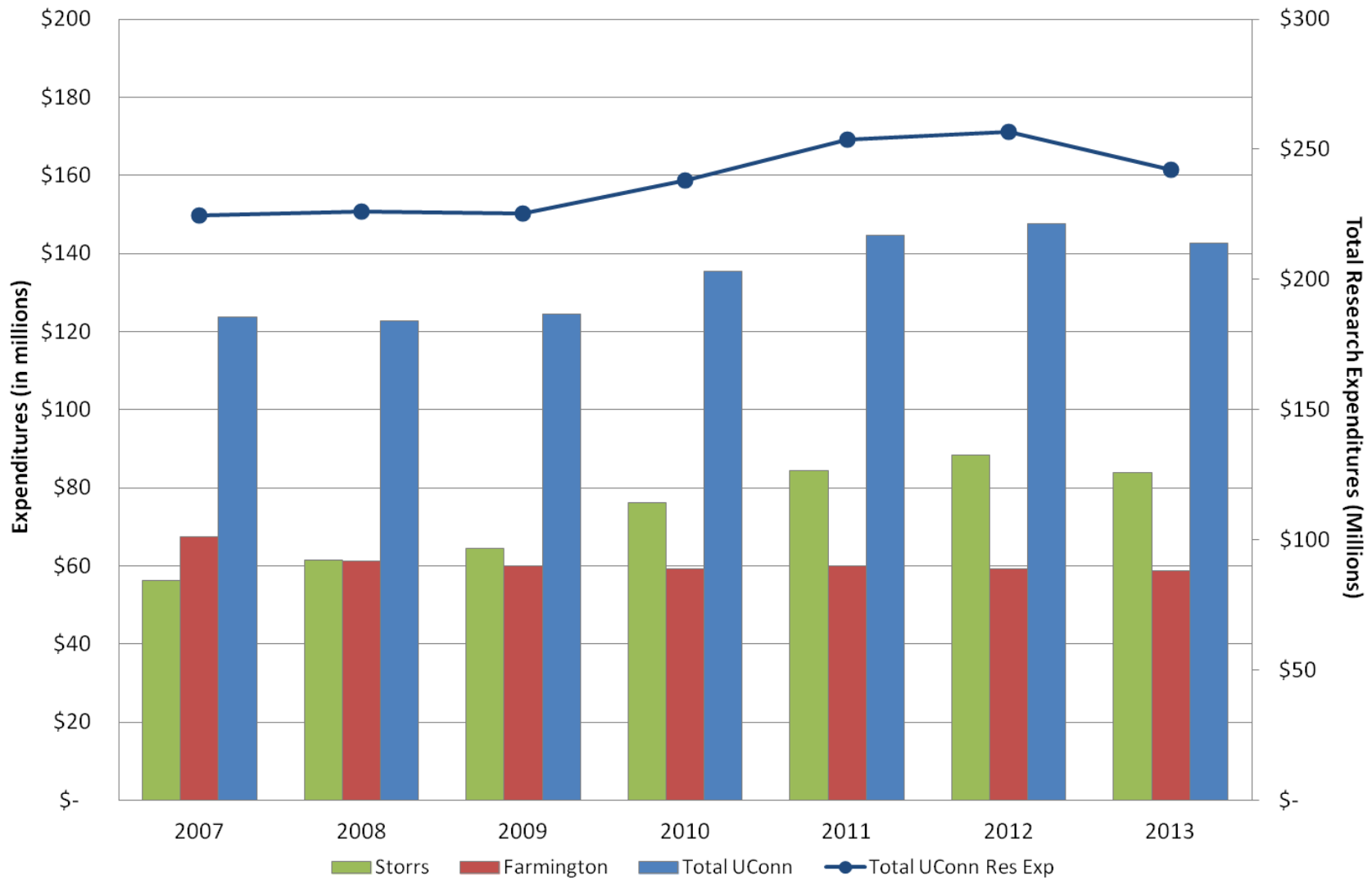
Source: AAAS Report: Research & Development series.  
 FY 2013 and FY 2014 figures are latest estimates.  
 1976-1994 figures are NSF data on obligations in the Federal Funds survey.  
 © 2013 AAAS



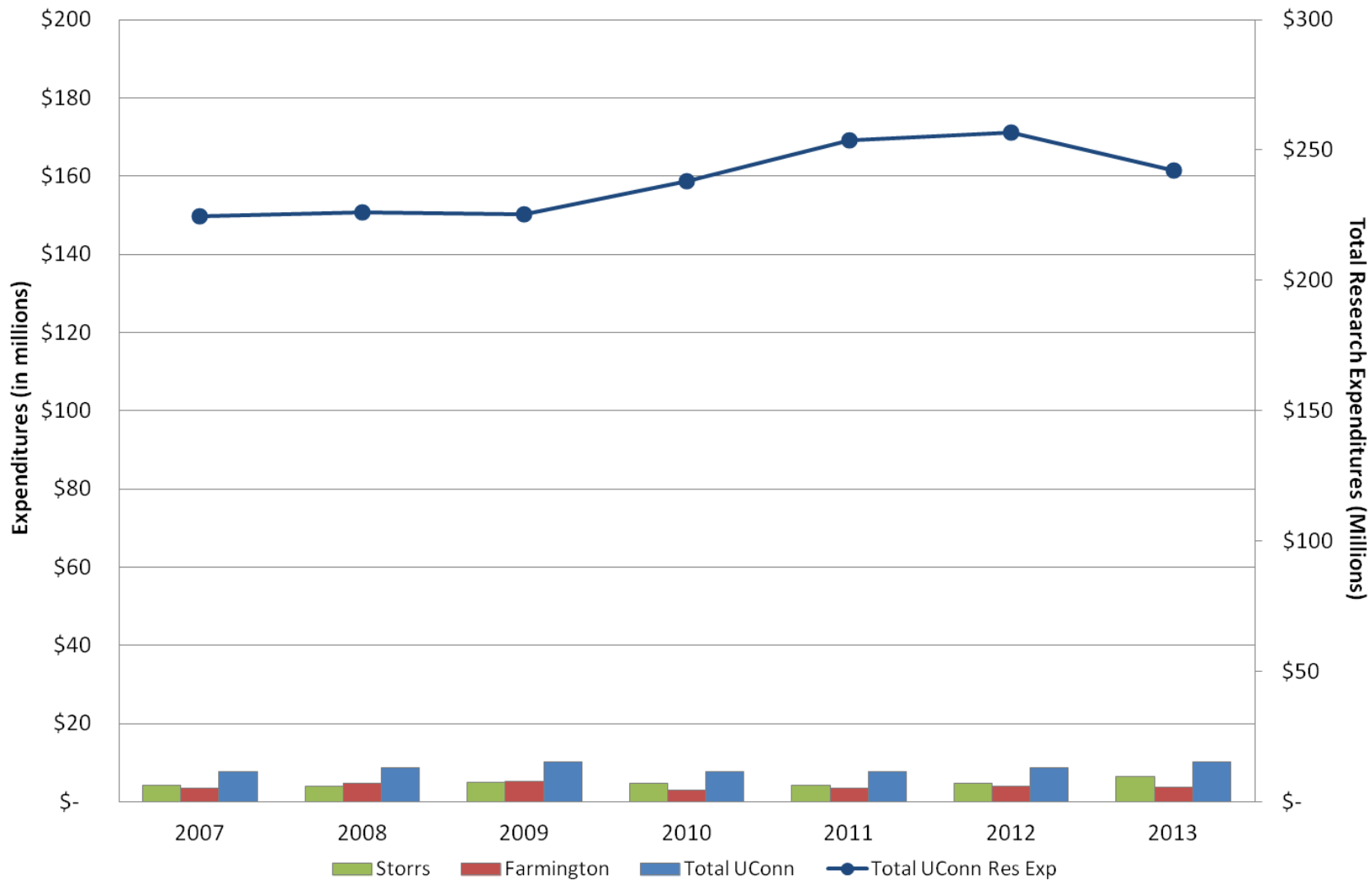
## University of Connecticut Total Research Expenditures By Campus, FY2007- FY2013



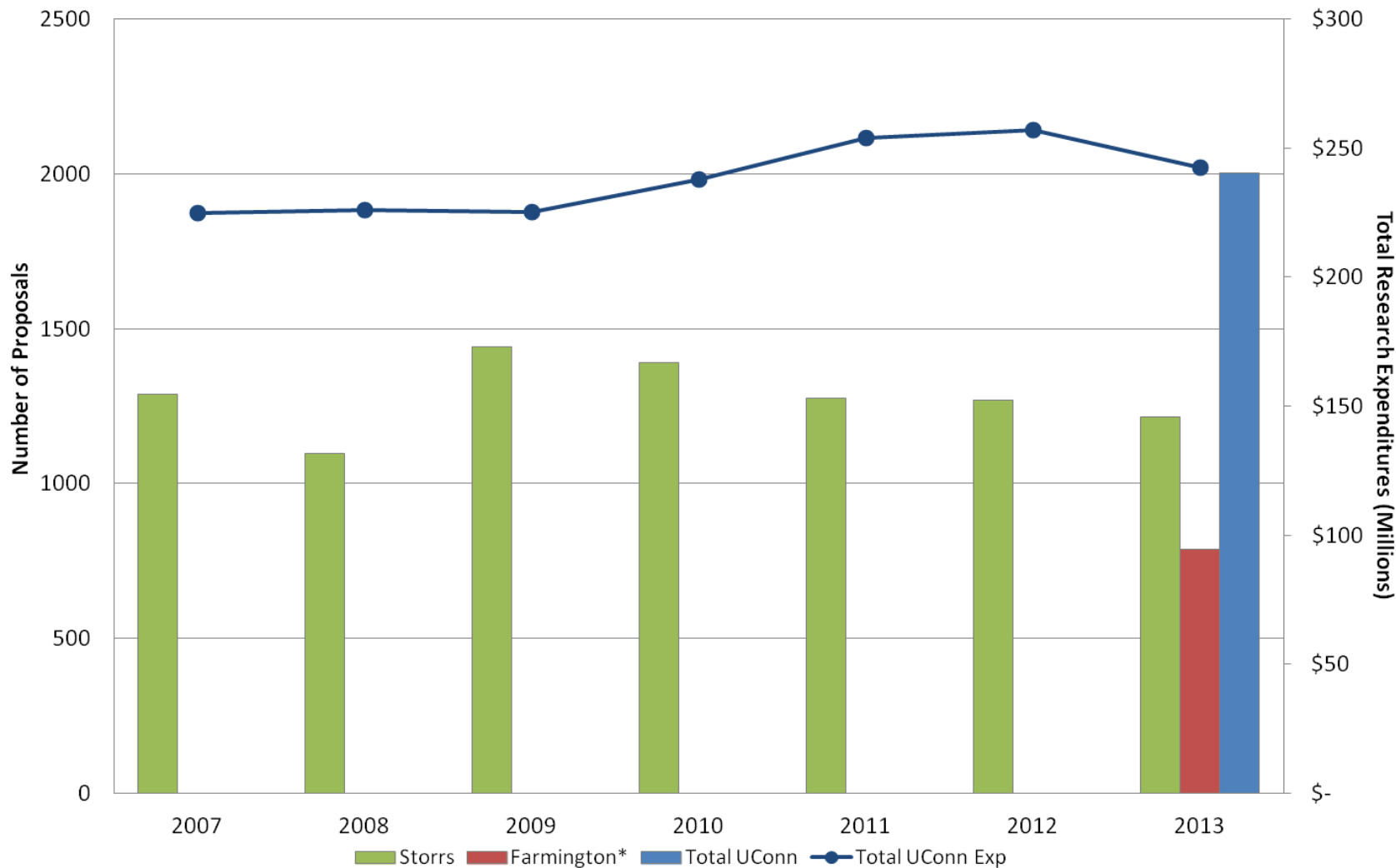
## University of Connecticut Federal Research Expenditures By Campus, FY2007- FY2013



## University of Connecticut Corporate Research Expenditures By Campus, FY2007- FY2013

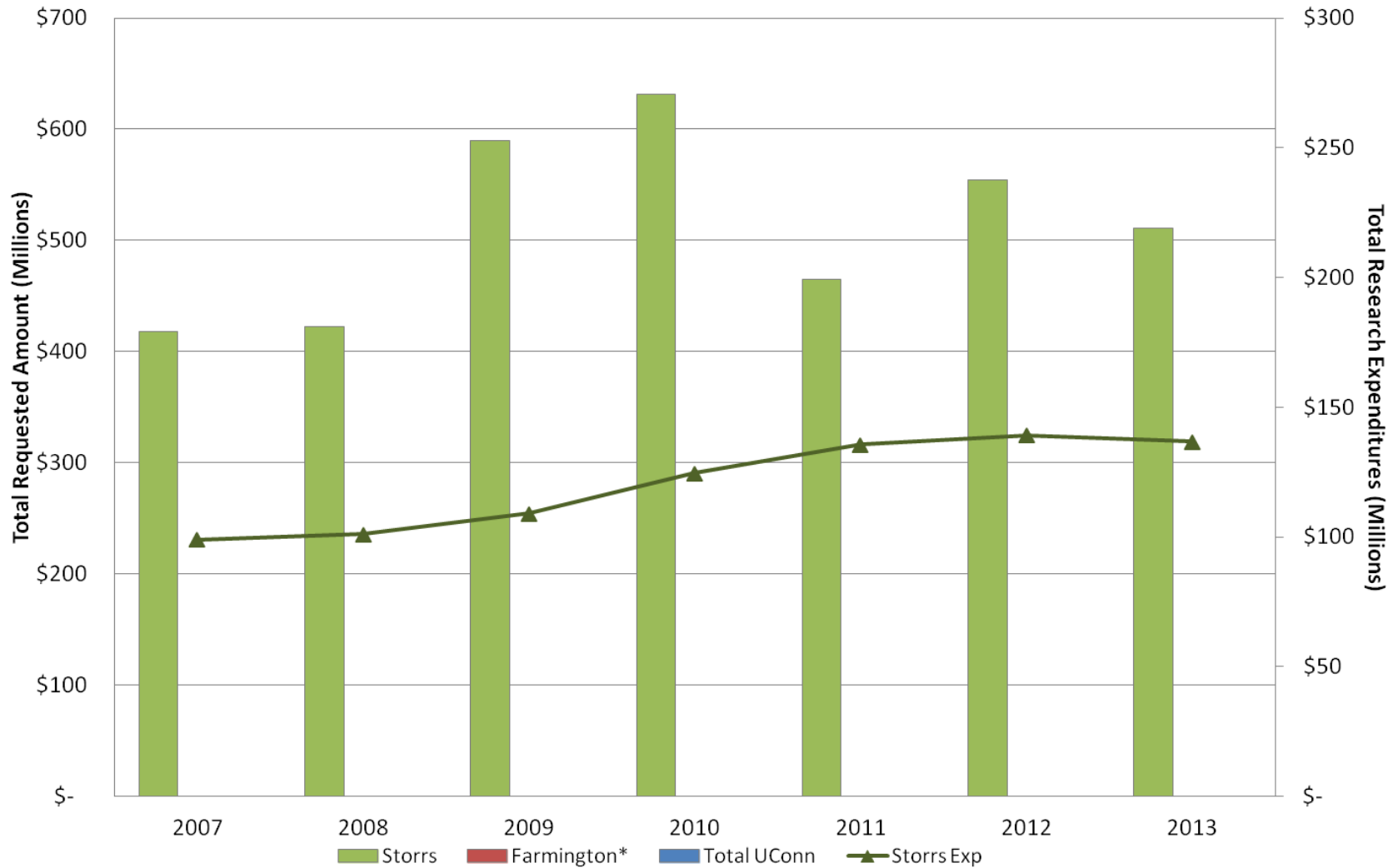


## University of Connecticut Research Proposals (#) By Campus, FY2007- FY2013



\* Health Center proposal data was not captured prior to 2013.

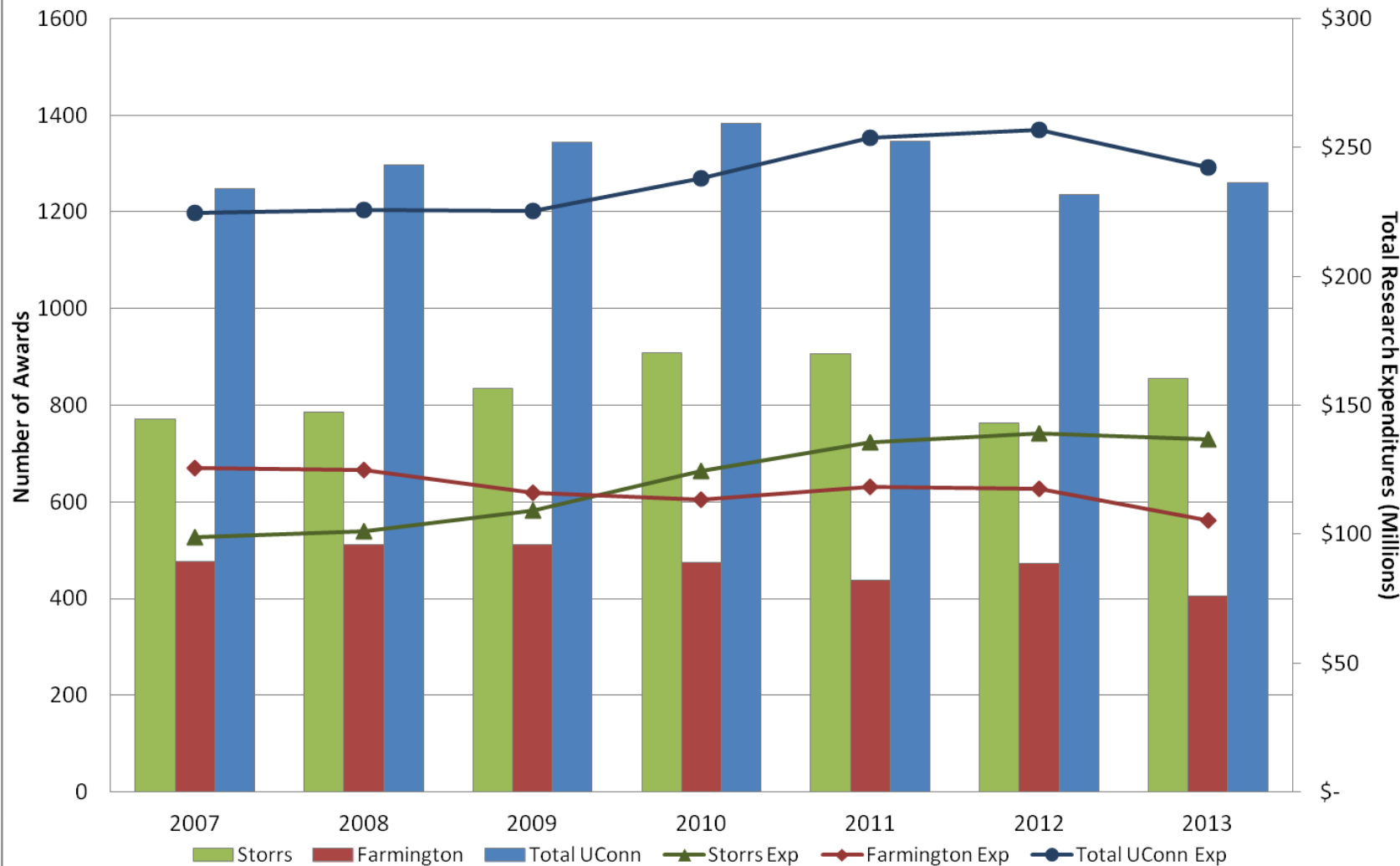
## University of Connecticut Research Proposals (\$) By Campus, FY2007- FY2013



\* Health Center proposal data was not captured prior to 2013.

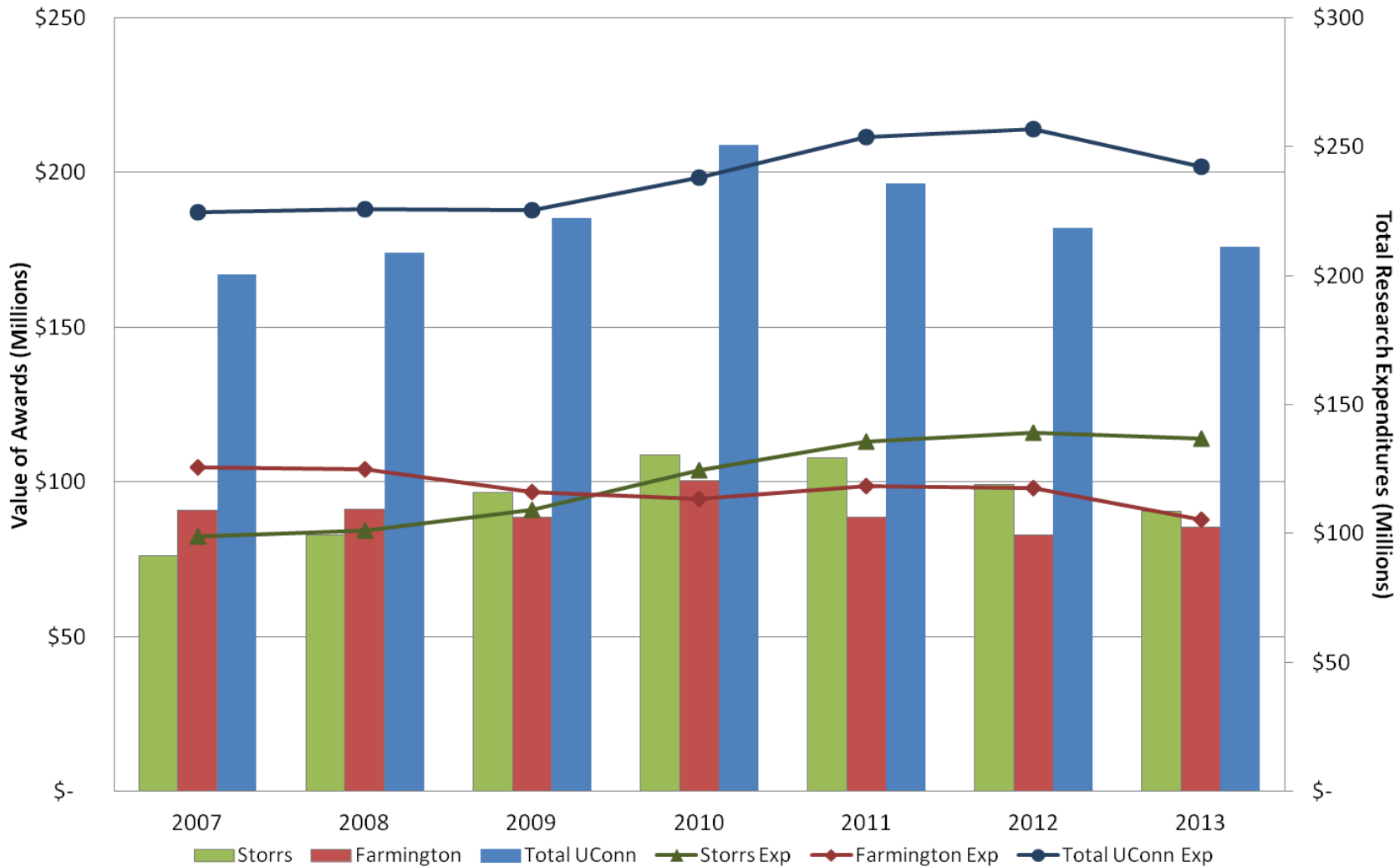


## University of Connecticut Research Awards\* (#) By Campus, FY2007- FY2013



\* Awards include budget increments on new awards, supplements and continuations received during the year.

## University of Connecticut Research Awards\* (\$) By Campus, FY2007- FY2013



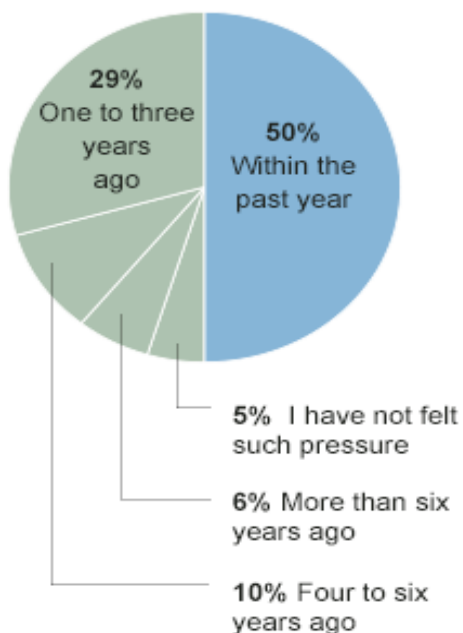
\* Awards include budget increments on new awards, supplements and continuations received during the year.

## Less Money, Less Science

Budgets are tighter than ever. In a *Chronicle* survey, more than half of the researchers who had led a lab for more than six years said this year was the toughest.

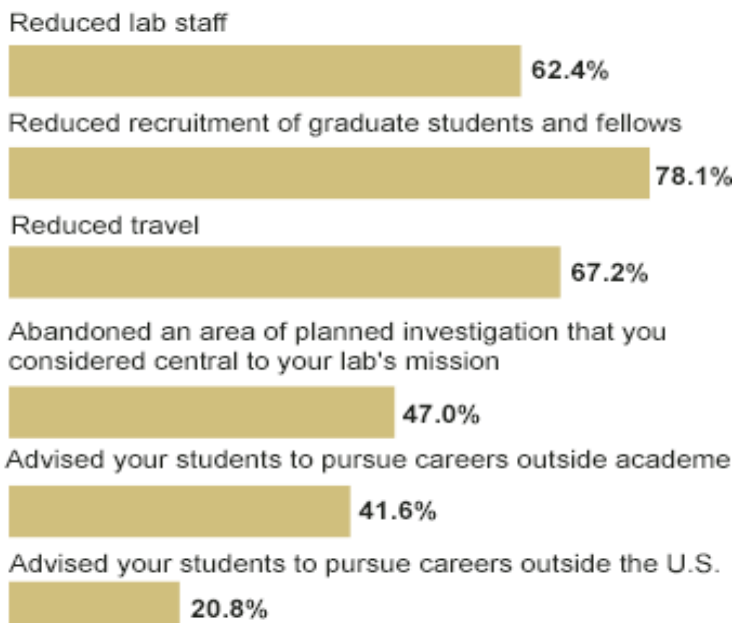
### When have you felt the most financial pressure on your lab?\*

Based on 8,115 respondents who had led a lab for more than six years



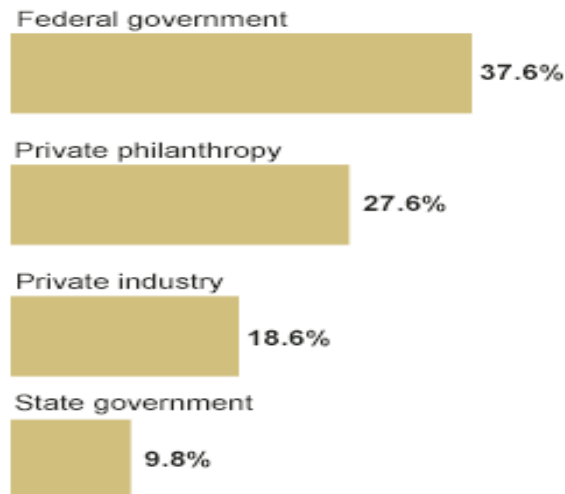
### Scientists are abandoning areas of study and closing the door to staff members and students.

In response to financial pressures, have you done any of the following? (Respondents could select more than one answer)



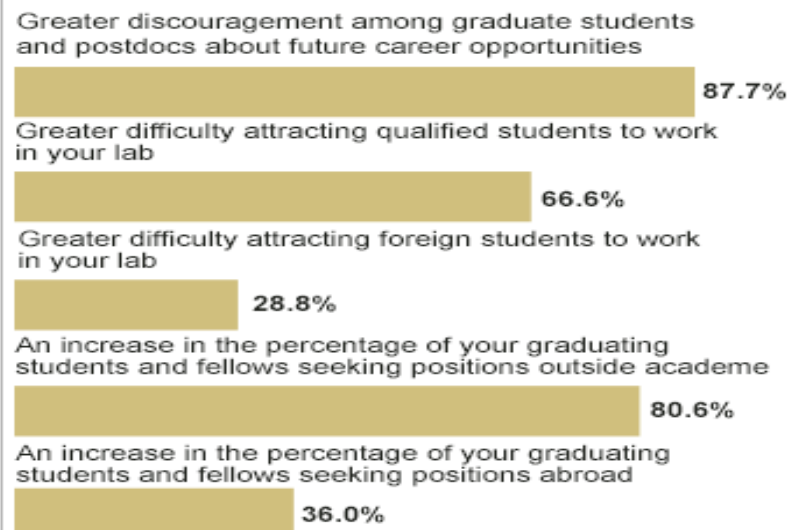
### Despite cuts in federal funding, scientists cite the importance of federal support over other sources.

Those who have been leading a lab for six or more years who indicate "much more important."



### Researchers expect fewer scientists to pursue university careers.

As a result of financial pressures, do you expect to see any of the following in the future?  
(Respondents could select more than one answer)



#### About These Data

For this survey, The *Chronicle* emailed more than 65,000 researchers listed by the National Science Foundation and the National Institutes of Health as primary investigators with active grants. Our analysis is based on responses from 11,452 researchers who completed the survey between January 12 and January 20, 2014. Possible biases include: a selective response from aggrieved researchers; surveying only holders of active, not lapsed, grants; and questions skewed toward problems, not benefits—a one-sided test.

Source: *Chronicle* survey of 11,452 principal investigators on NIH and NSF grants

# Action Items for Research (\$) Growth

- The No Brainers of Research Expenditure Growth
- To grow research expenditures, takes actions to  
(1) capture market share from key funders and  
(2) diversify the institutional portfolio
- Focus on proposals  
(you can't get what you don't ask for)
- One UConn  
(take advantage of the breadth that we have)

# Action Items for Research (\$) Growth

- Take some calculated investment risks
- IDC Recovery is jet fuel for research growth
- Make sure that tech transfer and industry partnerships create positive feedback loops for research growth
- Look hard at some of the investments we are making now
- Think nationally and globally



13/14 - A -205

# State of the UConn Libraries

University Senate Meeting  
March 3, 2014



## Martha Bedard

- Native New Englander
- Dean of University Libraries,  
University of New Mexico  
(2007-2013)
- Texas A&M University
- University of North Carolina  
– Chapel Hill

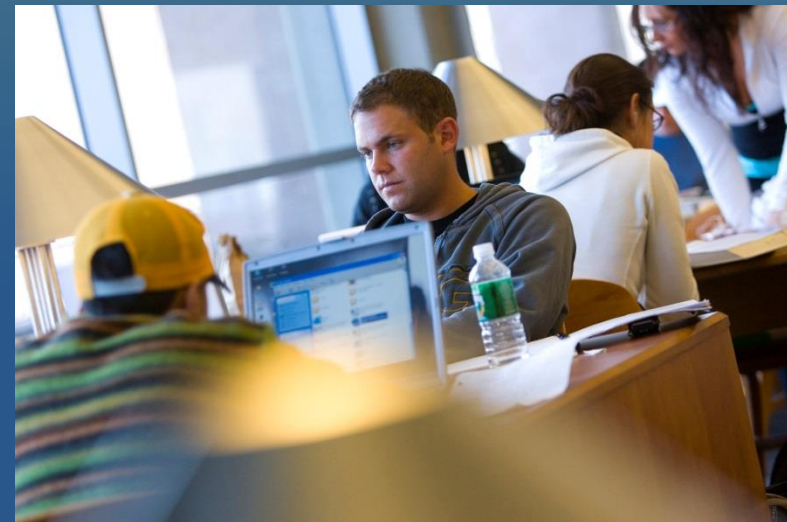






# State of the Library

- Where we are now
- Where we want to be
- What we need to do to get there





## Fast Facts

- 95 staff including 56 librarians
- 45 FTE student workers
- 3 million physical volumes
- Circulate 146,000 volumes
- 504,000 ebooks
- 300 research databases and 100,000 electronic journals used more than 5 million times/year by UConn faculty & students
- Document Delivery/Interlibrary Loan
  - borrowed 60,000 items
  - lent 40,000 items
  - scanned (on demand) 10,000 items





## Fast Facts

- 28,000 questions/consultation
- 850 instructional sessions with over 20,000 participants
- 1,745,133 total webpage views
- 67,301 hits on 4,730 items in course reserves for the fall semester
- 1,332,676 visitors to Homer Babbidge in 2013, including the highest single day gate count to date (outside of finals) in September @ 10,626





## Emerging Services



- Launched in the Fall <http://ctdigitalarchive.org>
- Preserves and makes accessible digital collections and data from
  - Connecticut based institutions
  - UConn Faculty/Graduate Students
  - UConn Libraries
- Soon to be the 'Service Hub' for CT based institutions for the Digital Public Library of America (DPLA), allowing world-wide access for the resources in the CTDA



## Emerging Services



- Connecticut based institutions and project sponsors currently involved in the CTDA
  - Connecticut State Library
  - eRegulations (Secretary of State) – in process
  - Connecticut Historical Society
  - Mystic Seaport
  - Hartford History Center at the Hartford Public Library
  - Connecticut Data Collaborative (CTDC)
  - CTHumanities
  - CT State Data Center
  - Hartford Foundation for Public Giving



## Emerging Services



- UConn Faculty/Graduate Students and the CTDA
  - Able to accept research data for archive and data sets
  - Fulfill access and preservation requirements for regional and federally funded grants
- UConn Libraries' Collections – a snapshot
  - <http://archives.lib.uconn.edu>
  - Thomas J. Dodd's Nuremberg Trial Papers
  - School of Nursing War Veterans (active teaching collection)
  - People Like Us (Center for Health Intervention and Prevention)
  - UConn Health Center Oral History Project
  - U Roberto Romano – Human Rights Photo Journalism
  - Italian Risorgimento Broadside Collection



## Emerging Services



- It is expected that the CTDA will hold 10 terabytes (10 million megabytes) of data in its first year of operation
- The expected growth rate of the CTDA is 5-10 terabytes a year

The CTDA will be the most comprehensive, single source of Connecticut data in the world



# Emerging Services

## Other Digital Related Programs

- Data Management workshop series focused on graduate students
  - Data Organization, Data Security, Legal & Ethical Issues, etc.
- Scholars' Collaborative <http://scholarscollab.uconn.edu>
  - Provides methods, techniques and tools for digital projects, focused on the humanities
  - Pilot program concluded with three projects
    - Virtual Hartford (Kevin Finefrock, Mary Mahoney)
    - Studying Judith in Anglo-Saxon England (Brandon Hawk)
    - 19th century Paratexts (Kim Armstrong)

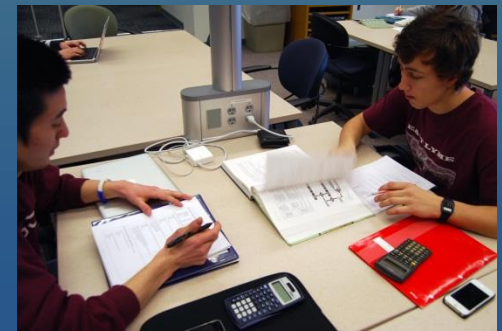
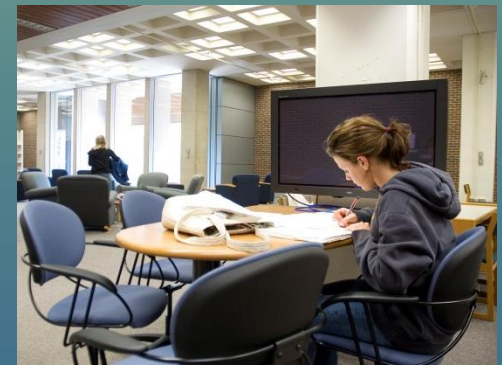






# Repurposing of Space

- Working with University planners on the spaces in the UCL system
- Exploring exciting possibility of using former collection space for a “graduate commons” to address specific graduate student needs
- Improving and increasing interdisciplinary collaborative spaces
- Researching the need and possible sites for an off-site preservation facility



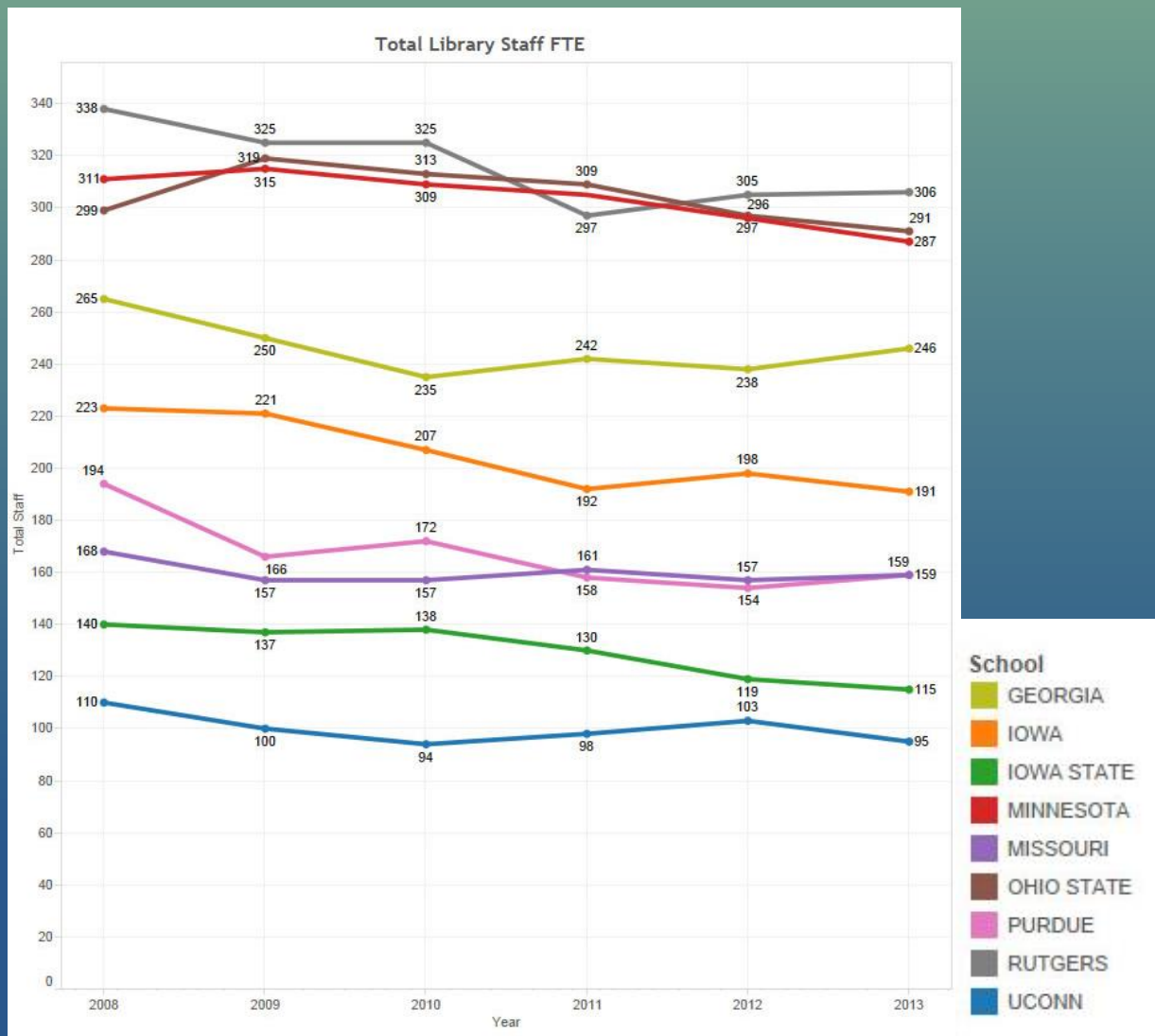


# Review of Peer Institutions

## UConn Staffing Levels 2008-2013

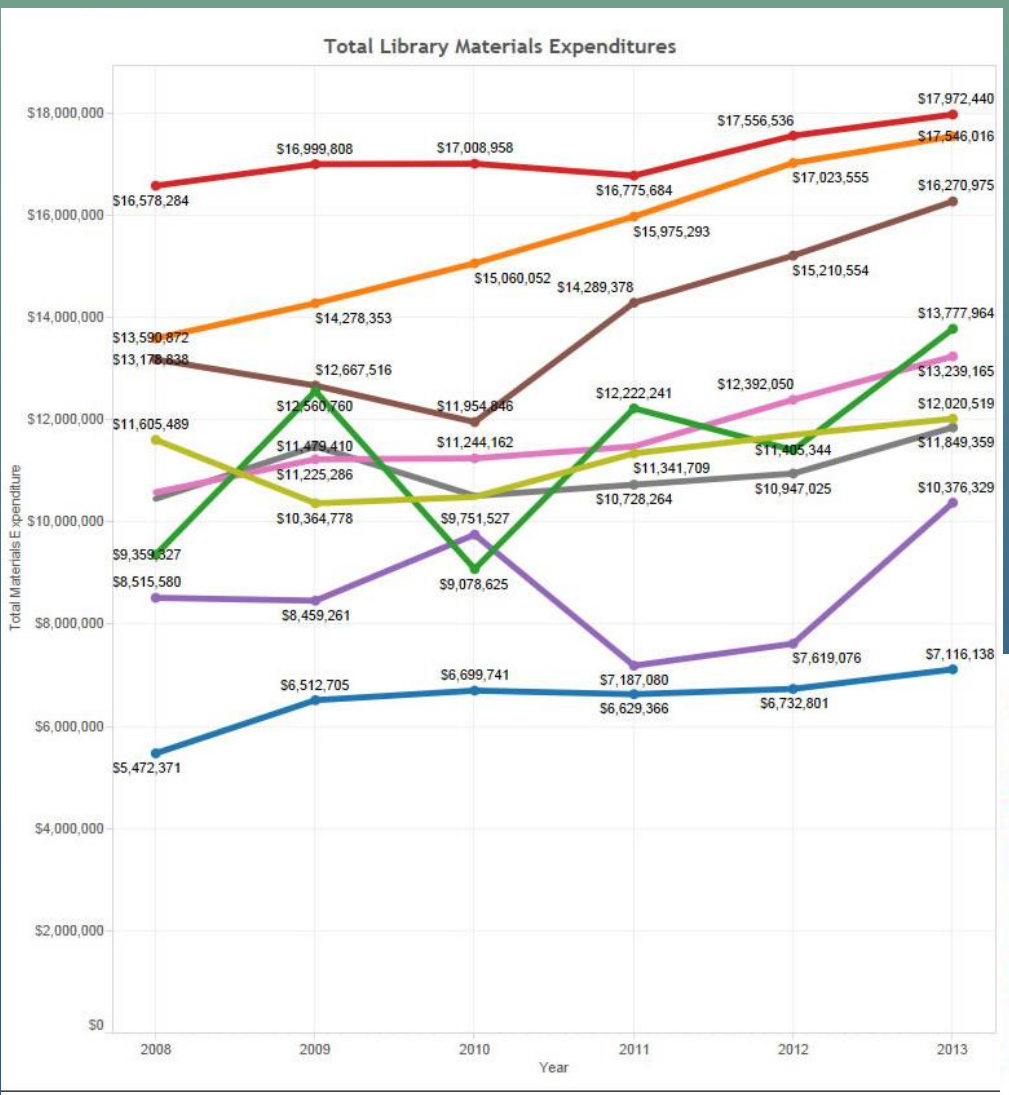
- 2008 – 110
- 2009 – 100
- 2010 – 94
- 2011 – 96
- 2012 – 103
- 2013 – 95
- 2014 – 93

Loss of 17 FTE (16%) since 2008





# Review of Peer Institutions



## UConn Materials Expenditures 2008-2013

- 2008 – \$5,472,371
- 2009 – \$6,512,705
- 2010 – \$6,699,741
- 2011 – \$6,629,366
- 2012 – \$6,732,801
- 2013 – \$6,103,690\*

\*2013 included a transfer of \$1,012,448 from salary savings to address collection needs, bringing total expenditures to \$7,116,138

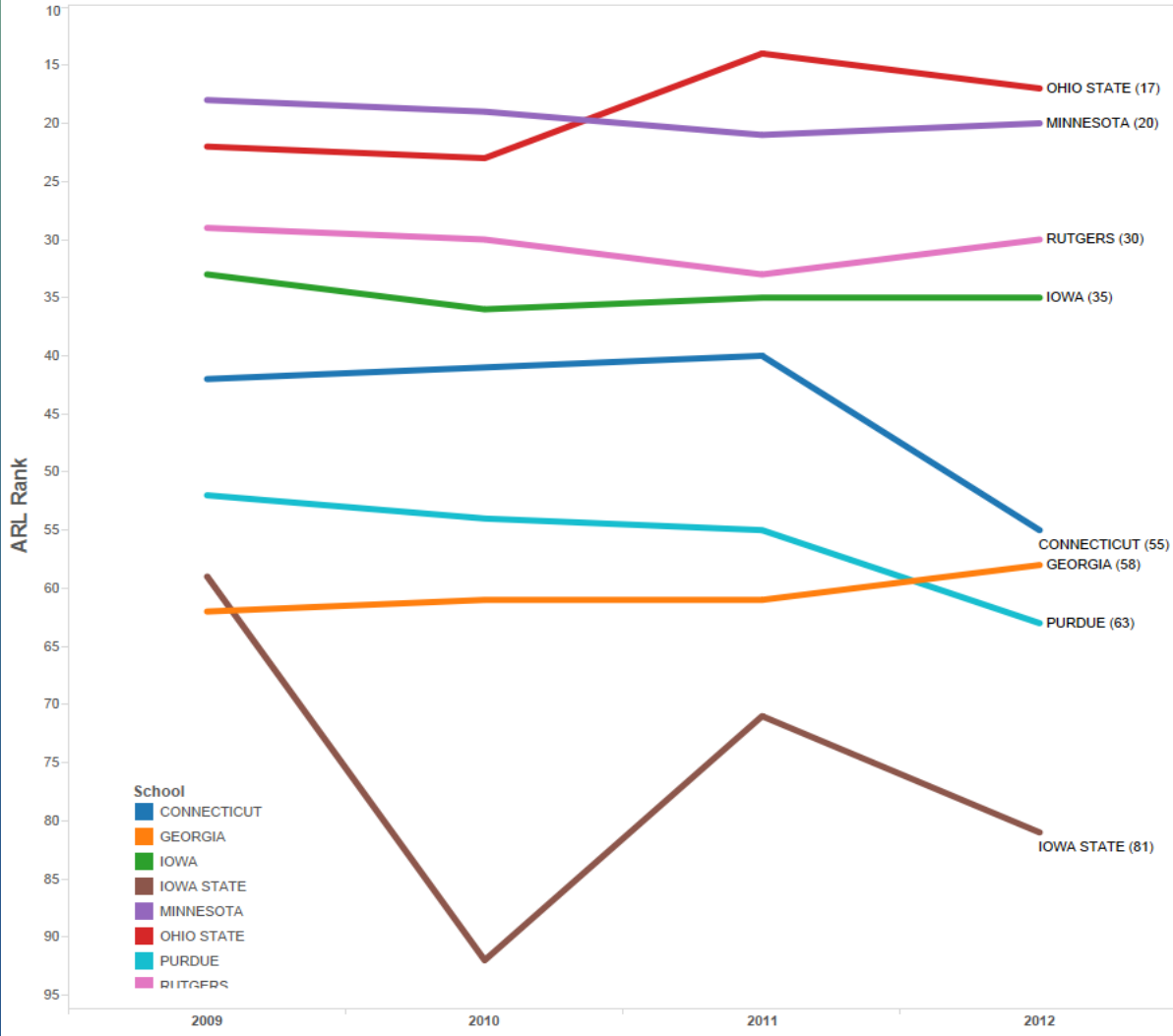
**School**

- GEORGIA
- IOWA
- IOWA STATE
- MINNESOTA
- MISSOURI
- OHIO STATE
- PURDUE
- RUTGERS
- UConn



# Review of Peer Institutions

ARL Rankings of UConn Peers, 2009-12



## Association of Research Libraries Rank - UConn

2009 – 42  
2010 – 41  
2011 – 40  
2012 – 55



## Desirable State

- Restore our place in the rankings to be competitive with our peers
- Position ourselves to meet the *Next Generation Connecticut* imperatives
  - Support for new faculty
  - Support and facilities for increased students
- Align ourselves with the academic plan and establish areas of disciplinary excellence





## Desirable State

- Position the library to support UConn's AAU aspirations
- Grow our distinctive and relevant research collections
  - Areas of significant strength include
    - Northeast Children's Literature Collection
    - New England Railroads
    - Human Rights
  - Travel grant requests to use the archival collections reached an all-time high this semester. Awards include:
    - Architectural historian using the Ingraham Clock Company Records
    - Environmental park researcher from VT, using the Edwin Way Teale Collection
    - Researcher from Berlin, Germany, studying multiple collections relating to the New York Poets Theater in the 1960s



# Strategic Approach For Our Future

## People DO matter

- Core to improving information literacy
- Core to creating excellent research collections
- Core to supporting a vibrant and relevant classroom
- Core to providing outstanding research tools
- Core to meeting the emerging needs for well curated and managed data



## Strategic Approach For Our Future

We need a comprehensive collections strategy

- Continuously identify what is important now and in the future
- Increase our collaboration with Health Center & Law School
- Collect what is needed, whether it is in print or electronic
- Optimize our consortial relationships

“ While we appreciate the university’s growing the collections in digital formats, the majority of the materials that we use are in original languages, often published outside of the United States, and not available in digital formats  
– Dr. Rosa Helena Chinchilla, Department Head, Literatures, Cultures & Language ”





## Strategic Approach For Our Future

- Identify gaps in collecting areas that have been in decline
  - For example, the allocations for the Latin American collections were cut 58% from FY '11 to FY '12
- Continue to be aggressive in purchasing the right electronic journals

“ They have managed this transition into the digital age quite well - and must keep vigilant. Now is NOT the time to cut back ”  
– Associate Professor, School of Education (2012 user survey)



# Strategic Approach For Our Future

- Massive Analysis Projects (MAPs) - 2014
  - In conjunction with colleagues at UConn Health and Law
  - To guide renewal and e-resource collection development decisions
  - To collect data necessary to leverage negotiations for better terms and pricing



# Strategic Approach For Our Future

## Massive Analysis Projects (MAPs) Approach

- ScienceDirect (Elsevier)
  - 25% of our FY'13 collections budget
  - 2,670 titles
  - 600,000 + downloads

<b>Elsevier ScienceDirect - All FY13 Full Text Downloads: 604,498</b>			
	NERL	Elsevier List	ILL
<b>Title Count</b>	2,679	2,670	2,679
<b>Cost</b>	\$1,675,829	\$3,839,427	\$20,801,550
<b>Cost Per Article</b>	\$2.77	\$6.35	\$35.00



This is not my library, this is not your  
grandparents' library, this is OUR library

Let's work together in these challenging  
times to build the library that meets the  
needs of all our users

“ We depend on the library to support our  
existing faculty and our new hires by acquiring  
materials relevant to their research areas.”  
– Mark Overmyer-Velazquez, Director, El Instituto

# University of Connecticut Graduate School

## Annual Report to the University Senate

### March 3, 2014

The global competitiveness of the United States and our capacity for innovation hinges fundamentally on a strong system of graduate education. *The Path Forward: The Future of Graduate Education in the United States*, Council of Graduate Schools & Educational Testing Service, pp. 1-2.

Research, scholarship, and creative activity at the University of Connecticut have a national and international impact, and excellence in these areas is inseparable from excellence in graduate education. The University of Connecticut is a great research university because it has both world-class scholars and world-class graduate programs, awarding 17 graduate degrees (4 research doctorates, 2 clinical doctorates, 11 masters) in nearly 90 fields of study. The Graduate School administers admissions, maintains records, and confers degrees for all of these programs (approximately 6750 students). With the Graduate Faculty Council and its Executive Committee, we also ensure the academic integrity of graduate programs, oversee the development of new programs, and develop new ideas and new approaches to graduate education. In addition, the Graduate School provides financial support for graduate students through fellowships administered by individual graduate programs and through our own Multicultural Scholar, Outstanding Multicultural Scholar, and Outstanding Scholar programs. This year we were also delighted to inaugurate our NextGenCT Scholar program, which is intended to enhance recruitment of the most talented young scholars to UConn. We are responsible for resolving cases of academic misconduct that are referred to us, and we work with the Graduate Student Senate and the Graduate Students of Color Association to enhance support for the graduate student community at the University.

As part of the University's academic planning process, The Graduate School also drafted a new academic plan in which we articulate our role as the heart of graduate and postdoctoral education. We commit ourselves to nurturing a vibrant **community** of graduate students and postdoctoral scholars, fostering **collaboration** across departments, programs, and campuses in research and teaching, and facilitating the **preparation** of graduate students and postdoctoral scholars for their future careers. We look forward to working with faculty throughout the University in realizing these goals.

## Highlights of activities in 2013/2014

- We continued our commitment to **enhancing the diversity** of graduate students and postdoctoral scholars at the University.
  - We represented the University at national meetings for recruitment of underrepresented minorities, e.g., SACNAS, ABRCMS, the Compact for Faculty Diversity, and the Institute for Recruitment of Teachers.
  - Co-sponsored faculty visits to Morehouse College, University of Puerto Rico - Mayaguez, and Georgia State University with Vice Provost for Diversity to foster graduate, postdoctoral, and faculty connections with selected minority-serving institutions.
- We established and led a variety of **activities for graduate students and postdoctoral scholars** focusing on discipline-independent, transferable skills and professional preparation.
  - Fellowship workshops for graduate students applying for nationally competitive graduate and postdoctoral fellowships, e.g., National Science Foundation Graduate Research Fellowships, National Institutes of Health National Research Service Awards, Ford Foundation Predoctoral Fellowships. Offered by a new staff member hired in collaboration with the Office of National Scholarships and Fellowships.
  - Co-sponsored “Lessons learned”, Distinguished Faculty Lecture Series with Vice Provost for Diversity.
  - Other topics included stress management and coping strategies (with University Counseling and Mental Health Services), responsible conduct of research, strategies for academic job interviewing.
- Organized a local **“3-minute thesis” competition**. Details in the *Enrichment* section.
- Continuing **collaboration with the Writing Center** to provide support for graduate student writing
  - Dissertation boot camp
  - Writing retreats

- Four 5-week writing seminars
- New policy
  - A leave of absence from graduate studies allows students with compelling personal or medical reasons to request a leave of absence from graduate study of up to one year, with the possibility of renewal for one more year (<http://graduatecatalog.uconn.edu/leave-policy.html>).

## Recruitment

The number of applications to graduate programs grew steadily from 2004 through 2010, increasing by approximately 40 percent. Since 2010, the number of applications has remained steady at slightly less than 10,000 per year. The number of applicants offered admission has also increased, but has done so less dramatically (approximately 25 percent over the same period). The fraction of students offered admission increased slightly from 36 percent in 2005 to 39 percent in 2013 (the most recent complete application cycle).

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Applications	6964	7281	7823	8326	9145	9105	9794	9708	9899	9720	9983*
Admissions	2795	2747	3029	3163	3296	3346	3523	3459	3337	3722	
% Admitted	36%	39%	41%	40%	39%	36%	35%	34%	38%	39%	

The number of international applications more than doubled from 2205 in 2004 to 4480 in 2013 (approximately 51 percent). Over the same time period applications from self-identified members of an underrepresented minority<sup>1</sup> increased from 518 to 705 (approximately 36 percent). Both of these changes, however, represent much larger percentage increases than the one in applications from U.S. citizens and nationals who are not members of an identified minority (approximately 6 percent). Since 2011 the number of international applicants has exceeded the number of non-minority U.S. citizen or national applicants. New enrollments in Fall 2013 show a similar pattern. New international enrollments increased by 77 percent and new enrollments of underrepresented minorities increased by 40 percent relative to 2004, while new enrollment of non-minority U.S. citizens and nationals decreased by more than 5 percent.

<sup>1</sup> Following the National Science Foundation definition: "Underrepresented minorities include blacks, Hispanics, and American Indians/Alaska Natives" (<http://www.nsf.gov/statistics/seind12/c5/tt05-09.htm>).

## Enrollment

The University of Connecticut enrolled 6698 graduate students in Fall 2013. Of these, 6230 are enrolled in a degree or certificate program, a modest increase over the 6125 enrolled in Fall 2012. The number of students enrolled in both masters and doctoral programs increased from Fall 2012 to Fall 2013, while the number of certificate and non-degree students declined.

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Non-degree	526	553	723	702	718	660	710	674	634	468
Certificate	162	183	195	201	229	230	240	239	228	208
Masters	3166	3257	3261	3393	3489	3525	2515	3454	3435	3470
Doctoral	2242	2231	2184	2187	2220	2292	2395	2416	2462	2552

The number of international students continues to grow (1560 in Fall 2013 *versus* 1437 in Fall 2012). The number of graduate student identifying themselves as members of an underrepresented minority or of multiple races also showed an increase (708 in Fall 2013 *versus* 675 in Fall 2012).

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
International	1302	1233	1218	1232	1276	1250	1267	1327	1437	1560
Minority*	501	514	542	605	603	638	676	686	675	708
Non-minority	3546	3772	3877	3958	4171	4279	4368	4099	4017	3909

\*Includes those who self-identify in multiple categories beginning in 2010

## Retention and training

The Graduate School leads and coordinates a variety of activities to enrich the experience of graduate students and postdoctoral scholars. Our vision for training of graduate students and postdoctoral scholars rests on three pillars as outlined in our academic plan.

- **Community** - The Graduate School will enhance the quality of life for graduate students and postdoctoral scholars by nurturing an engaged community of scholars that includes all disciplines and all campuses.
- **Collaboration** - The Graduate School will foster the development of inter-, cross-, multi-, and trans- disciplinary research and teaching programs by removing barriers to cross-departmental, cross-program, and cross-campus graduate and postdoctoral education.



## Annual Report to the University Senate 2014

- **Preparation** - The Graduate School will enhance career and professional development of graduate students and postdoctoral scholars through programs designed to enhance discipline-independent, transferable skills.

These activities help students and postdoctoral scholars acquire the knowledge, skills, and abilities they need for success in the next stage of their career. For example, The Graduate School supported programs to enhance the written and oral communication skills of graduate students. We continue to provide funding support to the Writing Center that enables it to offer three primary programs for graduate students:

- Graduate seminars in academic writing (4 per year, 15-20 students per seminar)
- Writing retreats for graduate students (monthly)
- Dissertation boot camps

The Graduate School was also an inaugural partner in the Virtual 3-Minute Thesis competition sponsored by Universitas 21, a leading international network of research universities.<sup>2</sup> The 3-Minute Thesis competition began at the University of Queensland in 2008 and is now held in twelve countries. It challenges participants to condense their research ideas into a three-minute presentation that is accessible to a general audience. Vanessa Lovelace (Political Science) was the UConn winner for her presentation: “Genealogies of Liberty: An Embodied Black Freedom Trail.” More information about the U21 competition is available at

<http://www.universitas21.com/article/research/details/191/three-minute-thesis-competition>.

As a result of our leadership, **all** graduate students arriving on campus will for the first time have orientation and welcoming activities available to them. We led a working group that included Global Affairs, the Institute for Teaching and Learning, Environmental Health & Safety, and the Graduate Student Senate to coordinate a week of orientation activities, including one entitled “Forms, forms, and more forms: navigating your way through graduate school,” to introduce students to graduate study at the University of Connecticut. We realize that many programs and departments have their own specialized orientations, but by scheduling a unified set of orientation activities across an entire week, we hope that many of your students will be able to take advantage of both your activities and ours.

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<sup>2</sup> UConn is one of only four universities in the U.S. holding membership in this network.

## Annual Report to the University Senate 2014

We also work closely with the Graduate Student Senate and the Graduate Students of Color Association to enhance the quality of life and community for our graduate students and postdoctoral scholars.

## Degrees

The University of Connecticut offers graduate degrees in almost 90 subject areas, representing 4 research doctorates, 2 clinical doctorates, and 11 masters degrees. The Graduate School is responsible for verifying that students meet all of the applicable degree requirements and conferring the degrees. Almost 1900 masters and doctoral degrees were awarded in 2012/2013, approximately 40 fewer than were awarded in 2011/2012. As recently as 2004, the University awarded fewer than 1400 masters and doctoral degrees. The number of masters degrees awarded increased by approximately 37 percent, and the number of doctoral degrees awarded increased by approximately 33 percent.

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Certificate	57	89	103	106	115	147	130	134	172	139
Masters	1120	1469	1374	1426	1417	1504	1443	1477	1574	1531
Doctoral	257	261	306	339	285	267	313	323	341	340



**UCONN**

ATTACHMENT #43

THE GRADUATE SCHOOL

13/14 - A -233

# Report to the University Senate

3 March 2014

# Highlights of activities

- Academic plan
- Preparation activities for graduate students and postdoctoral scholars
- 3-minute thesis
- Enhancing diversity
- Policy on leave from graduate studies



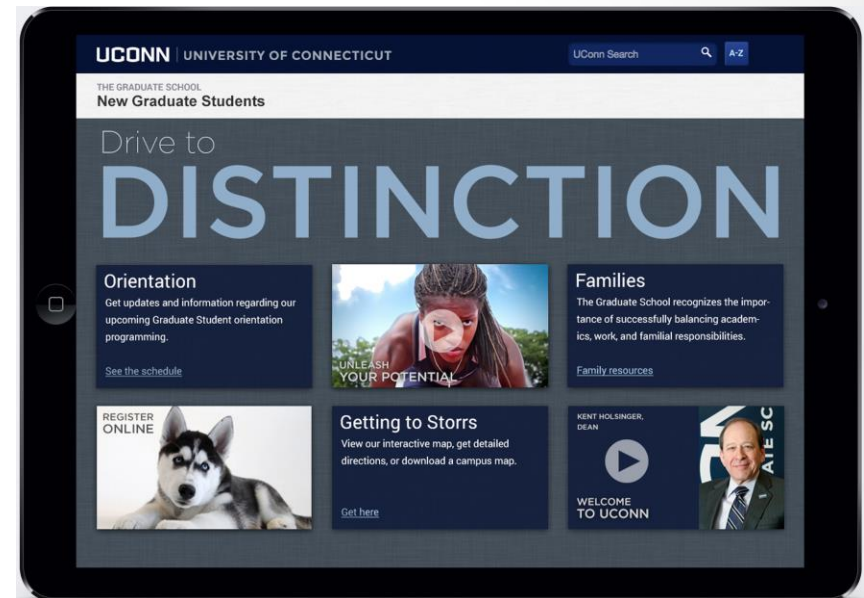
# Academic Plan

- **Community** – Enhance the quality of life for graduate students and postdoctoral scholars
- **Collaboration** – Foster development of inter-, cross-, multi-, and trans-disciplinary programs
- **Preparation** – Enhance career and professional development of graduate students and postdoctoral scholars

# CCP

# Community

- Unified orientation for **all** new graduate students at UConn
  - Global Affairs
  - Institute for Teaching and Learning
  - Environmental Health & Safety
  - Graduate Student Senate



# Preparation

- Fellowship workshops with Office of National Scholarships and Fellowships



**National Science Foundation  
Graduate Research Fellowship Program**

**Ruth L. Kirschstein National Research Service Award (NRSA)**

**FORD FOUNDATION PREDOCTORAL FELLOWSHIPS**  
*For Achieving Excellence in College and University Teaching*

# Preparation

With the Writing Center  
(GAs funded by The  
Graduate School)

- Four 5-week seminars  
(15-20 students)
- Writing retreats for  
graduate students
- Dissertation boot  
camps





# Preparation

- 3-Minute Thesis
- Virtual competition sponsored by U21
- Began at University of Queensland
- Vanessa Lovelace, “Genealogies of Liberty: An Embodied Black Freedom Trail”



<http://vimeo.com/album/2564968>

# Enhancing Diversity

- Represent the University at national meetings
  - Society for the Advancement of Chicano and Native American Scientists  
<https://sacnas.org/>
  - Annual Biomedical Research Conference for Minority Students  
<http://www.abrcms.org/>
  - The Compact for Faculty Diversity  
<http://www.instituteonteachingandmentoring.org/Compact/>
  - Institute for Recruitment of Teachers  
<http://www.andover.edu/summersessionoutreach/ifroteachers/pages/default.aspx>
- Collaborate with Vice Provost for Diversity
  - Sponsor faculty visits to select minority-serving institutions: Morehouse College, University of Puerto Rico – Mayaguez, Georgia State University

# Policy on Leave of Absence from Graduate Studies

13/14-1A-24

- Compelling personal or medical reasons
- Leave of up to one year, renewable once
- “Stops the clock” on time-limits to degree
- <http://catalog.grad.uconn.edu/leave-policy.html>

