

MINUTES OF THE UNIVERSITY SENATE May 5, 2014

1. The regular meeting of the University Senate of May 5, 2014 was called to order by Moderator English at 4:02 p.m.

2. Approval of the Minutes

Moderator English presented the minutes of the April 7, 2014 meeting for review.

The minutes were approved as written.

3. Report of the President

President Herbst announced that the legislative session will conclude May 7th. UConn's budget will be cut. The forecast doesn't look too bad for the operating budget, but we won't know the exact amount for a couple more weeks. UConn does its part for economic development and growth in the state, but it is a tough year. There is no surplus in the state budget, and the state has to pass a balance budget.

The University budget will go to the Board of Trustees next month. We will stay focused on the Academic Vision, despite cuts in state appropriations over the past few years. Next Gen funding will help us soon. The university continues to hire new people. One of the best things we can do is to bring in new colleagues who reenergize departments.

It has been a great year, and we have gotten a lot done. President Herbst hopes that faculty and staff will have a restful summer. Her main goal this summer is to work on the endowment and philanthropy. UConn's future will depend on philanthropy from alumni, private corporations, and donations. Funding from the state is down 27%, which is hard especially with expanding enrollment. UConn's endowment is small relative to our excellence and ambition. This is similar to other New England state universities. Having the proper endowment will protect us during difficult economic times. Josh Newton is an energetic, sophisticated fund raiser. He and the President have been traveling in the northeast and also nationally.

This summer is a pivotal time for the campus Master Plan. Laura Cruickshank has been working on the plan since February. The plan is about physical growth and the development of the campus over decades. It will link the academic mission with the way the campus looks, feels, and functions. Buildings and landscapes will enhance the academic mission and scholarship.

President Herbst thanked everyone for great year and shared her appreciation for the many individuals who do so much heavy lifting.

Senator Zirakzadeh asked for clarification on the President's announcement that there will probably be a reduction to the budget. President Herbst responded that she was referring to the operating base budget, though this is as yet undetermined. A lot happens with the legislature every hour, and it will be a couple of weeks before we know where we stand. No legislators want to cut us or other state agencies, but they need to balance the budget.

Senator Schultz commented on the wonderful video posted to UConn Today last week and shared his feeling that the sense of pride at the University this year is something special. President Herbst responded that the video was “UConn on Instagram: The Year in Review” (<http://today.uconn.edu/blog/2014/05/uconn-on-instagram-the-year-in-review/>) She shared that we all run this place together and own it, and noted some highlights of the year: the championships; Academic Plan; visit by Hillary Clinton, who spoke of citizenship and leadership in this generation of students; and the faculty, who are the backbone of UConn.

Senator Caira asked whether we are looking toward another capital campaign. President Herbst responded that the current campaign is going to be closed and that we are thinking about a new one. Most universities are in a constant campaign. Campaigns bring forth new marketing materials and opportunities. Our future will be in major gifts, and we work on that all the time. UConn’s last campaign raised about \$300M. The Foundation has a lot of work before it. Josh Newton is positive, experienced, and forward-looking and helped to raise exceptional amounts at Emory. A lot of donors and supporters are starting to realize how important their support is to the future of the University, particularly with declining state support. Student scholarships are often a person’s first gift. We are also looking for bigger lead gifts (e.g., naming colleges and buildings.) Not everyone can give money, some give time. Some think that winning championships means that gift giving will immediately surge, but the work is just beginning after a championship and similar.

4. Report of the Senate Executive Committee presented by Cyrus Ernesto Zirakzadeh
(Attachment #55)

Provost Choi thanked Senator Zirakzadeh for his much appreciated hard work. He noted that an email about the latest budget rescissions was distributed on the Daily Digest on April 25th.

5. Consent Agenda Items

Report of the Curricula & Courses Committee	(Attachment #56)
Report of the Nominating Committee	(Attachment #57)

Non-Senate Committee Reports

Annual Report of the Provost’s Library Advisory Committee	(Attachment #58)
Annual Report of the University Interdisciplinary Courses Committee	(Attachment #59)

Senate Standing Committee and Subcommittee Reports

Annual Report of the Curricula and Courses Committee	(Attachment #60)
Annual Report of the Diversity Committee	(Attachment #61)
Annual Report of the Enrollment Committee	(Attachment #62)
Annual Report of the Faculty Standards Committee	(Attachment #63)
Annual Report of the General Education Oversight Committee	(Attachment #64)
Annual Report of the Growth & Development Committee	(Attachment #65)
Annual Report of the Scholastic Standards Committee	(Attachment #66)
Annual Report of the Student Welfare Committee	(Attachment #67)
Annual Report of the University Budget Committee	(Attachment #68)

The Senate voted to approve the Consent Agenda items.

6. Report of the Nominating Committee

(Attachment #69)

VOTE on the 2014/2015 standing committee membership slate as presented at the April 7, 2014 Senate meeting presented by Katharina von Hammerstein

The Report of the Nominating Committee was approved.

7. Report of the Scholastic Standards Committee presented by Felicia Pratto

(Attachment #70)

- a) VOTE on a motion to revise the By-Laws, Rules, and Regulations of the University Senate, Section II.E.10. Appeals of Assigned Course Grades as presented at the April 7, 2014 Senate meeting

The motion was approved.

- b) VOTE on a motion to revise the By-Laws, Rules, and Regulations of the University Senate, Section II.E.12.a. Semester Examinations and Final Assessments as presented at the April 7, 2014 Senate meeting.

Senator Manheim noted that each time an office changes its name, we have to change it in the bylaws. He did not make a motion, but asked that in the future the Senate consider whether we can say, "and its successors," so we don't have to keep changing the By-laws.

The motion was approved.

- c) PRESENTATION of a motion to revise the By-Laws, Rules, and Regulations of the University Senate Section II.E.12.a. Semester Examinations and Final Assessments for vote at the September 8, 2014 Senate meeting.

(Attachment #71)

- d) PRESENTATION of a motion to revise the By-Laws, Rules, and Regulations of the University Senate Section II.A.6. Unclassified Undergraduate Students and Section II.G.2. Eligibility for Participation in Collegiate Activities And II.A. Admissions for vote at the September 8, 2014 Senate meeting.

Senator Pratto called attention to the Annual Report of the Scholastic Standards Committee, which identifies irregularities in the admissions section of the By-laws. This motion will be in the Senate docket for next year.

8. Annual Report of the Commencement Committee presented by Michael Darre

(Attachment #72 & #73)

The Commencement Committee is responsible for the spring commencement and fall convocation. It tries to make these events positive for students and families. There will be 12 graduation ceremonies. The names of all graduate and undergraduate students will be read.

May 11th: graduate and undergraduate commencements
 May 12th: undergraduate commencement
 Aug 23rd: convocation

Next year's convocation will be much more student-oriented. The Commencement Committee is trying to make the convocation a tradition that students will carry with them for 4 years and beyond.

Senator Fernandez asked about changes to the graduate ceremony. Senator Darre responded that Ph.D. students will walk in and sit with their faculty advisors, who will hood them.

Senator Siegle followed up on this question. Senator Darre responded that if faculty have more than one Ph.D. student graduating, they will sit with all of them. Faculty who don't have graduating Ph.D. students will sit with the faculty.

9. Annual Report on the Honors Program presented by Jennifer Lease-Butts
 (Attachment #74)

Senator Caira asked about the path of the Honors Program. Ms. Lease-Butts responded that the overall goal for growth is tailored to Next Gen goals. At the end of 10 years, the program should have about 600 incoming students. This will be a lower percentage of students compared to the current 1st year class. We don't want the number to exceed 600 because of several reasons: honors students write theses, which require faculty advisors; we want space for students who are doing well to transfer into Honors; we want the program to be small enough that it provides a sense of community. Via Next Gen, there are plans for an Honors residence hall to be built (opening in 2017), which will house all 1st year honors students, a cafeteria, office space, classrooms, study rooms, and lounges. We expect 500 students next year (the future includes additional STEM scholars). This year, Honors had 425 students.

10. New business

Senators Caira and Kendall read the following statement:

"The Senate Executive Committee wishes to formally thank Ernie (Cyrus Ernesto Zirakzadeh) for leading us as Chair of the Senate Executive Committee of the University Senate. He embodies so many of the values to which we aspire; His diplomacy --- always pointing out positive aspects of a presentation, first, then asking a key, sometimes pointed, question, second. His respect for all --- and this translates to inclusivity. He listens to everyone, gives them voice, and urges active participation. He embraces diversity and encourages that it be part of our core values. Ernie is secure in himself, comfortable in his own skin, and unafraid to speak out. His harmonizing spirit --- at a time when opposing views at the University and indeed the world are frequent, Ernie works to find common ground and a meaningful path forward. His eclectic humor (but we still don't get the salami joke!). His love of debate --- he has encouraged us all to enter into discussion, share our perspectives, and ask thoughtful questions -- he values dialogue and with him at the helm, we have all responded.

Among all other things, Ernie has inspired us to work together as a united University Community and, as perhaps as is apparent here today, it seems that if we work together...

ANYTHING IS POSSIBLE!

On behalf of all Senate Executive Committee members, thank you Ernie!”

11. There was a motion to adjourn.

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

The meeting adjourned at 5:39 p.m.

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

The following members and alternates were absent from the May 5, 2014 meeting:

Accorsi, Michael
Aindow, Mark
Ammar, Reda
Bansal, Rajeev
Barreca, Regina
Becker, Loftus
Bedard, Martha
Bird, Robert
Boyer, Mark
Bradford, Michael
Bushmich, Sandra
Chinchilla, Rosa
Cobb, Casey
Croteau, Maureen
DiGrazia, Lauren

Ego, Michael
Gianutsos, Gerald
Googins, Kara
Harris, Sharon
Hubbard, Andrea
Jockusch, Elizabeth
Kendig, Tysen
Libal, Kathryn
LoTurco, Joseph
Luxkaranayagam,
Brandon
MacKay, Allison
Martin, Jeanne
McDonald, Deborah
McManus, George

Mercier, Daniel
Naples, Nancy
Rana, Parth
Ricard, Robert
Rios, Diana
Saha, Dipanjan
Salamone, John
Sanner, Kathleen
Schwab, Richard
Silbart, Lawrence
Visscher, Pieter
Yanez, Robert
Yelin, Susanne

Report of the Senate Executive Committee
to the University Senate
May 5, 2014

The Senate Executive Committee has held two sets of meetings since the April 7 meeting of the entire University Senate.

April 25

The Senate Executive Committee first met alone to make nominate members of the University community to different campus-wide committees. An open-ended discussion ensued about (1) the possible meanings of “post-tenure review” in the academic plan, (2) the value of, sample biases within, and overall accuracy and completeness of the information collected and categorized through the Academic Analytics schema, and (3) the possible ways that the University’s upper administration could interpret, prioritize, and implement the recently approved academic plan. The Senate Executive Committee concluded that for now, it makes sense to view the Academic Plan as tentative and general, and to pay close attention to how details are filled in and priorities are set over the next 24 months. Likewise, the theme of post-tenure review in the academic plan and the uses of academic analytics deserve the Senate’s ongoing attention, at least over the next year.

Thereafter, the SEC met for an hour with the chairs of the Senate’s standing committees. The group decided to experiment next year with a short orientation session at the beginning of the year for committee chairs. One purpose of the orientation is to refresh memories about how to craft motions, plan meetings, submit minutes to the Senate’s administrator, compose annual reports, and so on. A second purpose of the orientation is to help first-time chairs understand tasks and learn about resources.

The group then made plans for the May 5 meeting of the Senate and exchanged information about the state of the campus.

Among the topics of discussion were:

- The evolving use of the SETs.
- Laura Cruickshank’s reports about building needs.
- Rumors of further budget problems on the horizon.

- The need to update GEOC requirements, goals, and to help instructors meet stated requirements -- for example, in W courses.
- Ongoing efforts to implement the smoking partial ban that was endorsed by the Senate last academic year.

On May 2

The SEC first met privately with Provost Choi for an hour, and then privately with President Herbst for an hour.

Thereafter, the SEC met for approximately an hour with three members of the President's cabinet: Provost Mun Choi, Executive Vice President Michael Gilbert, and Vice President Wayne Locust.

- Vice President Locust discussed the high number of applications to the campuses and reaffirmed that the fall 2014 goal at Storrs is an incoming undergraduate class of 3550.

Vice President Locust also presented additional information about degree-completion rates that Senators requested at the last full Senate meeting. Here are some of his findings:

- The average time to a bachelor's degree for the university is 4.2 years. Broken down by racial and ethnic categories, the time to degree rates are 4.29 years for African American students; 4.25 for Asian American students; 4.14 years for Caucasian American students; 4.27 years for Hispanic American students; and 4.33 percent for Native American students.
- Students with documented disabilities have a four-year graduation rate of 49%, which falls below the overall rate of 70%. If one looks at five-year rates, one finds that the average graduation rate for student disabilities is 76%.

The SEC and the President's cabinet then engaged in an open-ended conversation about the challenges in determining the percentage of non-traditional students on campus, the different ways one might classify non-traditional students, and the possible importance of having a large portion of the student body be non-traditional.

- Vice President Gilbert summarized the behavior of students during spring weekend and also the student celebrations of the basketball teams' victories. He also described strategies to implement different goals articulated in the submitted report of the President's Task Force on Civility.

The SEC and the president's cabinet then engaged in a conversation about recent hyperbole in news coverage about the university, and about possible ways to respond to negative claims that seem inaccurate. Vice President Gilbert noted that headlines are written to tantalize, even if the article's tone is more moderate and even-handed.

- Provost Choi discussed possible uses of Academic Analytics and the importance of departments communicating findings with appropriate personnel. He emphasized that the upper administration intended to use Academic Analytics as only one of several baselines to evaluate the productivity of academic units. Provost Choi also stressed the importance of having faculty nominate each other for honors and apply for grants.

A brief budget-related discussion ensued. It focused on shortages of research space and teaching space at UConn in comparison to the space available at peer institutions. The Provost is aware of this pressing need and previewed a series of renovations and planned building constructions that, it is hoped, will dramatically reduce the gap between UConn and other institutions.

Some special announcements:

- (1) Senator Shayla Nunnally has agreed to be the next Senate representative on the Board of Trustees' Financial Affairs Committee.
- (2) The results of the recent Senate elections for the Senate Executive Committee are completed. The incoming members are Keith Barber, Peter Kaminsky, and Veronica Makowsky. There is one election left: for the chair of the Senate Executive Committee. Please vote.

Special Announcement:

This is the final meeting of the Senate. As is custom, I wish to thank many people who have served this year. Of course, I wish to thank the office: our student workers Allison Mitchell, Sage Carlson, and Andrew Kim. Tammy Gifford who

does so many things and does them well. She is the receptionist, publicist, web page master, event planner, committee scheduler, document archivist, recording secretary for almost every standing committee, election organizer and overseer, editor for motions, collator of reports, and for many of us, an informal therapist. She is amazing.

We have covered important ground this year with regard to graduate education, diversity in faculty and administrative hiring, student welfare, enrollment targets, and even deceptively simple questions about syllabi, bunched examinations, and standardization of PTR expectations. And working with the administration, we have broken ground and planted initiatives – from the Tech Park to Next Generation to the Academic Plan – whose fruit we will harvest in coming years. And the standing committees have tirelessly collected and disseminated information and formulated ideas and standards with which to guide this institution that means so much to us.

Out of gratitude, I originally was going to write thank-you notes to Gary English, Cameron Faustman, Susan Spiggle, and Jill Livingston, to all the chairs of the standing committees, subcommittees, and task force chairs; to BoT reps; to members of Building Names Committee, of the Space Allocation Renovation Construction Committee; to members of the Alumni Association Task Force; to members of the Foundation Advisory Committee; to members of the Faculty Standard Committee and Committee of Three; to the representatives to the Coalition of Intercollegiate Athletes, and so on. I was going to say “you’re my favorite member of the Senate, ever, but don’t tell any of the other Senators.” Then I discovered that I had a list of 125 people (74 elected Senators, and 51 community members, not counting ex-officio). Too much work. So instead I’m going to say that each of you is really my favorite member of the Senate. Please don’t tell your neighbor.

Respectfully submitted,

“Ernie”

Cyrus Ernesto Zirakzadeh
Chair, Senate Executive Committee

University Senate Curricula and Courses Committee
Report to the Senate
May 5, 2014

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

A. MUSI 1107 Steel Pan Ensemble

Proposed Catalog Copy

One credit. Two-hour rehearsal and one sectional weekly.

Performance of a repertoire that varies from the traditional calypso and soca styles of Trinidad and Tobago to today's pop music. No previous musical experience required.

B. MEM 2212 Introduction to Manufacturing Systems Lab

Proposed Catalog Copy

One credit. One 3-hour lab per week. Prerequisites: MEM 2211, which may be taken concurrently; enrollment restricted to Management and Engineering majors.

Introduction to the steps required for manufacturing. Students will move from a part sketch, to an engineering drawing, to a drawing using state-of-the-art CAD software. Students will build both a prototype and an improved final model of the part, which are required to be of different materials. One or more site visits are included as parts of this laboratory, for students to gain exposure to operational manufacturing facilities.

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

A. URBN 2000W Introduction to Urban Studies (Name change)

Current Catalog Copy

2000W Introduction to Urban Studies

(230W) Prerequisite: ENGL 1010 or 1011 or 2011 or 3800.

Introduction to the analysis of urban development with particular stress on those problems pertinent to the American central city.

Revised Catalog Copy

2000W Introduction to Urban and Community Studies

(230W) Prerequisite: ENGL 1010 or 1011 or 2011.

Introduction to the analysis of urban development with particular stress on those problems pertinent to the American central city.

B. AH 2001 Medical Terminology (Permissions)

Current Catalog Copy

One credit. Prerequisite: Open to students in the Department of Allied Health Sciences and OSH concentration majors, others by instructor consent.

Introduction and mastery of medical terminology through presentation of word roots, prefixes and suffixes.

Revised Catalog Copy

One credit. Prerequisite: Open to students in the Department of Allied Health Sciences and Health Systems Management majors, others by instructor consent.

Introduction and mastery of medical terminology through presentation of word roots, prefixes and suffixes.

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

- A. PLSC 1000 Orientation to Plant Science and Landscape Architecture

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

- A. ARTH 1140 Introduction to Asian Art

Current Catalog Copy

(140) Three credits.

Survey of art and its social context in China, India and Japan from prehistoric times to the present.

Revised Catalog Copy

Three credits. Three hours lecture.

Asian art and architecture from prehistory to the present. Asian artistic practices as well as transcultural artistic connections in Asia and beyond.

V. For the information of the University Senate, the Curricula and Courses Committee approved the following new S/U graded course:

- A. NUSC 3291 Nutritional Sciences Internship

Proposed Catalog Copy

Variable (1-3) credits. Hours by arrangement. Prerequisite: NUSC 1165 and 2200. Open to juniors or higher; open to Nutritional Science majors with consent of department head. May be repeated for credit up to a maximum of 6 credits. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

VI. For the information of the University Senate, The General Education Oversight Committee and Curricula and Courses Committee approved the following new 3000- and 4000-level courses in the W Competency:

- A. ANSC 3317W Scientific Writing in Endocrinology of Farm Animals

Proposed Catalog Copy

One credit. One class period. Prerequisite: ENGL 1010 or 1011 or 2011; Open to juniors or higher. Co-requisite: ANSC 3316

A writing intensive class integrated with course content in Endocrinology of Farm Animals.

- B. ENGL 3207W American Literature since the Mid-Twentieth Century

Proposed Catalog Copy

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher.

Formal and thematic developments in American literature since the mid-twentieth century and its engagement with cultural shifts in this period.

- C. GEOG 4096W. Senior Thesis

Proposed Catalog Copy

Either semester. Three credits. Hours by arrangement. Prerequisite: ENGL 1010 or 1011 or 2011; one 3000-level or above course in GEOG and/or 3 credits of independent study in geography; open to juniors or higher; open only with consent of instructor and department head.

D. MCB 3602W Introduction to Bioinformatic Tools for Microbial Genome Annotation

Proposed Catalog Copy

MCB 3602W Introduction to Bioinformatic Tools for Microbial Genome Annotation

One credit. One 2-hour computer lab period. Prerequisite: MCB 2000 OR 2610 OR 3010; ENGL 1010 OR 1011 OR 2011.

Analysis of microbial genome sequences using computational tools to examine metabolic pathways and genetic features as they relate to an organism's lifestyle. Writing assignments utilize information gathered from the relevant scientific literature and students' analyses of genome-derived information.

E. POLS 3239W Politics of the Environment and Development

Proposed Catalog Copy

POLS 3239 Politics of the Environment and Development

Three credits. Open to Juniors and Higher. Recommended Preparation: POLS 1202 or 1207.

Politics of the environment and development with a focus on environmental issues in developing countries.

POLS 3239W Politics of the Environment and Development

Three credits. Open to Juniors and Higher. Prerequisites: ENGL 1010 or 1011 or 2011.

Recommended Preparation: POLS 1202 or 1207.

VII. For the information of the University Senate, The General Education Oversight Committee and Curricula and Courses Committee approved revision of the following 3000- and 4000-level courses in the W Competency:

A. COMM 4220W Small Group Communication (prerequisites)

Current Catalog Copy

COMM 4220W Small Group Communication

Three credits. Prerequisite: COMM 3200 or instructor consent; ENGL 1010 or 1011 or 3800; open to juniors or higher. Recommended preparation: COMM 3100.

Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations.

Revised Catalog Copy

COMM 4220W Small Group Communication

Three credits. Prerequisite: COMM 3100 or COMM 3200; ENGL 1010 or 1011 or 2011; open to juniors or higher.

Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations.

B. EKIN 3300W Sport in Society (subject area)

Current Catalog Copy

EKIN 3300W Sport in Society

Fall. 3 credits. Prerequisite: SOCI 1001 or 1001W, or SOCI 1251 or 1251W; ENGL 1010 or

1011 or 2011 or 3800; open only to students in Kinesiology programs.
Sport as an institution. Sociological issues involving gender, race and intercollegiate, professional, and children's sports.

Revised Catalog Copy

EDLR 3300W Sport in Society

3 credits. Prerequisite: SOCI 1001 or 1001W, or SOCI 1251 or 1251W; ENGL 1010 or 1011 or 2011; open only to students in Sport Management programs.

Sport as an institution. Sociological issues involving gender, race and intercollegiate, professional, and children's sports.

VIII. For the information of the University Senate, The General Education Oversight Committee and Curricula and Courses Committee recommend deletion of the following 3000- and 4000-level courses in the W Competency:

- A. ENGL 3011W Publishing
- B. MCB 3601W Physiology of Archaea and Bacteria

IX. For the information of the University Senate, the Senate C&C Chair approved offering the following 1000- or 2000-level Special Topics and Variable Topics courses for one session in the Fall 2014:

- A. ANSC 2695 Special Topics: Probiotics and Prebiotics
- B. ART 2995 Special Topics: Visible Language
- C. ARTH 2198 Variable Topics: Monsters and Marvels in Medieval Art

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

04/17/14

**Nominating Committee Report
to the University Senate
May 5, 2014**

1. We move to appoint the following faculty members to two-year terms on the General Education Oversight Committee effective July 1, 2014 through June 30, 2016:

David Gross
Bing Wang

Respectfully submitted,
Andrea Hubbard, Chair
Rajeev Bansal
Pamela Bramble

Marie Cantino
Cameron Faustman
Katharina von Hammerstein

**University of Connecticut
Provost's Library Advisory Committee
Academic Year 2013-2014
Activities Report**

At its first meeting this year, the Committee welcomed Martha Bedard our new Vice Provost for Libraries. During that meeting the Committee learned about library priorities for the year as well as new directions underway. The Committee outlined the topics it felt were most pressing, including new collaborations with the Health Center and Law School, Research Data Management, the Connecticut Digital Archives, and space planning. The Committee was particularly interested in learning how the Libraries' collections budget and staffing numbers compared to those of aspirant Universities.

Priority Initiatives

1) Shared Library Management System with UConn Health and Law

The adoption of a next generation library management system provides an opportunity to re-vision the library's operations, to rethink priorities, to simplify workflows and to push change and innovation. The joint acquisition of a new system together with UConn Health and UConn Law will also enable the seamless integration of library resources among the three research centers. A procurement taskforce with representatives from the UConn Storrs, Health, and Law Libraries is working with Purchasing to finalize the selection of a next generation library management system.

2) Collections Collaboration with UConn Health and Law

The UConn Libraries—Storrs and Regionals, Health, and Law—have long collaborated on the purchase and licensing of electronic resources, including databases, e-journal packages, and e-books. With the merging of library catalogs and management systems, there is even greater opportunity for collaborative collection development and resource sharing. Planning meetings have been held with relevant staff from the three libraries and a standing working group is being formed that will coordinate collaborative collection strategies, expedite local resource sharing, and facilitate service integration within the new shared library catalog and management system.

3) Journal Reformatting (from print to electronic)

The Library has built its journal collection to support the information needs of the university community. For many years, this community relied almost exclusively on a locally held print journal collection. Today access to journal articles is nearly all electronic and extends to library collections across the globe. Building on the success of a JSTOR initiative undertaken in 2010, the journal reformatting project is significantly reducing the overlap between the legacy print journals and recently acquired digital versions, and freeing up large sectors within the library stacks for repurposing as study and learning spaces. In taking this step, the UConn Libraries is joining other academic libraries worldwide in championing responsible and sustainable collections management and preservation.

4) *Research Data Management*

Long-term research data management plans are now required by many granting agencies (e.g. NSF). The UConn Libraries provide data management education, preservation, and access services to UConn researchers, and provide advice on creating data management plans for grant submissions. Through the University Archives, the library provides preservation and access services that enable faculty to meet funding agency requirements. The Library publicly launched its data preservation services this spring.

5) *Connecticut Digital Archive (CTDA)*

The Connecticut Digital Archive (CTDA) is a new service being developed by the University Archives, Special Collections, and Digital Curation area, in partnership with the Connecticut State Library. The CTDA preserves, manages, and makes available permanently valuable digital data produced and collected at UConn, by Connecticut State agencies, and by cultural heritage organizations throughout the state. The CTDA is also a Service Hub for the *Digital Public Library of America*, providing UConn and Connecticut libraries, museums, archives, and galleries with a means to expose their resources to this national aggregator.

6) *Library Space Planning*

Next Generation learning spaces are service-rich environments that support active learning. As the principal learning center outside the classroom, the Library is being gradually transformed in response to new pedagogies, new learning styles, and new learning technologies. Space planning is now critical for the future of the library and the community it serves. The Homer Babbidge Library offers an open architectural plan, one that can be easily repurposed for the future. The main obstacle to creative transformation is the large number of legacy items being housed within the structure, items that could easily be preserved and retrieved from a more peripheral location. A space visioning retreat was held on March 21, attended by the Libraries' leaders, Beverly Wood, Director of University Planning, and Maria Groza, Facilities and Space Planner. The purpose was to prepare a critical overview of the library of the future that will inform the Master Plan. Beverly Wood and Maria Groza then met with the Library Advisory Committee on Monday, March 24, to gather their particular perspective on library services for the future. On Friday, April 4, library staff from the Greater Hartford Campus and the library and campus administrations met with Robert Corbett, Beverly Wood and Maria Groza to discuss locating the downtown Hartford campus library within the Hartford Public Library.

7) *Library Cost Analysis Study*

The University recovers its library expenses in support of funded research using a library cost analysis study in compliance with OMB Circular A-21. These expenses are recovered through the library component of the University's F&A rate and UConn's library component is currently 2.5 points on a rate of 58%. This is higher than the national average of about 2 points for research libraries based on the study. UConn's current F&A rate expires on 6/30/15 and the University is preparing its FY 2014 submission which is due on December 31, 2014. The library has been surveying its in-house and electronic resources users since July, 2013, and has so far completed ten of the twelve months required by DHHS, UConn's cognizant federal agency.

Issues Reviewed by the Committee

The new academic vision calls for a *world-class academic research library that inspires the creation of new knowledge and provides opportunities for meaningful collaborations.*

Over the course of the year, we have reviewed a number of issues that are important to the functioning of the library and its ability to provide excellent services to the community.

1) *Collections and other Research Resources*

The committee reviewed six years of Association of Research Libraries collections budget data comparing the University of Connecticut Libraries budget with formally identified peers and *U.S. News* aspirant universities. As the University of Connecticut ranked lowest of all in both groups, the committee recommends that the base budget for collections be increased to better correspond to the peer group. The committee also reviewed strategies the library is taking to make the most effective use of resources at hand. These strategies include:

- maximizing electronic access to information and cost per use
- focusing primary resource discovery on locally accessible items
- maximizing resource sharing with our consortial partners
- embracing demand driven purchasing

2) *Staff Resources*

The committee reviewed six years of Association of Research Libraries staffing data comparing the University of Connecticut Libraries with formally identified peers and *U.S. News* aspirants. As the University of Connecticut again ranked lowest in both groups, the committee recommends that the staffing, particularly highly skilled staffing, be increased to better correspond to the peer group. The committee also reviewed strategies the library is taking to make the most effective use of resources at hand. These strategies include

- reorganizing staff around core functions
- creating self-service learning environments
- creating and employing intuitive research and discovery tools
- integrating services with the Health and Law Schools

3) *New Courses & Curricula*

At this time the library is not directly included in the review of new courses and curricula, either at the graduate or undergraduate level. In order to assure appropriate information resources are available for new programs, the committee recommends that the library be more directly involved in the review process.

4) *Planning a Library for the Future*

Beverly Wood, Director of University Planning, and Maria Groza, Facilities and Space Planner met with the Library Advisory Committee on Monday, March 24, to discuss library services for the future. The committee sees the library developing into a vibrant multi-dimensional learning center,

- with highly trained professionals
- with formal connections to academic departments

- providing electronic access to as many resources as possible
- with intuitive information discovery systems
- benefiting from an offsite preservation facility, to enable creative space planning
- hosting many and more varied collaboration and study spaces
- offering additional commons areas for graduate and international students
- offering video conferencing facilities for the community
- offering enhanced food services
- with great aesthetic appeal

Respectfully submitted,

Scott Kennedy
Chair, Provost's Library Advisory Committee (2013-2014)

2013/2014 Committee Members:

Martha Bedard, University Libraries, Office of the Vice Provost
Pamela Bedore, College of Liberal Arts and Sciences, Department of English
Monica Bock, School of Fine Arts, Department of Art and Art History
Richard Bohannon, Neag School of Education, Department of Kinesiology
Mary Caravella, School of Business, Marketing Department
Gregory Colati, University Libraries, University Archives, Special Collections & Digital Curation
Maureen Croteau, College of Liberal Arts and Sciences, Journalism Department
Francine DeFranco, University Libraries, Library Research Services
Colleen Delaney, School of Nursing
Ann Marie Garran, School of Social Work
Shinae Jang, School of Engineering, Department of Civil & Environmental Engineering
Kristen Jones, University Libraries, Office of the Vice Provost (Recorder)
Scott Kennedy, University Libraries, Undergraduate Education & Access Services (Chair)
Kyu-Hwan Lee, College of Liberal Arts and Sciences, Department of Mathematics
Carolyn Lin, College of Liberal Arts and Sciences, Department of Communication Sciences
Edward Neth, College of Liberal Arts and Sciences, Department of Chemistry
R. Thane Papke, College of Liberal Arts and Sciences, Molecular and Cell Biology
Sylvia Schafer, College of Liberal Arts and Sciences, Department of History
Joan Smyth, College of Agriculture and Natural Resources, Department of Pathobiology and Veterinary Science
Mary Truxaw, Neag School of Education, Department of Curriculum and Instruction
Olga Vinogradova, School of Pharmacy, Department of Pharmaceutical Sciences

Report to Senate: University Interdisciplinary Courses Committee

April 28, 2014

Hedley Freake, Chair

The University Interdisciplinary Courses Committee (UICC) consists of voting members and alternates representing the 8 undergraduate schools and colleges and additional regional campus representatives. In addition, ex-officio, non-voting members represent academic and student affairs units that offer relevant courses, as well as other stakeholders. The UICC oversees the interdepartmental and interdisciplinary and/or program-based, non-departmental curriculum and advises faculty members and staff on these course proposals. The UICC reports to the Provost's Office, and administrative support for the committee and routine matters related to INTD and UNIV courses is provided by a Program Assistant shared with other curricular committees and the Individualized & Interdisciplinary Studies Program.

On January 29, 2014, the UICC was also granted oversight of Military Science (MISI) and Air Force (AIRF) courses by Vice Provost Sally Reis. One non-voting representative from the Office of Veterans Affairs and Military Programs was appointed, and one alternate will soon be appointed by the Provost's Office to sit on the UICC.

Military Science (MISI) and Air Force (AIRF) courses are part of a national curriculum determined by the armed services, Department of the Army and Department of Air Force. The UConn department head and instructors for these courses are military appointments that do not undergo the typical UConn selection process. MISI and AIRF courses are not currently overseen by a faculty advisory board, but the Office of Veterans Affairs and Military Programs is working to establish one.

Additionally, the UICC added an ex-officio member from the Center for Career Development to the committee.

The committee has met 5 times thus far in the current academic year and this report summarizes its activities.

Clarification and documentation of UICC policies

The principles for separation of the existing INTD curriculum into INTD and UNIV sections developed by the committee were approved by the Senate in 2012 (Senate meeting 2/27/12) including a by-law change to require Senate approval for all UNIV courses (Senate meeting 3/26/12). The INTD designation is used for courses offered by more than one department from within the schools and colleges, whereas UNIV is used for those courses that originate from units that report to the Provost outside of the schools and colleges. The latter require careful oversight since they arise outside of the normal departmental and school/college curricula and courses review structures. The mechanisms developed for oversight for UNIV courses were built on the principle of faculty governance of the curriculum and attempt to replicate those used within the schools and colleges (see Senate minutes 2/27/12 for details). The division of the old curriculum into INTD and UNIV, agreed upon by the Senate in the last academic year (see Senate minutes 12/10/2012 and 2/25/13) was actualized last fall. The resulting curriculum now comprises 19 INTD and 23 UNIV permanent courses.

While members may often serve on the UICC for several terms, there is always some turnover. In an effort to aid institutional memory and inform the committee's actions, the UICC has drafted a policy guide to record their decisions on matters of protocol. The guide was developed by analyzing past committee meeting minutes and extracting important precedents or resolutions and will provide some measure of standardization.

In addition, a new website <http://uicc.uconn.edu/> was created to better communicate UICC activities to the University community and to serve as a source of forms and instructions for those wishing to conduct business with it.

Other Business

Grade Appeals

The UICC developed procedures to govern grade appeals for INTD and UNIV courses. Since INTD courses arise from departments within the schools and colleges, the usual procedures of those units can be utilized. Thus the issue lay with UNIV courses.

Study Abroad

The UICC continues to receive a number of requests from students to accredit courses taken while studying abroad. To date this academic year, the UICC has received requests from 19 students to accredit 30 different courses from 10 countries. Of the 30 course requests received, the UICC accredited 21 as INTD or UNIVs; the other 9 courses were referred out to other departments within schools or colleges, and 7 were accredited by those departments. The UICC is unsure of the status of the 2 remaining courses, but it is assumed that they were accredited since students did not reapply for credit through the UICC.

Given the value of study abroad to student learning and development, the UICC has been reviewing these applications and awarding mainly INTD 1993/3993 credit for courses that meet the appropriate academic standards. This allows students to receive credit even though these credits will likely not count towards major requirements. However, a number of issues have arisen regarding study abroad accreditation:

- Some departments are either unable or less willing to accredit Study Abroad courses, even if the course is clearly in their discipline (e.g. some departments do not have general 1000- or 2000-level “International Study” course shells, so lower-level courses cannot be accredited within that discipline). As such, those courses get funneled to the UICC as a last resort.
- There is no centralized process for accrediting study abroad courses, and Study Abroad does not have the personnel to oversee this process. Consequently, students are sent “shopping” for credit, a process that can take a lot of time and result in much frustration.

New courses

The UICC approved the following Special Topics courses for the 2013-14 Academic Year:

- UNIV 3995: Special Topics – Individualized Study Across Academic Disciplines
- UNIV 1985: Special Topics: The Holster First Year Project
- INTD 3995 Special Topics: The Disability Spectrum – Characteristics, Systems, Practices, and Impact
- INTD 3995 Special Topics: Global Perspectives on Disabilities
- UNIV 3995 Special Topics: Legal Analysis and Writing
- UNIV 3995 Special Topics: Basics of Trial Advocacy
- UNIV 3995 Special Topics: Gender, Sexuality and Community
- UNIV 1995 Special Topics: East Meets West in Southern China

Two of these Special Topics offerings were later approved as permanent courses and sent to the Senate C&C for their consideration:

- UNIV 2XXX Gender, Sexuality and Community
- UNIV 2600 Individualized Study Across Academic Disciplines

Finally, the UICC deleted one course, UNIV 1998 Variable Topics, from their list of permanent offerings.

The UNIV Curriculum

Offering unit	Course number	Course title
First Year Programs and Learning Communities	1800	FYE University Learning Skills
	1810	FYE Learning Community Seminar
	1820	First Year Seminar
	1840	Learning Community Service Learning
	1998	Variable Topics (deleted this year)
Honors Program	1784	Freshman Honors Seminar
	3784	Interdisciplinary Honors Seminar
Student Affairs	1991	Supervised Internship Experience
	3991	Interdisciplinary Internship Field Experience
	4800	Senior Year Experience
African American Cultural Center	2230	The PA²SS Program, Mentoring African American Students
Q Center	2300	Tutoring Principles for Quantitative Learning
Rainbow Center	2xxx	Gender, Sexuality and Community
Individualized & Interdisciplinary Studies Program	2600	Individualized Study Across Academic Disciplines
	4600W	Capstone Course
	4697W	Senior Thesis
Other courses	1985/3985	Special Topics (S/U)
	1993/3993	International Study
	1995/3995	Special Topics (graded)
	1999/3999	Independent Study

INTD and UNIV Course Statistics (2013-2014, with comparison to 2011-2012 and 2010/2011)

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

	2013-14		2011-12		2010-11	
	Sections	Seats	Sections	Seats	Sections	Seats
First Year Experience Program (UNIV 1800, 1810, 1820, 1840, 3984 – each 1 cr.) [1840 NEW in AY 13-14]	230	3889	255	4178	305	4785
Honors Program courses (UNIV 1784, 3784 – 1 cr., and 3 cr. respectively)	30	492	29	440	28	483
Linkage through Language course (INTD 3222 – 1 cr.)	2	17	30	139	24	139
Student Affairs (UNIV 1991, 4800 – 1 cr.; 3991 – var. cr.)	7	356	9	352	7	339
Departmental- and Program-based courses with individual catalog listings	9	243	20	182	19	189
Other INTD/UNIV courses (including experimental, special topics, independent study)	18	121	69	493	84	941
Study Abroad Courses (INTD/UNIV 1993/3993) *Data for 2011-12 and 2010-11 SA combined in category above	21	21				
Total	317	5139	412	5784	467	6876

In previous UICC annual reports, the data on courses were given for the previous rather than the current academic year. This year, data are given for the current year (2013-14) but this means that data for 2012-13 have not been reported. These data have been requested and will be included in next year's report.

INTD and UNIV courses seem to be experiencing a decline in offerings and enrollment. However, every one of UConn's six campuses used at least two INTD/UNIV courses to offer sections to its students.

2013-2014 instructors of INTD and UNIV course sections were 32% faculty (tenured, untenured, adjunct), 10% graduate students, and 58% other professionals* (versus AY12-13: 42%, 13%, 45% respectively; and AY10/11: 34%, 14%, 52% respectively). This would indicate that the drop in offerings since 2011/12 represents fewer faculty offering INTD/UNIV courses.

*Note: These percentages assume that Study Abroad courses are taught by faculty at each respective university.

UICC Members 2013-2014

Faculty (voting members and alternates)		
Chair	CANR/ NUSC	Hedley Freake
Member	CANR/ANSC	Gary Kazmer
Member	CLAS/ SOCI	Shannon Weaver
Member	NEAG/EKIN	Laura Burton
Member	SFA/ DRAM	David Stern
Member	SOB/ACCT	Larry Gramling
Member	SOE/ECE	Eric Donkor
Member	SON	Jennifer Telford
Member	SOP/ PHAR SCI	David Grant
Member	REGIONAL/URBN	Edith Barrett
Alternate	CANR/NRE	George Elliott
Alternate	CLAS/ HDFS	Ralf Schiffler
Alternate	NEAG/EDCI	Jason Irizarry
Alternate	SFA/DRAM	Michael Bradford
Alternate	SOB/OPIM	Girish Punj
Alternate	SOE/CSE	Ion Mandoiu
Alternate	SON	Thomas Long
Alternate	SOP	Olga Vinogradova
Alternate	REGIONAL/MARN	Annelie Skoog
Ex-Officio (non-voting members and alternates)		
Member	Enrichment Programs	Jaclyn Chancey
Member	Inst. for Student Success	David Ouimette
Member	Center for Career Devel.	Jim Lowe
Member	Registrar's Office	Marianne Buck
Member	Senate C&CC	Eric Schultz
Member	Student Affairs	Daniel Doerr
Member	Veterans Affairs and Military Programs	Kristopher Perry
Alternate	Enrichment Programs	Monica van Beusekom
Alternate	Inst. for Student Success	Maria D. Martinez
Alternate	Registrar's Office	Lauren DiGrazia
Alternate	Student Affairs	Sue Sanders

Excellent administrative support was provided by Karen Piantek, Program Assistant.

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

May 5, 2014

During the period April 29, 2013 through April 7, 2014,
the Curricula and Courses Committee brought to the Senate the following actions.

I. 1000-level course actions approved by the Senate:

A. New courses added:

CSE 1729	Introduction to Principles of Programming (4/13)
DRAM 1811	Dance Appreciation (4/13)
UNIV 1840	Learning Community Service Learning (4/13)
UNIV 1981	Documented Internship Experience (4/13)
ANTH 1010	Global Climate Change and Human Societies (11/13)
CHEG 1200	Introduction to Food Science and Engineering (11/13)
HIST 1600	Introduction to Latin America and the Caribbean (11/13)
MARN 1160	Introduction to Scientific Diving (11/13)
PHAR 1005	Molecules in the Media (11/13)
HIST 1801	History of Asia in the World to 1500 (2/14)
HIST 1993	Foreign Study (2/14)

B. Courses revised:

UNIV 1820	FYE Faculty/Student Seminar (title changed to First Year Seminar) (4/13)
FINA 1001/MUSI 1006	Earthtones: Vocal Ensemble (10/13)
LAMS (now LLAS) 1190	Perspectives on Latin America (title changed to Introduction to Latin America and the Caribbean) (11/13)
LAMS (now LLAS) 1190W	Perspectives on Latin America (title changed to Introduction to Latin America and the Caribbean) (11/13)

MATH 1011Q	Introduction to College Algebra and Mathematical Modeling (12/13)
MATH 1060Q	Precalculus
MATH 1071Q	Calculus for Business and Economics (12/13)
MATH 1131Q	Calculus I (12/13)
MATH 1132Q	Calculus II (12/13)
MATH 1151Q	Honors Calculus I (12/13)
MATH 1152Q	Honors Calculus II (12/13)
DRAM 1710	Exploring of Acting (4/14)
ENGL 1003	English for Foreign Students (title changed to English for Non-Native Speakers) (4/14)

C. Courses deleted:

UNIV 1998	Variable Topics (12/13)
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II. 2000-level course actions approved by the Senate:

A. New courses added:

ART 2220	Animation Fundamentals (4/13)
LLAS 2011W	Introduction to Latino-American Writing and Research (11/13)
NRE 2600	Global Sustainable Resources (11/13)
SOCI 2101	Sports and Society (11/13)
URBN 2301Q	Research Methods and Analysis in Urban and Community Studies (11/13)
FINA 2001	Global and Transcultural Forms (12/13)
ARTH 2198	Variable Topics (2/14)
ASLN 2500	Introduction to Interpreting: American Sign Language and English (2/14)
ASLN 2600	Process of Interpreting: American Sign Language and English (2/14)
DMD 2095	Special Topics in Digital Media (2/14)

ECE 2000	Electrical and Computer Engineering Principles (2/14)
DMD 2700	Digital Media Strategies for Business – I (3/14)
DMD 2710	Social Media Business Applications (3/14)
HIST 2993	Foreign Study
LLAS 2001	Latinos, Mentoring and Leadership (3/14)
MARN 2060	Introduction to Coastal Meteorology (3/14)
UNIV 2500	Gender, Sexuality and Community (was approved as UNIV 2XXX) (4/14)
UNIV 2600	Individualized Study Across Academic Disciplines (4/14)

B. Courses revised:

ECON 2467	Economics of the Oceans (4/13)
NRE 2000	Introduction to Geomatics (4/13)
CSE 2300W	Digital Logic Design (10/13)
INTD 1660W	Ports of Passage (subject area and course number changed to MAST 2100W) (10/13)
URBN 2000	Introduction to Urban Studies (title changed to Introduction to Urban and Community Studies) (11/13)
BME 2101	Introduction to Biomedical Engineering (12/13)
ECON 2481	Internship Field Study (12/13)
ENGL 2409	The Modern Novel (12/13)
MATH 2141-2142Q	Advanced Calculus I, II (12/13)
MATH 2143-2144Q	Advanced Calculus III, IV (12/13)
WGSS/HRTS 2263	Women and Violence (12/13)
MCB 2400	Human Genetics (3/14)
NRE 2010	Natural Resources Measurements (3/14)

LAMS 2998/PRLS 3295 Special Topics in Latin American Studies/Special Topics in Puerto Rican and Latino Studies (content area and title changed to LLAS 2995 Special Topics in Latino and Latin American Studies) (4/14)

MCB 2410 Genetics (4/14)

C. Courses deleted:

EEB 2210 Animal Models and Human Evolution (11/13)

MCB 2413 Concepts of Genetic Analysis (3/14)

HORT 2092 Practicum in Staging Horticulture Materials

III. General Education Content Area actions approved by the Senate:

A. Newly included in Content Area 1 Arts and Humanities:

DRAM 1811 Dance Appreciation (11/13)

HIST 1600 Introduction to Latin America and the Caribbean (11/13)

SPAN 3267W The Spanish American Short Story (11/13)

ENGL 3320 Literature and Culture of India (3/14)

DRAM 3132 African American Women Playwrights, 1900-the Present (4/14)

HEJS 1104 Modern Jewish Thought (4/14)

B. Newly included in Content Area 2 Social Sciences:

ANTH 1010 Global Climate Change and Human Societies (11/13)

C. Newly included in Content Area 3 Science and Technology:

CHEG 1200 Introduction to Food Science and Engineering (11/13)

PHAR 1005 Molecules in the Media (12/13)

D. Newly included in Content Area 4 Diversity and Multiculturalism:

LLAS 2011W Introduction to Latino-American Writing and Research (11/13)

DRAM 3132 African American Women Playwrights, 1900-the Present (4/14)

DRAM 3133 Latina/o Theatre (4/14)

E. Revised Content Area 4 Diversity and Multiculturalism, International:

AHS 2330	Italy's Mediterranean Food and Our Health (10/13)
ANTH 1010	Global Climate Change and Human Societies (11/13)
HIST 1600	Introduction to Latin America and the Caribbean (11/13)
NRE 2600	Global Sustainable Resources (11/13)
SOCI 1701	Society in Global Perspective (12/13)
HEJS 1104	Modern Jewish Thought (4/14)

IV. Actions reported for the information of the Senate:

A. New S/U graded:

DMD 4081	Digital Media Internship (11/13)
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B. New 3000- or 4000 level Writing Competency:

ANSC 3324W	Scientific Writing in Embryo Biotechnology (10/13)
FNCE 4997W	Senior Thesis In Finance (10/13)
HSMG 4997W	Senior Thesis in Healthcare Management and Insurance Studies (10/13)
SOCI/WGSS 3363W	Women and Crime (10/13)
AH 4297W	Honors Thesis in Allied Health Sciences (11/13)
ANSC 4312W	Scientific Writing in Advanced Animal Nutrition (11/13)
NURS 4597W	Senior Thesis in Nursing (11/13)
SPAN 3267W	The Spanish American Short Story (11/13)

C. Revised 3000- or 4000 level Writing Competency:

CSE 4939W	Computer Science and Engineering Design Project (title changed to Computer Science and Engineering Design Project I) (10/13)
EKIN 3547W	Service Learning Through Sport and Physical Activity (title changed to Introduction to Sport-Based Youth Development) (10/13)
BME 3600W	Biomechanics (4/14)

D. Deleted Writing Competency:

EEB 3209W	Soil Degradation and Conservation (12/13)
EEB 4251W	Medical Entomology (12/13)
EEB 4253W	Concepts of Applied Entomology (12/13)
ENGL 3119W	Modern English Literature (12/13)

E. Newly included Quantitative Competency:

LING 3410Q	Semantics (10/13)
LING 3511Q	Syntax (10/13)

F. Offering in intensive session:

ART 1000	Art Appreciation (11/13) – Online
CAMS 1102	Roman Civilization (11/13) – Online
GEOG 1000	Introduction to Geography (11/13) – Online
LAMS/HIST 3635	Mexico in 19 th and 20 th Century (10/13)
ANTH 1500	Great Discoveries in Archaeology (12/13)

G. Offering of Special Topics and Variable Topics courses:

UNIV 3995	Special Topics: Individualized Study Across Academic Disciplines (11/13)
UNIV 1985	Special Topics: The Holster First Year Project (12/13)

V. Revision of General Education Guidelines and Senate By-Laws approved by the Senate:

A. Content Area 1 Criteria Revised language (11/13; changes in **bold** and strikethrough):

Arts and Humanities courses should provide a broad vision of artistic and humanistic themes. ~~These courses should enable students themselves to study and understand the artistic, cultural and historical processes of humanity. They should encourage.~~ **Guided by trained and experienced artists, designers, musicians, playwrights, actors, writers and scholars, courses in Content Area 1 enable students to explore their own traditions and their places within the larger world so that they, as informed citizens, may participate more fully in the rich diversity of human languages and cultures values and practices. Education in the arts and humanities challenges students by introducing them to ideas rooted in evaluation, analysis, creative thought, ambiguity, and knowledge framed by process, context and experience.**

The broadly-based **Content Area 1** category of Arts and Humanities includes ~~courses~~ **study** in many different aspects of human endeavor. In areas of ~~exploration~~ traditionally included within "the Arts and Literature," students ~~should~~ explore modes of aesthetic, ~~human~~ **historical and social expression and inquiry in the visual arts, multimedia arts, the dramatic arts, music and/or analytical and creative forms of writing. Students come to appreciate diverse expressive forms, such as cultural or symbolic representations, belief systems, and/or communicative practices, and how they may change over time. that develop within cultures and are delivered through (a) visual arts (painting, sculpture, architecture, etc.), (b) dramatic performances (live theatre, video and film performances, dance, etc.), (c) musical composition and performance, and/or (d) writing in various literary forms. In areas of ~~exploration~~ traditionally included within "the Humanities," students **engage in modes of inquiry** ~~should~~ explore areas of knowledge and analysis relating to **literature**, human history, philosophy, **communication, theology** or culture.**

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

Criteria:

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

- 1- Investigations and historical/critical analyses of human experience;
- 2- Inquiries into philosophical and/or political theory;
- 3- Investigations into **cultural or the modes of symbolic representation as an explicit subject of study;**
- 4- Comprehension and appreciation of written, **visual, multi-modal graphic** and/or performing ~~ance~~ art forms;
- 5- Creation or **reenactment** ~~"re-creation"~~ of artistic works culminating in individual or group publication, production or performance.

Courses bearing 3 or more credits in this category must be supplemented by written, oral and/or performative analysis or criticism. ~~Three-credit courses in this category must be supplemented by written/ or oral and/or performative analysis/criticism.~~

B. Add to the *Miscellaneous* section of the Senate Rules and Regulations as Section 1.5:

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.

Respectfully Submitted by the Senate Curricula and Courses Committee:

Eric Schultz (Chair), Pamela Bedore, Marianne Buck, Rosa Helena Chinchilla, Michael Darre, Dean Hanink, Andrea Hubbard, Kathleen Labadorf, Maria Ana O'Donoghue, Jeffrey Ogbar, Annelie Skoog, Daniel Mercier, Deborah Mc Donald, Casey Cobb, Cody Grant (student rep), Lotaya Wright (student rep).

Karen Piantek (Recorder)

5/5/14

University Senate Diversity Committee

Annual Report April 2014

Committee Charge: The Senate diversity Committee shall review University policies, practices and conditions relevant to supporting and promoting diversity among students, faculty and staff.

Diversity Committee members 2013-2014: *Maria Luz Fernandez (Chair), Kobby Amponsah (graduate student representative), *Tracy Borden (representative from Growth and Development), *Karen Bresciano (representative from Student Welfare), *Sandy Bushmich, Rosa Chinchilla (representative from C&C), Elizabeth Conklin (representative of the President's office); *Maureen Crouteau (representative from Enrollment), *Alice Fairfiled, Domenica Ghanen (undergraduate student representative), *Katrina Higgins (representative, Scholastic Standards Committee), Matthew Hughey, *Diane Lilo-Martin (representative, Faculty Standards), *Min Lin (representative, University Budget), *Margo Machida, Maria Martinez, Jeff Ogbar (Vice-Provost for Diversity), Morty Ortega, Willena Price, Eugene Salorio, Robert Stephens, William Stwalley, Dana Wilder (Associate Vice Provost, Diversity)

*Senate member (2013-2014).

The Diversity Committee will have met 7 times during Academic year 2013-2014: October 17, November 14, December 12, February 6, March 6, April 7 and May 8.

In this Academic year, the committee invited several key administrators to be informed on updated Institutional diversity goals and current initiatives.

Meetings with only Committee members

During our first meeting in *October 17*, the pressing issue of faculty retention with an emphasis on under-represented faculty was addressed by the Committee. We discussed that the Committee should take a look at what other Universities are doing to increase retention of under-represented faculty. The need for an institutionalized mentoring program and exit interviews were discussed as efforts to retain faculty and to understand the reasons why they leave UConn.

In our meeting on *December 12*, we discussed with the Vice Provost for Diversity, Jeff Ogbar, who regularly attends our meeting the new strategies coming from his office to increase recruitment of diverse faculty. He mentioned the formation of the Ambassadors Program whose function is to provide information to prospective candidates on specific issues. The Ambassadors program is constituted by knowledgeable faculty or staff members, who discuss with potential hires a variety of topics including work environment, living in Connecticut or even spousal hires. Vice Provost Ogbar also discussed the new implemented procedures to ensure that all searches have a diverse pool of candidates. Committee members are therefore more aware of the composition of the pool to take appropriate actions to diversify the pools including phone calls or directly contact potential candidates.

In our meeting on *February 6*, the committee discussed the Overview and Statistical Highlights for the 2013 Affirmative Action Plan circulated by Elizabeth Conklin. This plan describes the University's strategies to combat discrimination, to put forward "a good faith effort" and to attain hiring goals by achieving equal employment opportunity. It is a very comprehensive document that has been distributed to All Colleges and Schools as well as to the members of the *Diversity Strategic Planning Committee*. The content of the document clearly indicates that as far as faculty is concerned, we are far from achieving diversity goals. Elizabeth also mentioned that her office is currently preparing a document with race and gender distribution among UConn staff members.

Meetings with Guests

1. Provost Mun Choi

On our second meeting on *November 14*, we met with Provost Choi. Many important issues were brought to the Provost attention including composition of University-wide committees that are not diverse in composition; issues regarding policies for retention of faculty, and diversity hires. The Provost was very responsive to all comments and concerns raised by the committee and proposed several initiatives, some of which are already taking place, to increase the hiring and retention of diverse faculty. The Provost was also very responsive regarding the composition of University-wide committees. Overall it was a very productive meeting and we are hoping that all these initiatives will result in the accomplishment of diversity goals for faculty.

2. Sally Reis, Vice Provost for Academic Affairs

The Committee met with Sally Reis, Vice Provost for Academic Affairs on *March 6*. Vice Provost Reis reminded the committee of the efforts made by the University to fulfill diversity goals for faculty some of which were also discussed by the Provost and by the Jeff Ogbar in our previous meetings. She also indicated that if these initiatives are not sufficient to reach our goals, these issues should be brought up again in the fall semester to devise new strategies to increase recruitment and retention of diverse faculty. There were also some discussions regarding the submitted proposal to NSF to improve climate for women and under-represented minorities from STEM disciplines.

3. Kent Holsinger, Dean of the Graduate School

The Committee met with Dean Holsinger on April 7th. The Committee was informed by the Dean of the Graduate School on the current activities aimed at the welfare of the diverse graduate student population including under-represented minorities, international students and students with disabilities. Charmane Thurman was present in the meeting and shared with the committee the existing opportunities for potential graduate students including the OSP program and minority fellowships to support diverse students as well as the activities to engage these students and ensure retention.

**4. Kathleen Holgerson, Director of the Women's Center and Debra Kendall,
Distinguished Professor**

Kathleen Holgerson and Deb Kendall will meet with the committee in our last meeting on May 8th to discuss their perspectives on how to increase recruitment and retention of under-represented hires. Kathleen will also discuss with the Committee the role of the What's Happening Committee.

Future Agendas: The efforts of the committee in this Academic year was to gather more information regarding efforts that are being made to increase recruitment and retention of under-represented faculty as well as discussing strategies that can be implemented that are more successful. We will revisit the outcomes of the current searches to determine whether there was an increase towards diversity goals as a result of implemented initiatives by the Vice Provost of Diversity and ODE.

Senate Enrollment Committee
2013 Annual Report to the University Senate
April 28, 2014

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.

Committee Members (2013-2014) * Senate members **Student representative(s)

*Robert Yanez, Chair
 *Dianne Beer
 *Michael Bradford
 *Christopher Clark
 *Maureen Croteau
 *Michael Ego
 **Joshua Essick, undergraduate student rep
 Nathan Fuerst
 Eva Gorbants
 Wayne Locust, ex-officio representative of the Provost's Office
 Mansour Ndiaye
 *Shayla Nunnally
 *Diana Rios
 Brian Rockwood
 *John Salamone
 Susana Ulloa
 Mary Yakimowski

April 2013-April 2014 Activities of the Enrollment Committee

The committee met seven times during the current academic year. Meeting attendance has been steady throughout the year.

Regular member attendance enhanced discussions, provided up to date information on enrollment and retention, and facilitated discussions on enrollment challenges and enhancements. One undergraduate student served on the committee.

The committee concentrated its work on several topic areas with invited guests:

a.) Enrollment Overview

- Fall 2013 target of freshmen at Storrs – 3350 was met. Quality of applicants continues to rise and we attracted a diverse in-state/out-state student cohort
- Goal of 1265 at the regional campuses fell short by 150. There are on-going meetings with the regional campus directors and admissions folks. Because the quality of the applicant pool has increased, students are being admitted to the regionals with higher SATs and subsequently are being offered admission by regional competitors.

- What prevented the chaos from the last enrollment bulge (we had 400 additional freshmen on Fall 2013), was better data from admissions regarding majors, schools and colleges had more experience in adding additional classroom, instructors
- Plans for Next Gen are to add 6,080 new students over a 10 year period (5,000 to Storrs and 1,080 at the regional campuses). Fall 2014 goal is for an additional 400 at Storrs (70% in STEM) and 100 at the regionals (primarily Stamford) in DMD & BU. The legislature will annually review the status of our efforts and appropriate monies annually (for additional staff and scholarships for STEM)
- New summer orientation system was rolled out. They were able to accommodate 600 additional students at summer orientation & registration. The melt rate (those who attended Orientation, but did not attend UCONN in the fall) was lower than average
- Traditional age high school population is beginning to decline
- Continuation of a universal notification admission decision of March 1st (eliminated early action)
- Freshmen applications - There was a new Common Application as of August 1. Reported several challenges with the application this year. It appears that the bugs have been worked out of the system and students can now apply.
- The target enrollment for fall 2014 is 3550 freshmen and 800 transfers at the Storrs campus.
- The target enrollment for the Regional Campus' is 1300 freshmen, with 100 in digital media and risk management majors. The target for regional transfer students is 250.
- The graduation and retention rate for first year students is 94%, up from 93%.
- Next Gen – There will be a STEM Scholarship Honors program. Students will be offered scholarships and be part of a special program
- There were approximately 12000 offers sent out by Admissions
- Overall, Storrs experienced a double digit increase in out-of-state students. Currently, 70% of Storrs' students are in-state (80% for undergrads). The university is well in line in terms of in-state/out-of-state with peer institutions
- Incoming transfer students will continue to be on a rolling basis but the final numbers will probably be similar to previous fall.
- Enrollment numbers at the regional campuses are ahead compared to last year. The target is 1400 students and applications will continue to be opened until the summer.
- The university is expecting 75 new STEM Honors' students with a total of 525 for the Honors' program
- The freshmen target enrollment for fall 2015 is anticipated to be maintained at 3,550

b.) Individualized and Interdisciplinary Studies Program (IISP) ~Retention Efforts

- Discussed general program overview/longitudinal data on student participation in the program,
- Main offerings come from College of Liberal Arts and Sciences and the College of Agriculture.
- Assists with designing a major where there is no formal offering (A place where new majors develop)
- Meet with students as they develop plans. Help establish relationship with faculty

- Prosed individualized major must not duplicate an existing major and must draw from at least two different departments (Interdisciplinary)
- Creative motivated students in “good standing” have to apply and achieve 2.5 GPA or higher to graduate. 33% graduated with honors
- Since inception (1974) graduated more than 1800 students
- More than 190 faculty from across the University served as advisors to individualized majors in 2012-13
- There are currently 139 students in the program this year.

c.) eCampus, Center for Excellence in Teaching and Learning (CETL) ~Retention Efforts

- Discussed general program overview/longitudinal data on student participation in online coursework, demand by course type and course completion rates for our students.
- CETL includes: Early college experience program, Institute for Teaching and Learning (ITL), and eCampus
- eCampus is the gateway for all online undergraduate and graduate courses, post baccalaureate certificates, graduate certificates, and graduate programs. Courses are designed and taught by UConn faculty.
- Faculty interact regularly with students in a variety of ways including e-mail, phone, skype, virtual and face-to-face office hours, discussion boards and chat rooms.
- No distinction is made between credits earned in a traditional face-to-face course and credits earned in an online course.
- Working with departments to identify high demand courses. Summer initiatives
- 22% of summer online courses. Cap at 25 integrated with faculty teaching
- Provide support for hybrid blended courses and web enhanced courses
- Flip classroom screen, audio classroom. Rather than lecture. 15 minute into groups
- Reported that 6,314 students receive services through the Center for Excellence in Teaching & Learning.
- It offers 121 unique courses, and its staff ensure the effectiveness of learning outcomes.

d.) Academic Center for Exploratory Students (ACES) ~Retention Efforts

- Office was established in 1998 to serve two groups of students:
Students exploring potential opportunities – looking for the right major and students who cannot make direct application to a specific program (Neag, Pharmacy, Kinesiology)
- Advising is one of the key functions of the staff. They work on building strong relationships with students to ensure success.
- Staff works with both prospective students as well as current students
- ACES Ambassadors are students who have gone through the ACES program successfully. The Ambassadors meet with prospective students to discuss the program and its benefits.
- ACES students must select a major by the end of their 4th semester. Students are tracked via the Student Arrival Notification Database. The system allows ACES staff to track the usage patterns of the students.
- For the fall of 2012 there were 4,250 students who used ACES
- Each advisor carries an average case load of 300-350 students. This average is based on the current national standard.

- 70% of the students are exploratory
- 47% do not know what they want to major in
- 23% have some idea of their interests
- Retention and Graduation:
- Retention after 1 year is 92%
- 63% - 4 year graduation rate
- 81% - 6 year graduation rate
- 47% of the students graduate from CLAS

e.) Student Engagement Survey Efforts

- The Student Engagement Survey is a tool (owned by ACT) which measure non-cognitive skills such as self-regulation, intrinsic motivation, and social engagement. It can be used to predict not only future graduation, but also student success during and after matriculation. It consists of roughly 110 questions and takes approximately 15 minutes to complete.
- The survey was administered at UConn during orientation in 2013. The current plan is to monitor this cohort to connect how students do in terms of graduation, GPA, STEM membership, and engagement with how their traits as determined by the survey. Depending upon the value this information adds to the university future use may be considered.
- Discussed the survey scales and sample items
- Care will need to be taken on if/how information is used on the individual student level
- Currently, there is a grant proposal to provide follow-up surveys for students in the initial cohort. This additional survey would focus on the student's social connections and other difficult to quantify outcomes. This information would then be linked with the traits determined in the initial survey.

f.) University Master Plan ~ Supporting the University mission and academic plan

- Conversation with University Master planner on construction and renovation projects. Received estimated completion dates for all current constructions projects on campus:
- Whetten Quad and Gant renovations are completed. The Whetten project included installation of pedestrian walkways, plaza spaces, lawn areas, efficient service vehicle access and accessible parking and reconstruction and reconfiguration of the of the Dodd Center parking lot. The Gant project included removal and replacement of the brick masonry façade and curtain wall at the North and South Stair towers and the replacement of the roof membrane in the Physics wing.
- The two-story Basketball development Center is planned for completion in June 2014. The building will accommodate the Men's and Women's Basketball programs with space for courts, strength and training, video, academic study, locker rooms, equipment, laundry and office areas.
- The five-story Engineering/Science building is slated for completion in January 2017 Engineering occupying 3 floors and Sciences occupying 2 floors. The project includes demolition of the Old Central Warehouse and the relocation of utilities in the area. The building has an open floor plan for maximum flexibility in the lab areas
- The Innovation Partnership building is slated for completion in December 2016. It contains 2

Specialty Labs (High Bay Additive Manufacturing Lab and Advanced Characterization Lab) and provides approximately 35,000 SF of shell space for future tenant use.

- Academic facilities Planning & design underway: Renovate Monteith – faculty offices & classrooms , New STEM Research Center 1 – lecture halls & research labs, Repair of Young Building envelope, Construction of new Main Accumulation Area
- Future projects: Renovation of Gant – faculty offices, classrooms and research labs, Relocation of Torrey Life Sciences Greenhouses, Construction of new STEM Research Center 2 – classrooms & labs
- Residential Life Facilities: STEM living & learning residence hall: 650-700 beds, Honors residence hall, Residence hall renovations
- It was stressed to the committee that the future building plans would be designed to further the academic plan and not vice-versa.
- A new campus map containing the planned projects, including the tech park and Hillside road extension, was presented.

g.) Eva Gorbants represented the Enrollment Committee on the Retention and Graduation Task Force

h.) Maureen Croteau represented the Enrollment Committee on the Diversity Committee

I.) Mary Yakimowski represented the Enrollment Committee on Growth & Development

Areas of focus for 2014-2015:

1. Continue to follow Next Generation Connecticut projects and university master plan (infrastructure, classroom space, office/lab space, housing and parking)
2. Monitor progress on meeting short and long term needs of growing student enrollment
3. Follow-up on Mansfield downtown initiatives
4. Outreach to regional campuses to discuss enrollment & retention efforts
5. Look at our high school outreach efforts in increasing access to UConn/higher education
6. Athletics retention and graduation

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

Annual Report of the Senate Faculty Standards Committee

Submitted by Mark A. Boyer, 2013-2014 FSC Chair

Membership: *Mark Boyer (Chair), *Michael Accorsi, *Lawrence Armstrong, Marcy Balunas, *Pamela Bramble, *Preston Britner, *Diane Lillo-Martin, *Allison Mackay, *Nancy Naples, Girish Punj, Sally Reis (ex-officio representative of the Provost's Office), Robert Ricard, *Zeki Simsek, Cheryl Williams, Danielle Wong (graduate student), *Susanne Yelin. (* denotes Senate member)

The Faculty Standards Committee had a full agenda this year. We had a very diligent membership, who were more than willing to engage to extra meetings beyond the normal monthly meetings. They should be thanked for their excellent work and attention to detail this year. Thus, we were able to cover much material this year, even if more is left for the Fall 2014 agenda.

Important items to note from 2013-2014:

- Discussion of Academic Analytics – presentation made by OIRE to the FSC. This discussion spanned across several meetings.
- Review and discussion of revisions to the Provost’s Annual Report form – brought forth from OIRE.
- Discussion of SETs – spurred by input from faculty around the University, topics centered on return rates for the on-line surveys; types of statistics provided; the “under-5” rule; impact on PTR and other faculty evaluations; and beyond.
 - In response to the need for further information sharing, the FSC sponsored a presentation by OIRE and the Provost’s Office for anyone interested in attending. That session was held on 2/25/14 and is still available on streaming video.
- Sponsored the annual PTR Forum on 4/11/14. Thanks to the Provost’s Office for all their support on this informative and valuable session.
- **Resolution** on recommendation that two full-professors be elected to the Provost’s PTR panel - presented for the Information of the Senate at the March 2014 Senate meeting.
 - See full resolution at end of this document as Attachment #1.
- **Resolution** on written PTR standards across all departments, schools and colleges.
 - See full resolution at end of this document as Attachment #2.
- Review/Discussion of the Data Ownership Policy – forwarded from the VPR’s office in fall 2013.
- Review/Discussion of Intellectual Property and Commercialization Policy – forwarded from the Vice President for Economic Development’s office in fall 2013.

- Review of Academic Vision Draft as presented to the FSC by the Provost's Office.
 - Explicit recognition at April 2014 FSC meeting that any implementation of post-tenure review (as recommended in the new Vision document) would require FSC/Senate/AAUP deliberation and input.
- Proposed syllabus requirement – Senate by-law change – FSC approved this twice (different language each time).
- On-going deliberations on changes (of unknown origin) to the by-laws centering on the PTR process. This was brought to the FSC by the Senate Executive Committee for the purposes of research, deliberation and recommendation. These issues were discussed at both March and April 2014 meetings; but any formal decisions and final deliberations on what to recommend have been deferred to the fall 2014 semester of meetings.

Attachment #1 - Provost's Level PTR Committee Resolution

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 #2 – Resolution on Written PTR Standards

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.

General Education Oversight Committee

Report of Activities AY 2013–2014

Introduction

General Education (Gen Ed) is alive and well at UConn. It is clear that as an institution we value General Education and most departments/majors within the University, including STEM majors, value and support our goals and approach to Gen Ed.

The General Education Oversight Committee (GEOC) is tasked with oversight of Gen Ed at UConn. GEOC consists of chairs and co-chairs of ten GEOC Subcommittees, drawn from content areas across the University—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 two ex-officio members (the Associate Director of the W Center and a representative of the Senate C&CC). Details are given on our website (revised 2014) at <http://geoc.uconn.edu/>. This report summarizes both operations of the program and activities of the GEOC during the current academic year.

2014 GEOC activities included our first full implementation of a course “Realignment” plan that was initially piloted in Spring 2013 to review Gen Ed courses that were 5 years or older. In addition, GEOC conducted the “Provost’s Competition” supporting the development and renewal of Gen Ed courses, and reviewed and recommended (to Faculty Senate C&C committee) approval of all new Gen Ed courses.

The current configuration of Gen Ed courses dates back to the Taskforce on General Education Report of 2000. In 2004, UConn completed a transformative, faculty-led general education initiative aimed at creating a strong undergraduate curriculum across all majors. Over the last decade with guidance from faculty from across the University, UConn has implemented robust curricular changes and maintained two faculty-led centers (W and Q) to support student and faculty development in areas identified as particularly crucial to the success of general education monitored by GEOC. A substantial number of Gen Ed courses are in place and the total number of courses remains relatively consistent across the last few years. Since revisions were implemented, the Gen Ed program has seen substantial success and widespread acceptance, but now faces several challenges associated with the continued growth and change within and outside the University.

Perhaps the most critical example of the challenges facing Gen Ed concern the skill/competency areas of Information Literacy and Computer technology. The changes in these areas, from the year 2000 to 2014 are quite remarkable. The penetration of mobile technologies into society in general and Higher Education specifically is considerable. The year 2000 conceptions of what it means to locate information (in the Library), analyze, use and properly cite ideas have changed dramatically. Much original scholarship now begins and exists solely on the Internet. Information Literacy and Computer skills have combined and the 21st century skills for living and learning are perhaps more aptly called Digital Literacy skills, rather than separately information or computer use skills. GEOC has undertaken discussion of these issues in the context of potentially combining the current Information Literacy requirement with the Computer Technology requirement into a single Digital Literacy competency. GEOC has not yet finalized a recommendation on this issue.

Another challenge to Gen Ed concerns the teaching of writing within the University. The 2000 Taskforce Report on Gen Ed intended writing to be taught at 2 levels. Writing instruction was to be introduced to all UConn students through Freshman English writing (ENGL 1010/1011). This course was also intended to teach the entry level Information Literacy competencies. Quoting from the current Gen Ed Guidelines,

“Basic information literacy will be taught to **all freshmen** as an integral part of ENGL 1010/1011, in collaboration with the staff of the University Libraries.”

College level skills in writing were intended to be taught through an extended writing seminar taken in the first year, continuing in discipline-specific “W” courses distributed throughout a student’s major. The challenge GEOC has identified stems from the fact that First Year Writing (FYW, Freshman English) requires many limited-enrollment seminar format sections. Of all the general education components this one course has been most vulnerable to financial pressures. In 2009, CLAS allowed Advanced Placement scores to be used as a way of exempting students from FYW, an allowance that was meant to be a temporary measure in response to the funding exigencies of that moment. But the AP score exemption has not been removed. Currently, about a quarter of first-year students are exempted from the first-year writing requirement. Many other students transfer the FYW course from either ECE or partner schools. GEOC is concerned that eliminating FYW for a substantially larger cohort of students means the guidelines of reaching all Freshman with college level writing and information literacy skills can no longer be met through this mechanism, and thus, removes a crucial component of the writing curriculum, as well as the only course that fulfills the basic information literacy requirement from the work of many students at UConn. Moreover, many of the exempted students might not take a writing course until their junior or even senior year, which delays the development of an important skill and dampens the spirit of the general education curriculum. For this growing cohort of exempted students, UConn cannot certify its general education claims. GEOC has undertaken discussion of this issue as well.

The 2013-2014 General Education Oversight Committee herein reports on the following projects:

- Gen Ed Course approvals
- General Education Implementation 2013-14
- Gen Ed Course substitutions
- General Education Course Enhancement Grant (Provost’s) Competition
- Course Realignment Project
- W Course Assessment

General Education Course Approvals

The general education curriculum continues to mature and now contains 359 content area courses (8 more than last year) and 521 skill code courses (13 more than last year). Growth in the total number of courses has increased slightly; additionally, a number of courses are revised every year. As of March in the AY 2013-2014, 73 proposals were received (35 more than last year), resulting in the addition of 20 new courses to the curriculum; 17 existing courses being revised; 5 courses approved for intersession offering; and 4 courses dropped from the curriculum. Twenty-five of the 73 proposals are still in the review process, many of them GEOC-approved courses that have not yet completed 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 February 3, 2014 Senate meeting). The first three columns count each course listing, while the last three columns count cross-listed courses as one course.*

Content Area/Competency	1000-level courses	2000+level courses	Total # of courses	1000-level courses (noncross)	2000+level courses (noncross)	Total # courses (noncross)
CA1 Arts and Humanities	85	91	176	77	82	160
CA2 Social Sciences	50	16	66	49	15	64
CA3 Science and Technology	61	4	65	55	4	59
CA4 Diversity & Multiculturalism	78	133	211	69	101	170
*Total content area courses	205	204	409	188	170	359
Quantitative	45	34	81	45	34	81
Writing	26	427	463	26	407	442
Total skill courses **	71	459	542	71	439	521

* totals are less than the sum of content area courses as some CA4 courses are also CA1, CA2 or CA3.

** totals are less than the sum of skill courses as some courses are both Q and W.

NOTE: 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 reviews proposals to offer existing General Education courses in intensive sessions (4 weeks or less). The breakdown of these reviews since 2005, including 5 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 2005–2013 and 2013*

Course disposition	2005-2013	2013
Approved	67	5
Provisionally approved	6*	0
Rejected	8	0

*Note: 1 course has since been granted full approval. 5 courses remain on the Provisional list.

General Education Program Implementation

The number of General Education course offerings on all UConn campuses declined at a very slow rate from 2008 to 2011, but this trend has reversed since then: 2,109 (1,042+1,067) in AY 2011-12 and 2,264 (1,105+1,159) during AY 2012-13. In AY 2013-14, this upward trend continued to a very slight degree with a 4-course increase to 2,268 (1,125+1,143). However, while the General Education courses taught were increasing in size until last year, they appear to be decreasing in size this year. While there was an increase of four courses from last year to this year, the total enrollment has fallen by 417 (93,130 in AY 2013-14 [48,579 in Fall 2013 and 44,551 in Spring 2014] as compared to (93,547 in AY 2012-2013 [48,794 in Fall 2012 and 44,753 in Spring 2013]. Tables 3 (F 2013) and 4 (S 2014) show the breakdown of course sections and enrollments by General Education category and campus, and Table 5 shows the average class sizes across content areas and competencies.

Since some Gen Ed courses are included in more than one Content Area, the “Actual totals” of Content Area offerings is a bit lower than the “Total GenEd” numbers shown in Tables 3 and 4.

Table 3. Fall 2013 General Education courses (Seminar/Lecture sections) offered [“Course”], subsections (Discussion/Lab sections) offered [“SubSec”] and enrollment (“EnrTot”) by campus and category. Total enrollment was calculated for Lecture/Seminar sections only and does not double-count enrollment for subsections. Courses with zero enrollment have not been counted.

Note: Actual physical seats are 48,579. The higher 62,410 figure is due to courses that have multiple gen ed attributes and cross-listed courses.

Campus	AVPT			HTFD			STMFD			STORR			TORR			WTBY			All Campuses		
GenEd category	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot
Arts and Hum	19	1	446	41	0	965	20	1	621	138	173	8,361	10	0	136	24	1	561	252	176	11,090
Social Sciences	23	0	562	33	0	1002	22	0	788	102	161	8,799	6	0	107	18	0	556	204	161	11,814
Sci and Tech	4	0	106	7	0	280	7	0	257	26	91	2922	1	1	38	4	2	206	49	94	3,809
Sci and Tech Lab	10	19	275	15	28	542	9	13	289	50	421	5496	4	5	79	7	13	264	95	499	6,945
Div and Multi	9	1	132	18	0	303	9	0	178	58	53	2527	4	0	48	11	0	221	109	54	3,409
Div and Multi Int	13	0	316	18	0	471	8	0	288	73	69	4682	4	0	57	7	0	211	123	69	6,025
Total CA	78	21	1837	132	28	3563	75	14	2421	447	968	32787	29	6	465	71	16	2019	832	1053	43092
Quantitative	20	12	394	35	22	1058	25	8	694	182	514	11,242	7	4	127	18	9	485	287	569	14,000
Writing 1000 level	4	0	70	7	0	119	3	0	57	31	0	747	0	0	0	2	0	38	47	0	1,031
Writing 2000 level	3	0	55	6	1	89	5	0	95	40	64	1267	2	1	28	3	1	50	59	67	1,584
Total Writing	10	0	151	21	1	298	20	0	343	247	93	4315	3	1	33	11	1	178	312	96	5,318
Total GenEd	108	33	2382	188	51	4919	120	22	3458	876	1575	48344	39	11	625	100	26	2682	1431	1718	62410
Actual Totals	80	22	1744	140	33	3750	99	17	2872	697	1131	37,601	31	8	489	78	20	2123	1,125	1,231	48,579

Table 4. Spring 2014 General Education courses (Seminar/Lecture sections) offered [“Course”], subsections (Discussion/Lab sections) offered [“SubSec”] and enrollment (“EnrTot”) by campus and category. Total enrollment was calculated for Lecture/Seminar sections only and does not double-count enrollment for subsections. Courses with zero enrollment have not been counted.

Note: Actual Physical Seats are 44,551. The higher 57,951 figure is due to courses that have multiple gen ed attributes and cross-listed courses.

Campus	AVPT			HTFD			STMFD			STORR			TORR			WTBY			All Campuses		
GenEd category	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot
Arts and Hum	17	1	401	33	0	761	25	1	689	133	158	8,171	7	0	131	22	0	540	237	160	10,693
Social Sciences	18	0	522	29	0	953	21	1	666	94	165	7,960	5	0	97	18	0	519	185	166	10,717
Sci and Tech	4	0	103	7	0	234	6	0	197	27	46	2309	1	1	24	4	0	134	49	47	3,001
Sci and Tech Lab	9	14	243	11	24	481	10	13	244	36	352	4750	3	3	54	7	13	262	76	419	6,034
Div and Multi	4	1	62	14	0	285	11	0	253	58	39	2419	4	0	64	6	0	146	97	40	3,229
Div and Multi Int	9	0	221	13	0	368	11	0	302	70	1365	4895	2	0	25	13	0	344	118	1,365	6,155
Total CA	61	16	1552	107	24	3082	84	15	2351	418	2125	30504	22	4	395	70	13	1945	762	2197	39829
Quantitative	17	10	371	31	19	808	25	8	598	149	479	9,730	5	2	73	17	9	444	244	527	12,024
Writing 1000 level	5	0	95	8	0	147	4	0	74	33	1	617	1	0	17	4	0	72	55	1	1,022
Writing 2000 level	3	1	38	5	1	91	4	1	69	40	69	1328	1	0	16	7	1	103	60	73	1,645
Total Writing	17	1	180	22	1	373	24	1	377	365	95	4847	6	0	67	17	1	254	451	99	6,098
Total GenEd	95	27	2103	160	44	4263	133	24	3326	932	2699	45081	33	6	535	104	23	2643	1457	2823	57951
Actual Totals	73	18	1612	119	28	3235	104	18	2641	746	1034	34,666	26	5	442	75	19	1955	1,143	1,122	44,551

The enrollment data also allow the calculation of average enrollment in General Education courses in each category. In Table 5, only non-subsection portions of classes are counted as 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. By contrast, the average class size of W courses at Storrs (and by extension all campus) is shown to exceed the 19 student

limit because some W courses have enrollments of up to 344 students in their lecture/seminar sections; the students are then broken into discussion sections of 19 where they received their writing instruction. The exclusion of subsections (e.g. labs) also accounts for the large class size average in the CA3 courses. Traditionally, larger lectures are more likely to be found in Storrs than at the regional campuses. 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.

Since last year, the average enrollment has gone down in almost every content area and competency with two notable exceptions. Quantitative (Q) courses and CA3-Lab courses at Storrs have seen an increase in average enrollment, which has also caused a slight increase in the totals for all campuses combined (highlighted below in red). This increase is not surprising given the increased emphasis on STEM learning at UConn; however, the creation and offering of CA3 and Q courses does not seem to be keeping pace with this increased demand, thus the number of offerings in CA3 and Q may eventually be a cause for concern.

Table 5. *Average class size for General Education classes, 2013-2014*

Note: Individual subsections of courses (discussion sections, labs, etc.) are NOT counted as separate classes. Numbers reflect only credit-bearing portions of courses. 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.

Gen Ed category	Storrs		Regionals		All Campuses	
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
Arts and Hum	61	67	24	25	45	48
Social Sciences	86	94	30	32	58	61
Sci and Tech	99	111	35	37	69	74
Sci and Tech Lab	119	104	32	35	76	70
Div and Multi	43	43	19	19	32	32
Div and Multi Intl	67	74	27	29	51	54
Total Cont Area	73	77	27	28	52	53
Quantitative	63	61	25	28	49	48
Writing 1000-lev	21	22	18	18	20	20
Writing 2000+ lev	32	32	16	16	27	27
Total Writing	15	16	15	15	15	16
Total GenEd	52	52	25	27	42	42

The Senate-approved General Education Guidelines recommend that most general education courses be taught by full-time faculty. In AY 2013–2014, this was true for approximately 51-56% of Gen Ed classes across all campuses (see Tables 6a and 6b). This seems to represent a significant increase over last year, in which full-time faculty taught 49-52% (depending on the semester) of all Gen Ed courses. Numbers for the previous two years were as follows: 49–53% in AY 2011-12 and 49-51% in AY 2010-11. The figures for AY 2013-14 actually appear close to those from AY 2009-10 in which 54-57% of all Gen Ed courses were taught by full-time faculty. This year, full-time faculty taught just over one-third (34%) of general education courses at the regional campuses and 65% of courses at the Storrs campus, up from 62% in Storrs last year. 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 is also of interest to compare these teaching contributions on the basis of student credit hour production (Tables 7a and 7b). While this does not influence the data much at the regional campuses, the number of students taught by faculty at the Storrs campus usually rises because faculty tend to teach the larger classes. When all faculty ranks are considered, faculty teach almost three quarters of students' general education programs at Storrs (over 73% in the Fall 2013 – See Table 7a).

Table 6a. *General Education classes by instructor rank at each campus Fall 2013 (% of total)*

Note: Only the credit bearing portion of courses is counted for the figures below.

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total Full-t. Faculty	Adjunct	GA	Other	Total Part-t. Faculty	Total Courses
Avery Point	11.3%	8.8%	5.0%	2.5%	27.5%	58.8%	10.0%	3.8%	72.5%	80
Hartford	10.0%	10.0%	2.9%	3.6%	26.4%	56.4%	15.0%	2.1%	73.6%	140
Stamford	9.1%	26.3%	6.1%	3.0%	44.4%	47.5%	7.1%	1.0%	55.6%	99
Torrington	3.2%	3.2%	6.5%	9.7%	22.6%	74.2%	3.2%	0.0%	77.4%	31
Waterbury	15.4%	9.0%	2.6%	9.0%	35.9%	48.7%	14.1%	1.3%	64.1%	78
All Regionals (avg)	10.5%	12.9%	4.2%	4.7%	32.2%	54.7%	11.2%	1.9%	67.8%	428
Storrs	26.1%	14.8%	17.1%	4.0%	62.0%	10.0%	26.1%	1.9%	38.0%	697
All campuses	20.2%	14.0%	12.2%	4.3%	50.7%	27.0%	20.4%	1.9%	49.3%	1125

Table 6b. *General Education classes by instructor rank at each campus Spring 2014 (% of total)*

Note: only the credit bearing portion of courses is counted for the figures below.

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total Full-t. Faculty	Adjunct	GA	Other	Total Part-t. Faculty	Total Courses
Avery Point	9.6%	12.3%	12.3%	2.7%	37.0%	57.5%	4.1%	1.4%	63.0%	73
Hartford	6.7%	7.6%	2.5%	4.2%	21.0%	61.3%	16.0%	1.7%	79.0%	119
Stamford	15.4%	24.0%	9.6%	1.9%	51.0%	45.2%	3.8%	1.0%	50.0%	104
Torrington	7.7%	3.8%	0.0%	11.5%	23.1%	76.9%	0.0%	0.0%	76.9%	26
Waterbury	20.0%	6.7%	2.7%	12.0%	41.3%	45.3%	13.3%	0.0%	58.7%	75
All Regionals (avg)	12.1%	12.3%	6.0%	5.3%	35.8%	54.4%	9.1%	1.0%	64.5%	397
Storrs	21.8%	17.8%	23.1%	4.2%	66.9%	11.5%	19.4%	2.1%	33.1%	746
All campuses	18.5%	15.9%	17.1%	4.5%	56.1%	26.4%	15.8%	1.7%	44.0%	1143

Table 7a. *General Education credit hour production by instructor rank at each campus Fall 2013 (% 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	10.3%	5.8%	10.4%	7.2%	33.6%	59.6%	5.7%	1.1%	66.4%	5200
Hartford	9.6%	9.7%	2.2%	6.5%	27.9%	52.8%	16.7%	2.6%	72.1%	10,438
Stamford	13.1%	22.0%	8.7%	2.9%	46.7%	47.4%	5.1%	0.8%	53.3%	8339
Torrington	4.9%	5.5%	0.0%	6.0%	16.4%	83.6%	0.0%	0.0%	83.6%	1411
Waterbury	19.2%	6.7%	5.2%	11.4%	42.5%	45.0%	12.4%	0.0%	57.5%	6302
All Regionals (avg)	12.3%	11.5%	5.7%	6.6%	36.2%	52.3%	10.2%	1.3%	63.8%	31690
Storrs	31.3%	13.4%	18.2%	6.8%	69.7%	14.6%	12.3%	3.4%	30.3%	111,863
All campuses	27.1%	13.0%	15.5%	6.7%	62.3%	22.9%	11.8%	2.9%	37.7%	143553

Table 7b. *General Education credit hour production by instructor rank at each campus Spring 2014 (% 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	9.7%	2.6%	6.7%	4.9%	24.0%	61.0%	11.7%	3.3%	76.0%	5614
Hartford	16.0%	10.6%	2.1%	5.2%	33.9%	49.4%	14.2%	2.6%	66.1%	12,139
Stamford	10.5%	23.4%	7.4%	3.8%	45.0%	47.3%	6.8%	0.9%	55.0%	9,072
Torrington	2.5%	4.0%	3.2%	6.6%	16.3%	79.5%	4.2%	0.0%	83.7%	1588
Waterbury	18.1%	11.0%	6.1%	7.1%	42.3%	44.6%	11.9%	1.2%	57.7%	6829
All Regionals (avg)	13.4%	12.4%	5.0%	5.2%	36.0%	51.1%	11.0%	1.9%	64.0%	35242
Storrs	34.8%	11.5%	18.8%	8.2%	73.3%	11.3%	12.9%	2.5%	26.7%	122,013
All campuses	30.0%	11.7%	15.7%	7.5%	64.9%	20.2%	12.5%	2.4%	35.1%	157255

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 compared to the total general education courses taken and have been steeply declining since 2010: (219 in AY 2012-13; 267 in AY 2011-11 and 317 in AY 2010-11). AY 2013-14, some colleges did see slight increases, but many again saw continued declines (e.g. AGNR and CLAS).

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

	# subs AY 2013-14*	# subs AY 2012-13
ACES	0	0
AGNR	27	48
CANR	0	0

BUSN	20	23
CLAS	47	80
CTED	16	10
EDUC	12	9
EGBU	1	0
ENGR	13	17
FNAR	8	9
NURS	7	20
PHAR	2	3
Total	153	219

* Note: Data was gathered a little early this cycle; therefore, the AY 2013-14 numbers represent approximately 11 months of data versus 12 months of data from AY 2012-13. It is unlikely that this incongruity significantly affects the totals.

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

Category	Substitutions 2013-14	Substitutions 2012-13
CA1	19	26
CA2	10	15
CA3	8	6
CA3-LAB	27	26
CA4	32	47
CA4-INT	25	39
Q	8	5
W	13	24
Second Language	11	28
Sub for ENGL 1010	0	2
Total	153	219

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.

Another source of general education credits is through the Early College Experience (ECE) program (Table 10). 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 ECE 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 ECE courses also are general education courses, the GEOC chair accepted a position on the ECE Program advisory board. The numbers provided below by ECE are the cohort of students who were part of UConn ECE Fall 2012-Spring 2013 and matriculated to UConn Fall 2013. For that reason it is almost certain that these numbers are below the actual numbers of GEOC seats successfully taken.

Table 10. **ECE transfers into General Education Requirements by Category – Fall 2013**

Category	Substitutions granted
CA1	205
CA2	128
CA3	89

CA3–Lab	594
CA4	4
CA4–Intl	8
Content Area Total	1028
Q	760
W	0
Competency Total	760
Grand Total	1788

General Education Course Enhancement Grant (Provost's) Competition

The annual General Education Course Enhancement Grant Competition is designed to promote the ongoing enhancement, innovation, renewal, 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 by positively encouraging the development of courses that support GEOC goals for continuous improvement and renewal of Gen Ed.

After a year delay through GEOC transition, Spring 2014, the Provost's General Education Course Enhancement Grant Competition was held for the tenth time. A total of twelve proposals were received and three of those were funded (one fewer than in 2012 year).

The number of successful proposals for the Provost's General Education Course Enhancement Grant Competition has declined in recent years, and this is due to several factors. In the first place, proposers tend to seek the full award amount per year, so this limits the total number of proposals that can be funded. Moreover, the review committee identified three main areas in which proposals were found to be lacking:

- Thoroughness of the course objectives, specifically the student learning outcomes and how well they aligned with indicated assessments.
- How well the proposed budget aligned with the direct development of course, not necessarily professional development for the instructor.
- How well the courses aligned with the GEOC guideline content areas proposed. Overall it was felt that some proposals took a shotgun approach and tried to shoot broadly here. On the contrary, the committee felt that this showed a lack of understanding of General Education guidelines. The courses the committee chose to fund most clearly demonstrated a clear and focused approach to one, or at most two content areas or competencies.

The primary objective of the Provost's Competition is improvement in the quality of general education. While the competition will continue to encourage innovative new course proposals in every area, the GEOC identifies priority foci each year for which to solicit proposals. This year's competition made special requests for the following:

- Courses from any discipline that focused on creative or innovative ways to incorporate 21st Century work skills and learning skills and Digital Information Literacy (DIL) objectives,
- Courses that improved or added to the available options for students trying to fulfill their CA3 or Q requirements,
- Innovative W courses in any discipline,
- New or revised Sophomore-level General Education courses in all areas.

The three proposals selected for funding this year included an existing 2000-level W course, a new 1000-level CA3 course, and a new 1000-level CA1/CA4 course.

GEOC is working to move the competition to the Fall to align with budget year consideration.

Table 11. *Courses developed through the support of the Provost's Competition by Gen Ed category*

Category	Grants Funded 2004-2011	Spring 2014 Winners
CA1	31	(1)
CA2	17	
CA3	12	1
CA4	37	(1)
Q	9	
W	20	1
Sec Lang	1	
Totals	79	3

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*). GEOC has developed a small-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. 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.

Gen Ed Course Realignment

The GEOC contracted in 2011 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. In 2011, GEOC conducted a pilot survey with three departments. After the pilot, the survey was revised and is ready for a regular program of surveys.

Ten departments that offer general education courses are selected each year to participate in the general education alignment survey. A sample of courses offered by each participating department is 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 is used for content areas and competencies that are represented in multiple courses offered by the department (two courses are sampled and the department is asked to choose one of the two). Once the GEOC subcommittees have finished their revision of the Information and Computer Literacy competencies, departments will also be asked 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 permits 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 this: “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.

This year, the following departments were selected for review: AIRF, ENGL, HIST, LING, NUSC, PHARM, PHYS, PP, PVS, and WGSS. Between them, the departments submitted a total of 21 courses for review. Some departments did opt to remove a limited number of selected courses from consideration based on reasons that included, 1) the course was approved as a Gen Ed but was never offered, or 2) the course had already recently undergone GEOC review for revisions made to the original proposal.

Assessment

This Spring, under the direction of Tom Deans from the Writing Center, the GEOC is undertaking an assessment of one-credit W courses. The W assessment for 2014 will build on earlier partnerships with Art History, Political Science, HDFS, Electrical Engineering, Mechanical Engineering, Nursing and English to directly assess student performance in writing-intensive courses. The new angle this year is that we are focusing on one-credit W courses, and we will work with Allied Health, Animal Science, Economics, and Nutrition to evaluate the student writing emerging from their one-credit Ws. What we learn should inform not only pedagogy in those departments but whether the one-credit W approach works well in meeting General Education and W expectations. For details on methodology, please see the W assessment reports posted to the GEOC website: <http://geoc.uconn.edu/w-assessment-and-learning-outcomes/>.

The results of this current assessment will be available by June 2014.

Grade Survey of Gen Ed Courses

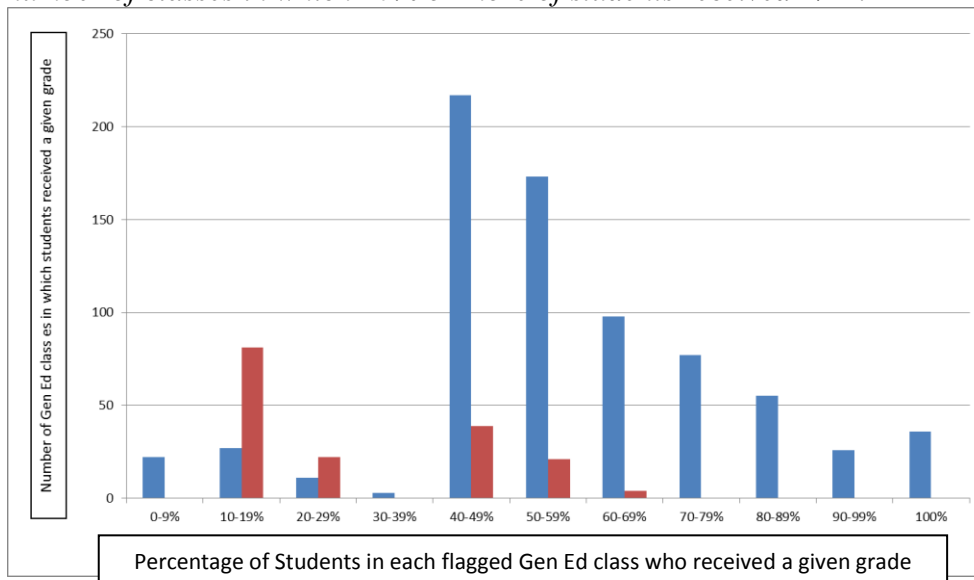
In response to concerns from the Provost’s Office over “DFW courses,” (courses in which a high percentage of students receive either a D, an F or a W in the class) the GEOC Chair requested grade information for all Gen Ed courses from the Spring 2013 semester in which the number of Ds, Fs, or Ws in any one class accounted for

40% or more of the total grades. As a counterbalance to the inquiry, a list of Gen Ed courses in which 40% or more of the total grades were A- or above was also requested. The data yielded some interesting results.

A total of 2120 Gen Ed courses were offered in the Spring 2013 semester. Of that 2120, 745 were flagged as having a high percentage of either DFW or A/A- students (35%). Of the 745 courses, only 63 were flagged for being DFW courses. The remaining 682 courses (92% of the selected courses, 32% of the total Gen Ed courses) were flagged for having a high percentage of A/A- students. This included 36 courses across 23 disciplines in which 100% of students in the class received an A or A-. The number of students in each of these classes varied from 5 to 52, with an average of 16 students. By contrast, the one class with the highest percentage of DFWs had only 68% of DFW grades.

Below is a bar graph that shows these results. Please note that the numbers in the graph represent ONLY the 745 originally flagged classes, not the 2120 total Gen Ed classes. It should also be noted that the “courses” represented include not only general lectures, but lab or discussion sections that may be graded as well.

Graph 1. *Comparison of the number of classes in which 40% or more of students received DFWs versus the number of classes in which 40% or more of students received A/A-.*



Blue: Represents students receiving A or A-

Red: Represents students receiving DFW*

*NOTE: There were 578 classes/labs of the 745 listed in which only 0-9% of students received DFWs. This information has been left off of the chart because the significantly larger number in proportion to the other numbers dilutes the scale of the chart.

Concluding Comments

Gen Ed at UConn is functioning well but faces a number of challenges in the areas of writing instructional for all students, and the changing nature of Digital Literacies competencies.

What remains consistent is dedication to the guiding principles of General Education as stated in the 2013 General Education Guidelines as follows:

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

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

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

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

(downloaded from <http://geoc.uconn.edu/geoc-guidelines/> 3-27-14)

As part of the University's strategic initiatives and Academic Plan, the Gen Ed program must remain rigorous and innovative, while incorporating contemporary pedagogy and uses of technology, and also continuing to adjust to the changing needs of students and society. General Education is mentioned in UConn's 2014 Academic Plan as a means for achieve excellence in Undergraduate Education. GEOC would hope to continue to work with University Administration to sustain and continuously adapt Gen Ed to the changing needs of the University, the State, and the Nation. This may be most critical in the area of STEM preparation which is central to the University's Academic Plan.

The Value of General Education in an era of University STEM priorities. The general truth about General Education is that, as a priority, it often operates in direct opposition to efficient career preparation, most notably in the content rich domains of STEM disciplines. Metrics for success in STEM preparation may include more students completing their study within 4 years, and reducing the cost (thus the accessibility) of STEM majors (see for example NRC's 14 indicators of success in K-12 STEM education at http://www.nap.edu/openbook.php?record_id=13509&page=1). In contrast, fulfilling General Education requirements often increases the time needed to complete STEM majors by directing students to take an initially broad array of courses with perspectives other than that of STEM. Likewise, requiring General Education courses increases student costs beyond the coursework that is centrally connected to STEM career preparation, adding costs associated with the Arts, Languages, multi-cultural perspectives and others.

Yet at UConn and elsewhere, the value of Gen Ed is recognized as critical to the preparation of scientists and engineers. For example, a preeminent STEM institution, MIT, requires "Communication Intensive" coursework and every MIT candidate for a bachelor's degree must have completed a minimum of eight term subjects in the humanities, arts, and social sciences, including distribution and concentration components (see <http://web.mit.edu/catalog/overv.chap3-gir.html>). Undergraduate advising at UConn clearly recognizes the value of General Education coursework. For example in Engineering, only 1 Arts course is prescribed (PHIL

1104) and 2 Science courses (CHEM 1127 and PHYS 1501Q) – see

<http://www.engr.uconn.edu/me/cms/undergraduate/currentstudents/generalrequirements>

Similarly, Mathematics prescribes even fewer courses and encourages students to take a wide variety of Gen Ed offerings – see <http://www.math.uconn.edu/degree-programs/undergraduate/plans-of-study/>. Updating the Gen Ed requirements that are central to STEM preparation may become a University challenge.

Also related to the University's priorities as set in the Academic Plan, service learning may be an area that could be supported and integrated with Gen Ed requirements. Learning in the area of Service learning may be a priority for the Freshman and Sophomore curriculum and thus may find a nexus with the principles of Gen Ed.

In conclusion, Gen Ed at UConn remains strong. It faces several challenges and may need to face others as the University moves to implement its Academic Plan. GEOC looks forward to continuing to work closely with University Administration to maintain and strengthen its work to ensure every UConn graduate is prepared individually in their domain as well as able fulfill the responsibilities as a citizen, behave ethically, respect and appreciate the value of diversity, assume a leadership role, collaborate on a team, and effectively communicate their ideas to others.

GEOC Committee Members 2013–2014 Academic Year

Michael F. Young, Chair ('16)	EPSY
Thomas Abbott ('14)	ECE/BIO
Scott Campbell ('15)	ENGL
Ana Maria Diaz-Marcos ('14)	LCL
Francoise Dussart (Fall '13)	ANTH
Richard Jones ('14)	PHYS
Mary Ellen Junda ('15)	MUSI
Peter Kaminsky ('14)	MUSC
Thomas Long ('14)	NURS
Wally Madych ('14)	MATH
Charles Mahoney ('15)	ENGL
Thomas Meyer ('14)	NRE
Laurent Michel ('14)	CSE
Stephanie Milan ('14)	PSYC
Olivier Morand ('14)	ECON
Gustavo Nanclares ('14)	MCL
Linda Neelly (Fall '13)	NEAG/MUSI
Michelle San Pedro ('14)	Graduate Rep
Eric Schultz (Senate C&CC, ex officio- Fall 2011)	EEB
Fatma Selampinar ('15)	CHEM
Kathleen Tonry ('15)	ENGL/ITL
Eduardo Urios-Aparisi ('15)	SPAN/LCL
Karen Piantek (Administrator)	

GEOC Subcommittee Members 2013-2014 Academic Year***CA1 Arts and Humanities***

Peter Kaminsky, Co-Chair
 Francoise Dussart, Co-Chair (Fall '13)
 Charles Mahoney, Co-Chair (Spring '14)
 Gustavo Nanclares

CA2 Social Sciences

Stephanie Milan, Co-Chair
 Olivier Morand, Co-Chair
 David Atkin
 Linda Lee
 Charles Venator

CA3 Science and Technology

Thomas Abbott, Co-Chair
 Thomas Meyer, Co-Chair
 Richard Mancini
 David Perry

CA4 Diversity and Multiculturalism

Eduardo Urios-Aparisi, Co-Chair
 Mary Ellen Junda, Co-Chair
 Joseph Abramo

Computer Technology

Laurent Michel, Co-Chair
 Richard Jones, Co-Chair
 Steven Park
 Katherina Sorrentino

Information Literacy

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

Second Language

Ana Maria Diaz-Marcos, Co-Chair
 Eduardo Urios-Aparisi, Co-Chair (Fall '13)
 Gustavo Nanclares, Co-Chair (Spring '14)
 Brian Boecherer
 Kenneth Fuchsman
 Rajeev Bansal

Quantitative

Wally Madych, Co-Chair
 Fatma Selampinar, Co-Chair
 Jennifer Tufts
 James Cole
 David Gross

Writing

Tom Long, Co-Chair
 Kathleen Tonry, Co-Chair
 Mark Brand
 Douglas Kaufman

Assessment

Tom Deans
 Desmond McCaffrey

Senate Growth and Development Committee
April 24, 2014
Report to Senate

The committee deliberated throughout the academic year and designed specific recommendations to be made to the Senate. These recommendations will be shared with President Susan Herbst and Provost Mun Choi during the April 24th meeting.

The following recommendations are made after meeting with various UConn administrative leaders, UConn Foundation President, Senate Budget Committee Chair. Members are appreciative of the information provided and have come to the following conclusions in light of NextGen, CT Bioscience, Tech Park, and other ongoing or emerging initiatives.

Here are some recommendations that relate to the NextGen and other initiatives.

Recommendations:

1. Develop, implement and evaluate a coherent plan to manage graduate and undergraduate enrollment commensurate with aspired AAU (R&D) rank and R&D expenditures: Most of the AAU ranked schools have R&D expenditures of over \$300M and 0.4 or greater graduate to undergraduate enrollment ratio (Table I). More funding will increase the number of graduate students and post doctoral associates. The Committee recommends development of a coherent plan to recruit graduate students nationally, much like the undergraduate plan. Encouraging undergraduates to get more research exposure during junior and senior years will motivate them to pursue postgraduate work at UConn.

- Recommendation is to increase graduate enrollment by providing additional scholarships (5-10 times more than supported by NextGen). In addition to student support from extramural research grants, UConn Foundation and Alumni fundraising is needed for scholarships to close this gap.

Table I: Comparison of graduate to undergraduate enrollment in AAU ranked universities.

[AAU member institutions: R & D Expenditure /Faculty. FY12 data (2012 NSF HERD Expenditure survey results).

University	R&D Rank	R&D Expend K	Total Enroll	Undergrad Enrollment	Graduate*** Enrollment	***Grad/Undergrad	Full-time Faculty
University of Pittsburgh	12	866,638	35014	24980	10,034	0.401	4977
SUNY at Buffalo	65	360,226	29850	19831	10,019	0.505	1537
University of Rochester	56	389,612	11044	6177	4,867	0.787	2297
Rutgers	45	434,901	65326	45059	20267	0.45	2487
+Purdue University,	32	602,501	37847	29440	8407	0.285	2290
University of Maryland,	37	502,406	37272	26658	10614	0.398	3200
+Michigan State	36	507,061	49343	37988	11355	0.298	2577
Boston University	69	332,951	29935	15803	14132	0.894	3214
UCONN (current)	80	256,854	30474	22595	7879	0.34	1847
*UConn Projection 1	70-75	300,000	~36000	28595	7405	0.258	2247
**UConn Projection 2	~40	~350,000+	37,500	27,000	10,500	0.38	2247

*Projection#1: 6,000 undergraduate enrollment and reduction in graduate enrollment to maintain the overall number. This reduces the graduate/undergraduate ratio from 0.34 to 0.258.

**Projection#2: 27,000 undergraduate and 10,500 graduates. This results in a 0.38 ratio.

*** Enrollment data collected from individual university web sites.

+Purdue University and Michigan State are the few exceptions with smaller than 0.4 graduate/undergraduate ratio and having a relatively high R&D expenditure and AAU rank.

- Recommend developing a concrete proactive plan to help the faculty to pursue research funding from industrial and other enterprises in our region, both nationally and globally. The industrial support has declined from 6% to 2% in past 6-7 years. Recent initiatives by GE, UTC, COMCAST, and other enterprises are a good start. Many more industrial initiatives are required to obtain the graduate enrollment target.
- UConn should leverage its recent athletic success to generate funds for additional undergraduate and graduate student scholarships, academic programs and faculty research support.

Concerns: *a)* There is concern in schools with smaller service courses role that their current ~0.2TA positions/full time faculty vs ~3TA/full time faculty in departments with heavy service course load will affect the ability of some departments to maintain support and increasing the desired graduate enrollment. Recommendation is that faculty and school/department administrations need access to enhanced support for graduate assistants.

b) Recent and projected increases in medical insurance costs for graduate assistants are also not conducive to increased enrollments.

c) Lack of any plan to accommodate graduate students and post-docs (many do not have resources to live off campus during the first semester). Some limited dorm space is needed.

2. Management of University Resources in the face of projected enrollment increases:

A. Attention to be paid to keep up with projected increased enrollment of undergraduate students and targeted physical capacity of learning environment and administrative capacity to manage this. Faculty and staff hiring must keep pace with increased enrollment to maintain student/faculty ratio.

B. It will be desirable to synchronize the timeline of the university-wide Academic Plan with various Schools' Strategic Plans.

C. Clarify the additional expectations of faculty hiring through the Institutes vs faculty hiring in academic departments. Address the multi-tier faculty hiring plan, if any.

3. Public Safety:

A. Have a comprehensive plan (School and University levels) in place to ensure security of students at night in academic buildings, walking from Library/Laboratories to parking lots, walkways/sidewalks to dorms, to Storrs downtown etc. Install sirens and emergency lighting/flashings in the event of security concerns.

B. Increase staffing as suggested by Barbara O'Connor, Public Safety Director and Police Chief.

C. Improve campus IT systems robustness to improve support for camera monitors.

D. Equip new buildings with card access units and built-in cameras connected to Public Safety office.

The committee met with Barbara O'Connor on April 24th and learned about her plans for staffing and increasing public safety and security on campus.

4. Outreach and Job Opportunities: Develop a plan to provide student internships in Departments and non-academic Offices where vacancies are anticipated. This will promote retaining trained workforce in the state. Enhance student co-op internship/training to outreach industrial and other enterprises which may pave the way to greater interaction and job opportunities.

5. Energy Costs Trend at Storrs Campus:

Based on our conversation with the team lead which investigated and improved the energy efficiency in the ITE building, it is suggested that new buildings install built-in measures providing energy efficiency. The recommendation is to keep the energy costs at \$22M level by promoting efficiency in existing infrastructure.

The Committee met with Michael Jednak (Associate VP Facilities) who provided a very comprehensive plan for the campus (see details in the Minutes of March 17 meeting). Recently, he provided the energy expenses trend data to our committee as listed in Table II.

Table II: Budget Office Energy Expenses (Storrs Campus provided by M. Jednak and S. Nolan)

	<i>FY-10</i> <i>Actual</i>	<i>FY-11</i> <i>Actual</i>	<i>FY-12</i> <i>Actual</i>	<i>FY-13</i> <i>Actual</i>	<i>FY-14</i> <i>Budget</i>	<i>FY-15</i> <i>Budget</i>	<i>FY-16</i> <i>Budget</i>
UCONN Funds	\$17,555,905	\$17,294,635	\$14,044,416	\$12,886,186	\$14,326,791	\$15,301,824	\$15,760,879
Other Funds	\$10,254,235	\$9,211,267	\$7,639,479	\$6,839,670	\$7,907,702	\$8,445,873	\$8,699,249
Total	\$27,810,140	\$26,505,902	\$21,683,895	\$19,725,857	\$22,234,493	\$23,747,697	\$24,460,128

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.*

Respectfully submitted

UConn Senate Growth and Development Committee Members

Reda Ammar, Robert Bird, Danielle Bergmann, Tracie Borden, Joseph Crivello, Kathy Hendrickson, Kathryn Libal, Kelly Kennedy, Jeanne Martin, Erin Mason, George McManus, Daniel Mercier, Carol Polifroni, Richard Schwab, Carolyn Teschke, Pieter Visscher, Dana Wilder, Mary Yakimowski, and Faquir Jain

**Annual Report to the University Senate of the
Senate Scholastic Standards Committee**
2013-2014 Academic year

April 28, 2014

SSSC Members for the 2013-2014 Academic year were

Gerald Gianutsos (Associate Professor of Pharmaceutical Sciences; Chair, fall), Robin Chazdon (Professor of Ecology and Evolutionary Biology), David Clokey (Vice President for Student Affairs), Joseph Crivello (Professor of Physiology & Neurobiology), Dipak Dey (Statistics, Associate Dean, CLAS), Lauren DiGrazia (Director, Registrar's Office), Johann Peter Gogarten (Distinguished Professor, Molecular and Cell Biology), Lawrence Gramling (Associate Dean of Business School), Katrina Higgins (Executive Program Director, CLAS), Elena Innes (Undergraduate student representative), Jennifer Lease Butts (ex-officio; Associate Vice Provost for Enrichment Programs), Jill Livingston (University Librarian), Felicia Pratto (Professor of Psychology; Chair, spring), Thomas Recchio (Professor of English).

Early in the school year, we established the issues we thought should be on our docket. Those not yet handled are in italics, below.

- requirement that course syllabi be provided by instructors to students
- grade changes for UICC courses
- bunched final assessments
- *changes in the freshman orientation program*
- impact of increases in non-native English speaking students on the Freshman English program
- *the Testing Center*
- Honors credit for graduate courses
- the summer session calendar
- *grading in courses with a laboratory component*

These and additional items labeled in bold, are described below, with the ultimate outcome for each in italics.

Transfer Credits

Vice Provost for Undergraduate Education, Dr. Sally Reis, brought to our attention that a non-trivial number of students appear to be taking a large portion, if not a majority, of their classes at CT community colleges, transferring those credits to UConn essentially as a replacement for UConn courses. She detailed several problems with this practice. To prevent it from continuing, we made a motion to the Senate on October 14, 2013 to change to the By-Laws to state, "Students who matriculate at UConn as freshmen must earn a minimum of 90 credits in-residence at UConn. Students can transfer in up to 30 credits, of which no more than 15 can be general education credits §2.C.1.b." However, we noted that exceptions would have to be made depending on students' financial or veteran's status, and that leadership at the Community Colleges and State Universities were concerned about the impact. *We therefore withdrew the motion before the Senate voted upon it at the Nov. 11, 2013 meeting.*

V.P. Reis is expected to discuss the issue with relevant parties outside the University and return to our committee with a report.

Syllabus Requirement

We drafted an addition to the By-Laws to require instructors to provide syllabi to students for each course. We consulted with Courses and Curriculum and Faculty Standards Committees about the motion, and each revised it and CCC sought the input of AAUP. The motion was revised and simplified several times. *The motion to require syllabi was presented to the Senate on March 3 and passed on April 7, 2014.*

Dismissal Policy for Seniors

We considered a proposal by Senator Phil Mannheim that seniors be exempt from dismissal from the University. Because there are many ways we thought this might be detrimental to students, *we did not advocate for such a policy change.*

Reappraisal of the Course Forgiveness Policy

CLAS Asst. Dean Katrina Higgins asked the SSSC to reconsider the course forgiveness policy whereby a student may repeat a course and have the grade obtained in previous attempts be dropped from the GPA calculation. In part, the request was made due to enrollment pressures. Quite simply, upper level students taking courses twice are hampering the ability of other students to get seats in those courses, and thus to move forward towards their graduation requirements. *CLAS determined to attempt an administrative work-around to the problem and will report back to us if we might be of help in the future.*

Graduate Courses Fulfilling Honors Requirements

Patty Szarek (Honors Program) explained that current degree program rules restrains honors students who are subsequently admitted to a graduate program from being able to count appropriate courses towards their graduate degrees. We proposed, therefore, that *“Advanced/ graduate courses used toward the requirements of Honors Scholar graduation may be used toward a graduate degree providing all other conditions of University regulations have been met.” This motion was presented to the Senate and passed.*

Scholastic Problems anticipated regarding numerous University difficulties visited upon graduate students

Graduate students and faculty became very concerned that the financial stresses and other withdrawal of support and respect to our graduate students due to reclassification of their employee status, increased costs for health care, elimination of on-campus graduate housing, and perceived lack of respect is taking their time and focus away from their own studies and from their instruction of undergraduate students. *We composed and sent a letter to Provost Mun Choi and Graduate School Director Kent Holsinger expressing these concerns.*

Who can handle grade appeals

It is appropriate for an academic officer serving under Deans, rather than only Deans, to handle grade appeals. A temporary ruling to that effect was requested by the School of Social Work and granted by SEC President Professor Ernie Ziraksadeh. Therefore, we proposed a By-Laws change to allow for persons in appropriate roles other than Deans to respond to students request for grad changes as follows, “the Dean of the school or college offering the course” or his or her designated Associate Dean” should be substituted for “Department Head” when the grade in question is in a course offered in a non-departmentalized school or college.” *This motion was presented to the Senate at the April 7 meeting and will be voted on by the Senate on May 5, 2014.*

Summer Schedule Terms have been shortened

We observed that some of the summer sessions have been shortened to give weeks and we wondered whether this limited lab courses and other semester-long courses to be equivalent to semester-long courses. This change has been made administratively and without consulting the SSSC. We were assured by staff, after some discussion, that faculty of these courses have not objected to the altered format. However, we assert that this is a matter of appropriate instruction, and therefore consultation with SSSC and should not simply be an administrative decision as a matter of cost-savings, convenience to students, Housing and the like.

Name change for Office of Student Services and Advocacy

We were requested by this office to be renamed Dean of Students’ Office. We therefore propose to a By-Laws change to address that. *Our motion was presented to the Senate in April, and it will be voted on May 5, 2014.*

Bunched Final Assessments

Karen Bresciano (Student Services and Advocacy) brought to our attention that it is very difficult for the registrar to implement the “bunched finals” policy and the committee noticed numerous additional and interlocked problems. We spent considerable numbers of meetings and time outside the meetings researching and collaborating on particular solutions, in consultation with the Student Welfare Committee. Karen DiGrazia (registrar) will implement some procedural changes in fall, 2014 term to test if they help alleviate some of the difficulties. In addition, the faculty members and staff recognized that for some classes, final assessments are assigned well ahead of finals week, and are simply due by specified days and times during the week. Given that students could complete these at alternative times, we specifically exempted them from the “bunched finals” policy. We also simplified the “bunched finals” policy by limiting the number of scheduled final assessments that must be done in person to two each calendar day. We also recognized that other classes may be performance classes, and these or other courses may involved complex scheduling between instructors and perhaps multiple students. The new proposed policy also takes such situations into account. *At the May 7, 2014 Senate meeting, a By-Laws change will be proposed.*

Updating title for “unclassified students” for clarity and to reflect current practice

Katrina Higgins (CLAS Dean's Office) brought to our attention that other universities do not refer to non-matriculated students as "unclassified." *We put forth a motion, to be presented to the Senate May 7, 2014, to change all references in the By-Laws of "non-degree students" to "unclassified students."*

Other Administrative Issues

We began keeping our agenda, minutes, motions, and other useful materials in DropBox.

One of the major functions of the SSSC is to connect the many people at the university who are affected by or help to implement scholarship and procedures enabling scholarship to take place (e.g., Registrar, Associate Deans, faculty, students) and help them to communicate. It is important that those of us working from different vantages communicate our knowledge and insights to each other.

One issue that we faced perpetually is that many By-Laws are out of sync with current practice, so different offices or roles are in violation of the By-Laws, and the By-Laws are a poor source of information about how the University operates. We do recommend they all be revisited periodically, perhaps with different sections assigned to different Senate Committees for review.

Another realization we had in several discussions is that it is useful to separate practice and policy in considering how to make changes that seem useful to the University. Those responsible for implementing policy (i.e., practice) will be benefited when the By-Laws do not overspecify *how* they do things so that they are free to do best practice, what is practical for them, and to change practice, for example when new technology allows improvements. Not all changes in practice require changes to the By-Laws, and by being more silent on procedural details, those designing and enacting are free to use their expertise in that manner.

By-Laws, instead, should specify the standards and policy of the University, not constitute a description of procedures unless the policy requires specification of procedures (e.g., scheduling of final assessments). It would be helpful to all that By-Laws consistently are as succinct as possible, and state their meaning clearly rather than arguing by example.

Ongoing issues which may be on the Committee's docket for 2014-2015

- I. There are many out-of-date and inaccurate aspects of the Admissions sections of the By-Laws. We rewrote a change to paragraph II c, provided as an example, below. In addition, we consulted with the Director of Undergraduate Education, who we asked to review the By-laws regarding Admissions and appoint a division member to communicate with us next year. Much of part II c is completely obsolete as the dates specified are past. Part II c would also exempt certain students completing high school mathematics courses in middle school from admission to the University. We are in consultation with the Office of Undergraduate Admissions to identify other issues other than the ones we have already noted. We plan to propose a complete revision of the Admissions by-

laws language (although likely NOT the admissions standards) to the Senate next year.

Current By-Laws Section IIA.1.c (p. 5 out of 38)

- c. At least three-fourths of the normal four-year secondary school program presented for admission shall consist of college preparatory work. This college preparatory work shall include four years of English, two years of mathematics (two years of algebra, or a year of algebra and a year of plane geometry, or the equivalent), one year of laboratory science, and one year of social science or history. It is strongly recommended that in addition to the required courses listed above the college preparatory work include at least the following: a third year of mathematics, a second year of laboratory science, a second year of social sciences or history, and two years of a single foreign language. For students entering in 1986 and later, the required work will be as follows: for 1986 and thereafter, the mathematics requirement will be three years (two years of algebra and one year of geometry, or the equivalent) and the social science or history requirement will be two years, at least one of which must be history; for 1987 and thereafter, the laboratory science requirement will be two years; and for 1988 and thereafter, two years of a single foreign language will be required. The minimum total number of college-preparatory units will be as follows: for 1986, 13 units; for 1987, 14 units; and for 1988 and later, 15 units. The following are strongly recommended: one additional year each of science, mathematics, social science or history, and foreign languages; course work in computer skills, as well as in the visual arts, theater, music or dance.

Tabular Presentation of Phase-In of Requirements

	1984	1985	1986	1987	1988
English	4	4	4	4	4
Mathematics	2	2	3	3	3
Laboratory Science	1	1	1	2	2
Social Science or History	0	1	2	2	2
Foreign Language	0	0	0	0	2
Total College Prep.	12	12	13	14	15

Proposed Substitution

Those applying for admission as undergraduate students to the University are required to present evidence of successful completion of the following college-preparatory courses:

- three years of mathematics, including two years of algebra and one year of geometry or the equivalent, or more advanced courses,
- one year of history and an additional year of either history or social science,

- two years of laboratory science courses, and
- two years of a single second language or the equivalent.

Further, they must have completed at least 15 units of college-preparatory courses.

The following are strongly recommended for admission:

- one additional year or its equivalent in each of science, mathematics, social science or history, and second languages
- experience in the visual arts, theater, music, or dance,
- course work in or preparation in computer skills.

- II. Transfer/Residency Requirement. Transfer/Residency Requirement We had considerable discussion with Sally Reis (Vice Provost for Undergraduates) concerning the University's interest in limiting the number of transfer credits from other schools, given that they do not always prepare students for UConn courses, that students may be acquiring UConn degrees when relatively little of their coursework has actually been completing at the University. Dr. Reis is consulting with community college administrators and involved parties within University. She may report back to us about whether we should again consider a change to the By-Laws concerning transfer credits and residency.
- III. Financial auditors brought to the Registrar's attention that there has been discrepancy between a student's date of withdrawing from coursework and when a student vacates residence halls/terminates services. This concern is largely about saving the university money rather than an actual scholastic standard. We determined that we must first decide whether, or how much, of this a practice versus policy problem.
- IV. The low rate of SET (student evaluations of teaching) responses makes this information relatively useless to instructors, both because the Ns may be too small and because their smallness suggests that students who are most engaged and/or most disgruntled may constitute most of the ones responding, and thus misrepresent feelings from other students. Further, and the absence of detailed comments from students misses an opportunity to help faculty members modify their teaching in response to student feedback. Faculty Standards may have concerns for instructors, but there are pedagogic issues germane to Scholastic Standards. It will be important to know whether faculty members encouraging students in the spring semester to complete SETs will increase response rates, and if not, what actions should be taken.
- V. Length of time for which it is possible to request changes in course grades: The University recently underwent an audit of PeopleSoft. The auditors noted areas of practice in OSSA, Dean of Students Office, and the Registrar's Office that leave the

University vulnerable. Lauren DiGrazia (Registrar) reviewed the By-Laws and tried to develop language that would enable us to implement the auditor's suggestions. She proposed changes to the By-Laws 11.E.9 regarding the length of time grade changes must be resolved. The SSSC suggested multiple improvements to the By-Laws that clarify process. SSSC also recommended that the length of time allotted for grade resolution be consistent with the length of time the State requires faculty members to retain records. However, due to unpreventable circumstances, we did not have time to finish developing a particular revision of the relevant section of the By-Laws.

- VI. Professor Recchio brought to our attention that 240 new international undergraduates who will require taking a special course in English for non-native speakers next year. The impacts on other English course offerings or delivery may be affected. Further coordination among interested bodies may be required.
- VII. We thank Professor Gianutsos for his years of scholarship, instruction, and service to the University, including the University Senate and this committee.

Respectfully submitted,

Prof. Felicia Pratto (Chair, spring, 2014)

Annual Report
Student Welfare Committee, 2013-14
University of Connecticut Senate

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, 2013-2014

*Lawrence Goodheart, Chair

Kevin Alvarez, undergraduate student rep

Gregory Bouquot

Karen Bresciano

Susanna Cowan

*Teresa Dominguez

Kate Fuller

Michael Gilbert, ex-officio representative of the Provost's Office

*Sharon Harris

*Peter Kaminsky

Kelly Kennedy

Corina Morris

Morty Ortega

Riana Pryor, graduate student rep

*Kathleen Sanner

Ari Solomon, undergraduate student rep

*Senate member 2013-14

Report of Activities:

During the 2013-2014 academic year, the Student Welfare Committee met with constituents across the University during seven monthly meetings from September to April.

Summary of Monthly Meetings:

September 13, 2013

Risk Assessment: Morty Ortega had raised the issue at the last meeting of the committee. As a result, we invited Attorney Nicole Gelston of UConn's Office of General Counsel to meet with us. The result of the discussion was that all agreed that an office of risk assessment is needed at UConn to address the many issues that are involved in student travel, field trips, and study abroad. For those involved in making arrangements, the usual question is: "Who do we go to?" Morty noted that most of UConn's peer institutions have a risk assessment office. Larry will impart the committee's resolve to the next Senate Executive and Heads of Committee meeting. Michael Gilbert will also spread the message to pertinent administrators.

Rape Culture: Kevin Alvarez raised the issue based on an unacceptable situation that occurred during the last academic year. After discussion about residence hall safety, off campus student life, gender issues, and rape culture, Karen Bresciano recommended we meet with Lauren Donais, VAWPP Coordinator from the Women’s Center. [With the committee’s approval, Karen has subsequently arranged for Lauren Donais to join us on October 11 at 10:00 a.m. to speak about the concept of rape culture, initiatives at UConn, and ideas for future consideration.] Larry will contact Elizabeth Conklin, Title IX Coordinator, to also attend our October 11 meeting at the request of the committee.

Regional Campus Student Representatives: Kevin Alvarez volunteered to report to USG about the need for regional campus student representatives on this committee. We can arrange for a video linkup to our meetings.

October 11, 2013

Discussion about Rape Culture

Attorney Elizabeth Conklin, Associate Vice President and Title IX Coordinator, and Lauren Donais, Instructor in WGSS/Women’s Center Program Specialist, were guests. Kevin Alvarez reviewed his concern about the responses that occurred last semester in regard to a female undergraduate who posted her worry that the rebranding of an aggressive Husky Mascot encouraged a “rape culture” on campus. Some anonymous responses were not only impolite but threatened sexual violence. As a result, the situation was investigated by Community Standards, the Police Department, and Diversity and Equity. In turn, President Susan Herbst convened a campus Task Force on Civility that will issue a report.

Conklin and Donais then facilitated a wide ranging and informative discussion for the next 90 minutes.

Old Business: Karen Bresciano asked when is the policy on Bunched Finals and Final Evaluation going to be finalized. Larry Goodheart will bring this imperative to the next Senate Executive and Heads of Committees meeting.

November 22, 2013

Transfer Policy with Sally Reis, Vice Provost for Academic Affairs

There was a wide-ranging and frank discussion about the Transfer Policy proposed by Sally Reis. The proposal stated most centrally, “Students who matriculate at the University as freshman must earn a minimum of 90 credits in-residence, of which no more than 15 can be General Education credits.” Her major concern was the requirement minimum of 30 credits that has been in place since 1938 is too low even though a relatively few students are not taking most of their credits at UConn. Her data shows that many credits have been transferred in from community colleges, because it appears that they are cheaper and easier. Her goal is to make an UConn degree an UConn degree.

Discussion included:

- Why 90 credits and not, say, 60?

- What about UConn's relationship and articulation agreements with the community colleges?
- What about financial stress faced by students in choosing where to take courses?
- The proposal left open a number of issues, as questions and comments at the October Senate meeting showed.
- Unfavorable press coverage and opposition from the community colleges has come to the fore.

The committee agreed with the Vice Provost that it was best to table the proposal per Scholastic Standards and reassess what might be done in the future with transfer policy. She is engaged in conversation with the community colleges and others about the controversy raised by the proposal.

Undergraduate Student Welfare at the Regional Campuses with Ari Solomon

Ari Solomon, Vice-President of Student Government at the Greater Hartford Campus (GHC) and Honors Student in Mathematics, spoke passionately and definitively about iniquities, inadequate representation, and stigma attached to the Regional Campuses that undergraduate students unfairly endure. In order to mobilize students, Associated Student Government at GHC was hosting that very day a meeting of student leaders from the Regional Campuses. Larry reported these concerns to the Senate Executive and Heads of Committee meeting that met at noon on Nov. 22.

The committee extended an invitation to the student government representatives from the Regional Campuses to present issues and proposals for reform at our next meeting, Feb. 21.

Finals By-law Review

Thanks to Karen Bresciano, Associate Director, Office of Student Services & Advocacy, who has brought to the fore the long delayed revisions on Semester Examinations and Final Assessment policy. Constructive conversation led to revision of the third paragraph of a draft from Scholastic Standards. That revision now reads: "Instructors who assign a final assessment that they believe should not be considered for the bunched finals policy, have the option of contacting the Registrar's Office to have their assessment due during a block time that will be excluded from the bunched finals policy. Such assessments should include only those items which have been assigned or completed well in advance of finals week and may include but are not limited to portfolio reviews and semester-long policy." The revision now goes back to Scholastic Standards for review and then hopefully to the Senate Executive and Senate for a vote.

Smoking Ban Committee

Terri Dominguez, Manager of the Occupational Health and Safety Section, reported that the committee is meeting and that she is a member of the committee.

February 21, 2014

Graduate Student Medical Insurance: Riana Pryor (graduate student representative) reported that the University administration has proposed cut backs because of a budget deficit in the subsidy for graduate student medical insurance that would have a deleterious effect on this already financially vulnerable population. Families, dependents, and those with chronic illness will be affected inordinately. In addition, the retention and recruitment of graduate students are matters of concern. In response, graduate students are investigating unionization for greater bargaining rights. The committee expressed grave reservations about the retrenchment of medical benefits. The committee agreed with Karen Bresciano's recommendation to invite Kent Holsinger, the Dean of Graduate Studies, to special meeting on Feb. 28 or March 7 for further information on this complex issue of pressing concern. The matter will also be presented directly to Senate Executive Committee.

Civility: At our first meeting of last semester, Kevin Alvarez (undergraduate representative) highlighted the issue of sexual security and rape culture that foreshadowed President Herbst's taskforce on Civility. The taskforce has submitted its report. The committee agreed with Michael Gilbert (Vice President for Student Life) that at our scheduled meeting of March 28 that he, Sally Reis (Vice Provost for Academic Affairs), and Elizabeth Conklin (Title IX Coordinator) report to the committee on the implementation of the recommendations of the task force. Reis and Conklin will be invited to attend. For more information, see the relevant items on President Herbst's web page under communications.

Finals By-Law Revision: The committee directed Larry Goodheart to express our frustration to the SEC with the impasse at Scholastic Standards that has held up this perennial issue on which Karen Bresciano (Office of Student Affairs and Advocacy) has long labored.

Safety for Female Students: Kate Fuller (representative from the Library) reported that a significant number of students exit the Library at its closing at 2 a.m. The problem is that the security van presently won't pick up students directly at the Library, but instead at the Student Union. Students feel vulnerable with this situation. Fuller and others are working to rectify the situation. Larry Goodheart will report the issue to the SEC.

March 8, 2014

Special Meeting on Medical Insurance for Graduate Students

Rianna Prior, the Graduate Student representative, explained the acute financial vulnerability that would result with projected reductions in the University's subsidy for medical insurance. She presented a 12 page document with abundant data. Major points were:

- In the proposed insurance plan, income ranged from a Full Time GA + Family of \$6,161 to Half Time GA + Family of – \$2,407. The impoverishment of GAs with dependents, especially those at half-time, is emphatic.
- Rianna explained that as doctoral students she and her husband struggle to support themselves, let alone the practicality of starting a family, in a state with a high cost of living. One student, who is currently pregnant, would face overwhelming costs.
- She characterized as representative the following statement from a survey: “Pitiful. I am beyond upset about the lack of coverage offered. In combination with increasing graduate student fees, the RAPIDLY increasing price to attend graduate school here is ridiculous.”
- The Graduate Student Senate has voted down two proposals: one that would force incoming students with dependents to pay as much \$8,768; and the other that would reduce the subsidy by 5% over three years and double deductibles to \$500 for all students.
- The UConn subsidy now qualifies as “scholarship/grant” for tax purposes and graduate school fees cannot be claimed for tax purposes, which create further distress.
- In sum, the University proposal has led to a card drive with the UAW to unionize, will further erode the financial viability of population already at risk, and will have a deleterious effect on the recruitment and retention of graduate students.

A lengthy and wide-ranging discussion with helpful input from Kent Holsinger, Dean of Graduate Studies, ensued. A central theme was the failure of prior communication and prompt consultation on the part of high level administrators with graduate students about the medical insurance situation. There was uncertainty about how the Affordable Care Act might apply. Kent added that no revisions in the status quo are anticipated for the next academic year.

The committee agreed that it should make a statement that would be communicated at the March 28 Senate Executive and Heads of Committee. Because time was pressing, Larry Goodheart asked Rianna to propose a brief statement that would be forwarded for review to the committee before it is formally presented at the Senate Executive and Heads of Committee meeting on March 28.

March 28, 2014

Regional Campus Student Welfare

From ASG/GHC were Timothy Lim and Ari Solomon; from ASG/Waterbury were Eddison Buenano and Courtney Nastro with advisor Jim Long.

Ari spoke about a variety of issues that included: the stressful day in the life of a Regional Campus student; lack of a lab at the Torrington Campus; parking problems at Storrs; need to expand and to inform students of research opportunities; deficient information about the Regional Campuses on the UConn website; more comprehensive information at student orientation; access to UConn health services; need for a nurse on campus for emergencies; lack of student input on the Hartford Campus move to downtown; and better coordination between student government at Storrs and the Regionals. Eddison advocated removing the reading day at

Waterbury that creates a hardship for the many working students and called for better Regional Campus representation on university committees.

The committee concurred with Terri Dominguez's suggestion that at the scheduled April 25 the agenda include the formation of a task force to take on the issue Regional Campus student welfare.

President's Task Force on Civility and Campus Culture

Attorney Elizabeth Conklin, Title IX Coordinator and Associate Vice President of the Office of Equity and Diversity, and Dr. Michael Gilbert, Vice President for Student Affairs, spoke about the implementation of the December 2013 report of the President's Task Force on Civility and Campus Culture. Michael distributed two pertinent handouts.

Elizabeth spoke about issues of discrimination, sexual harassment, and sexual assault, including: sensitive responses; coordination and collaboration of services; one brochure for victims; development of a website; training for first responders and residential advisors; prevention and education; student bystander intervention and leadership; and training for management on how to deal with victims.

Michael discussed the implementation of the 50 recommendations of the Task Force. He stressed that the office of the Dean of Student Affairs is being augmented accordingly. Initiatives include: a new assistant dean with staff to support victims; addition of a trauma specialist; filling two vacancies in Wellness and Prevention; expanded student orientation on healthy sexual relationship, prevention of sexual assault, and alcohol and drug awareness; community response team; gender neutral bathrooms; revisiting juniors with information; working with cultural centers and residence halls; and liaison of Student Affairs with the Regional Campuses.

In regard to a comment by David Kaminsky, Michael explained that the campus code extends off campus. Elizabeth added that the campus police are limited to the campus; the state police have jurisdiction off campus.

Ari called for the need for safety walks and blue lights at the Regional Campuses. Timothy Lim recommended diversity centers at the Regional Campuses.

Graduate Student Medical Insurance

Larry Goodheart will report the following unanimously adopted statement to the Senate Executive and Heads of Committee at its meeting later today.

Graduate Student Medical Insurance

At its March 7, 2014 meeting with Dean Kent Holsinger, the Student Welfare Committee expressed grave concern about the implications of the proposed rescission in the University's subsidy for the medical insurance of graduate students. Although the rescission, if any, would not take effect until Fall 2015, the committee wishes to make the following points to the Senate Executive Committee at its March 28 meeting:

- graduate students, particularly those with dependents and families, will be faced with an overwhelming financial burden;
- it appears that the proposed changes were not communicated to graduate students in a timely fashion that would have lend itself to constructive engagement, and as a

consequence graduate students felt blindsided because they were unable to plan and prepare;

- the proposed changes would have a deleterious effect on the University's ability to recruit and retain high quality graduate students;
- the Student Welfare Committee finds the proposed policy not in best interests of graduate students and the University.

April 25, 2014

At the time of the submission of this annual report on April 21, the committee has not held its final meeting, but on the agenda at present are the issues of Regional Campus student welfare, Graduate Student unionization, Civility and Campus Culture, and the smoking ban resolution.

Respectively Submitted on April 21, 2014 by Larry Goodheart

University Budget Committee

Annual Report April 2014

Committee Charge: This committee shall review the planning, negotiation, and allocation of the University operating, capital, and other budgets, the process of making budgetary and financial decisions and the determination of priorities among academic and other programs having financial implications. This committee may recommend any desirable expressions of Senate opinion on these matters. The committee shall include two undergraduate students and one graduate student.

Committee Members: Rajeev Bansal, *Loftus Becker, Safet Berisa (graduate student), *Thomas Bontly, Angela Brightly, *Janine Caira, *Elizabeth Jockusch, Min Lin, *Philip Mannheim, James Marsden, *Jeanne Martin, Corey O'Brien, Claire Price (undergraduate student), Katrina Spencer (ex-officio representative of the CFO's Office), Daniel Stolzenberg, *Jaci Van Heest, *Mohamed Hussein, Chair.

The Committee electronically passed the following acclamation: *The Senate Budget Committee records with gratitude the service to the University of the Executive Vice President for Administration and Chief Financial Officer Richard Gray, and especially records with gratitude his interactions with the Senate Budget Committee.*

The Committee held five physical meetings on September 18, 2013, November 20, 2013, December 11, 2013, March 26, 2014 and April 23, 2014.

Topics Discussed and Actions Taken:

1. Budget Director and Committee member Katrina Spencer briefed the Committee regarding:
 - Progress in implementation of the Quali System: While substantial progress has been made, there are still issues that need to be addressed and resolved. There are 13 modifications in progress. The Committee members also discussed the problems with the HR system and the travel approval system. J Marsden recommended that feedback from administrative assistants, who use the system, should be sought in the work to improve the systems.
 - The Provost has only committed to fund the 20% 25% of the work study costs for this academic year.
 - Financial aid has kept up with the increase in enrollment. About 15% to 17% of tuition funds are allocated to financial aid.
 - The budget for the current year included \$30.9 million deficit covered by the University reserves.
2. The Committee met with Provost Mun Choi, Executive Vice President Richard Gray, Vice President Jeffrey Seemann and Associate Vice President Lysa Teal.
 - a. VP Seemann discussed start-up costs charged to departments. With all of the new hires expected under Next Generation Connecticut, significant funds will be needed. It is critical for the University to be able to attract the best faculty. STEM hires are an expensive and there will be a focus on some senior hires in those areas, including National Academy members. Faculty of this type will have start-up packages in the

range of, \$5-\$10 million when costs including renovations, etc. are factored in. Next Generation Connecticut funding will help but this has to be a partnership between the faculty, departments, deans, the Provost's Office, and the Office of the Vice President for Research. The University will be stretched to find all the funding needed but everyone needs to be able to bring pieces to the partnership.

VP Seemann stated that currently the indirect cost return (ICR) model is 10-10-10 to faculty, departments, and schools/colleges. Under the current fiscal structure the other 70% is substantially tied down in long term salary costs, and the OVPR only as a discretionary pool of approximately 10%. VP Seemann is working with EVP Gray to determine how to get more of the ICR directly into research investments. VP Seemann stated that they want to maximize the ICR to the front lines of research growth, e.g. new equipment, graduate student funding, etc. It is best not to lock down indirect costs in budget areas where it cannot be used, e.g. payroll for staff. The goal is to make indirect costs as usable as possible.

- b. Provost Choi reported on the Vision Committee for the Technology Park, which included faculty members and industry partners. The committee reviewed the areas the University needs to make investments in such as: advanced manufacturing, pharmaceutical sciences, and systems technology. Based on this, the University has identified areas in which small businesses will need access to advance instrumentation. The committee solicited input from department heads about the industry partnerships they already have. There are partnerships that have already been formed and that have provided equipment to the University. It is imperative that the University grows the Technology Park correctly to ensure future buy-in from the State. The University is being evaluated on industry partnerships. The technology Park has enough space for ten buildings; the first building is paid for entirely with State funding.

Provost Choi reported on the budgets at the regional campuses. He stated that regional campus enrollment fell by 18% and their budgets remained the same. He reported that starting in fall 2014 the University will be providing funding for faculty lines directly to regional campuses. The faculty are to meet the needs of the regional campus first, and the department second. With the exception of the Stamford campus, there are no plans to increase the student population at the regional campuses. P. Mannheim asked if moving the West Hartford campus to downtown Hartford was related to growth. Provost Choi responded that the primary reason for the move is to have a presence in Hartford and to close the Greater Hartford campus.

Provost Choi reported that faculty can help increase diversity at the University by sending information about open positions to colleagues across disciplines at other institutions. He stated that we need to change the thinking across the University about what it means to become a diverse university. Upper-level administrators, such as deans and department heads, need to reject search-committee results that do not include a diverse pool. The search committees and department heads are to come up

with a proactive plan to contact minority caucuses – a top PhD-granting Hispanic institution for example. The Provost’s Office wants to see the plan in advance and every two weeks will monitor the progress that has been made. If departments and committees are not making good progress, then the final steps for hiring will not be approved. When these new requirements are in place, they will result in a larger pool of diverse candidates. Another proposed change is for search committees to continue to serve as mentorship committees for the new faculty member. Provost Choi acknowledged that this will be extra work on the part of search committee members but if the University is committed to recruitment and retention, then those involved should be willing to do this. He stated that diversity must be looked at across the entire University – just because one department has a diverse faculty, it does not make up for the lack of diversity in another area.

Provost Choi reported that no final decisions have been made concerning the building plan and status of UConn 2000 projects. There are discussions about which buildings we need to fund for equipment. It is a work in progress and some decisions need to be made before the master plan is complete. T. Bontly inquired about the fate of Monteith. AVP Teal responded that the University needs the space so it will probably remain. Current thinking is that it may be used as swing space to accommodate the influx of new faculty but it will cost approximately \$15 million to renovate. R. Bansal asked why there is a shortage of space on campus when there are so many new buildings. AVP Teal responded that there has been an increase in the number of people on campus. She stated that the cost to renovate the Torrey Life Science building is shocking and that a good percentage of Next Generation Connecticut funding is to be dedicated to fixing Torrey and the Gant Science Complex.

- c. EVP Gray reported that for fiscal year 2015 the University received a \$15 million dollar addition to the block grant to help with the operating side of Next Generation Connecticut. He cautioned that just because the funding is now in the budget, that does not mean it will be next year or will not be subject to rescission in future years. Capital expenditures have been rolled into UConn 2000 using uncommitted monies. Every year in June, the Board of Trustees (BoT) approves a proposed capital budget. The Governor then takes a positive or negative action.

EVP Gray stated that a master plan for infrastructure/physical /deferred maintenance is underway. The University’s Chief Architect, Laura Cruickshank, is looking to hire someone for this area. A good thing about the UConn 2000 money is that there is some flexibility in the use of the funds, with BoT approval. The University also has the ability to issue revenue bonds capped at \$65 million dollars. EVP Gray stated that the University will be asking for that cap to be lifted so that dormitories can be built. He has already been in contact with the Office of Policy and Management and the Treasurer’s Office and they appear to be in favor of it. P. Mannheim asked if the University needs to

maintain a debt service reserve. EVP Gray responded that it does and that the University is currently at 1.25 above the debt service requirement.

d. AVP Teal reported on the work study program. In fiscal year 2012, 52% of work study students held positions. For this year, 65% have positions. She stated that she will work with Katrina Spencer and Mona Lucas to get more current numbers on work study positions, loans, and scholarships. She also stated that students may receive a work study award but opt not to take it or they may choose to work off campus. P. Mannheim asked if the 35% of students who did not take work study positions were because of a lack of funding available in the departments to cover the 25% the department must pay. AVP Teal responded that does not appear to be the case. E. Jockusch requested that graduate students be tracked carefully because she believes that they will simply stop applying for work study awards. M. Lin stated that the School of Business always hires work study students first. AVP. Teal stated that historically the University awards more than it receives in the federal grant.

3. The Committee also met with Mona Lucas, Director of Student Financial Aid Services, Tom Callahan, AVP Infrastructure Plan & Strategic PRJ MGMT, Katrina Spencer, Budget Director and Lysa Teal, AVP Finance:

a. Director Lucas reported on the numbers of work study positions, loans, and scholarships (Table is included in the 12/11/2013 meeting minutes). Director Lucas stated that there is no reason to believe that any student forfeited work study award because the departments could not fund the required match. However, in the future departments might not have the funds for the match. Also the University's demand for work study funds exceeds the federal allocation.

b. According to AVP Tom Callahan:

- The McKinsey Study was driven by the Board of Trustees. It is one of three external reviews done since the late 1990s; these included PwC in the late 1990s and the Papas Group in 2003. There have also been several internal reviews with the same objective of increasing efficiency and reducing costs. The McKinsey study was limited to the non-academic side of the University. Mr. Callahan made the following comments about the progress of the implementation of the McKinsey recommendations:
- Steady progress has been made in procurement, facilities and UITS. For example:
- Procurement has replaced the transaction approach of the past with a strategic sourcing approach. Coordination of purchasing results in bulk buying discounts.
- The separate central and residential facilities units have merged in an effort to improve service and cut costs. Facilities is also using resource planners and maintenance engineers to improve efficiency and achieve savings.
- UITS has improved the Help Desk service. It has also started using project managers. More savings and improvements are expected as the new CIO takes actions.

- The biggest savings are in energy as a result of our securing gas and electricity supplies at favorable rates via long term contracts thereby limiting annual price volatility, reducing demand through building retro-commissioning, and cogeneration. An added benefit is that the University is becoming greener.
- Some initial investments have to be made, e.g. in UITS, before significant efficiencies and savings can be achieved.
- The SEBAC agreement's four year layoff protection limits achieving the labor costs savings recommended by McKinsey, as the University has to depend on attritions.
- Not all the savings accrue at the University level. Some accrue at the departments' level to Federal and other contracts.

4. The Committee also was briefed by Katrina Spencer, University Budget Director on:

- The current fiscal year deficit is expected to be less than the projected 30 million dollars as a result of actions taken by the University. The actual deficit will be covered by University reserves. The largest reasons for the growth in the deficit are that Collective Bargaining Increases (CBIs) and Fringe increases continue to outpace increased tuition rates and state support. The coming fiscal year initial deficit was projected at 44.6 million dollars. The University does not have reserves to cover the deficit. As a result, the University is considering a variety of measures to cover the deficit. One action already taken is a 3% selective rescission.
- **Work study summer pool for graduate students:** The University no longer provides matching funds for the work study. The departments have to provide those funds.

5. The Committee met with Aliza Wilder, Director of Human Resources, Lori Vivian, Manager of Employee Benefits, Kent Holsinger, Vice Provost for Graduate Education and Dean of the Graduate School, Lori Hansen-Roy, Manager of Financial Reporting and Cost Analysis, and Charles Eaton, University Controller:

- a. Aliza Wilder, Kent Holsinger and Lori Vivian discussed the changes and transition of the Graduate Assistants' (GAs) Health coverage. The GAs were included in the State employees' health plan until 2003. At that time the State changed from full insurance to partially self insured. The State officials determined that GAs are not eligible for the employee plan. For a while the State managed the GAs health coverage on behalf of the University. However, the charges by the State to the University were exorbitant. Hence, the new changes to the GA health coverage. Although the new plan increases the premium paid by the GA, the University's contribution and the quality of coverage is greater than those offered by our peers and aspirants.
- b. Charlie Eaton discussed the tax consequences of the changes to the GA health insurance plan. When the GAs were covered under the State employee health plan,

the insurance subsidy provided by the University was considered a tax free benefit because the Internal Revenue Code exempts employee health benefits. The subsidy by the University to the GAs health premium under the new health plan is considered aid to students. Any aid provided to a student for the cost of attendance, unless specifically excluded by the Internal Revenue Code, that exceeds the amount the student paid for Qualified Tuition and Related Expenses, is considered in the student's taxable income calculation.

c. Lori Hansen-Roy discussed sponsored fringe benefits rates. The fringe benefits rates set by the State have increased significantly due to retirements and increases in medical coverage provided by the State. The rate for 2016 is 33% compared to 25.5% in 2014.

6. Items to be considered for future agenda:

- a. Funds for Graduate students in the NextGen CT plan.
- b. Graduate students funding--what steps UConn is taking to become/remain competitive.
- c. Technology Commercialization, Patents.
- d. Addressing the deficits, especially structural deficits.
- e. Completion of the study of the tuition on grants.

University Senate Nominating Committee
2014-2015 Standing Committee Membership
May 5, 2014

University Budget	Curricula & Courses	Diversity
*Thomas Bontly, Chair *Bansal, Rajeev *Becker, Loftus *Bouchard, Norma *Bradford, Michael Brightly, Angela *Caira, Janine *Carrillo, Ellen *Coundouriotis, Eleni Mannheim, Philip Marsden, James Martin, Jeanne *Nair, Suresh O'Brien, Corey *Sanchez, Lisa Stolzenberg, Daniel	*Pamela Bedore, Chair (Fall 2014) *Eric Schultz, Chair (Spring 2015) Buck, Marianne *Cantino, Marie *Darre, Michael *Hamilton, Douglas Hanink, Dean *Hubbard, Andrea Labadorf, Kathy Martinez, Samuel *Mercier, Daniel *Nunnally, Shayla O'donoghue, Maria Ana *Van Heest, Jaci	*Maria-Luz Fernandez, Chair *Bushmich, Sandra *Cobb, Casey *Desai, Manisha Fairfield, Alice Hughey, Matthew *Machida, Margo Price, Willena Salorio, Eugene Schipani, Pamela Stephens, Robert *Stwalley, William
Enrollment	Growth & Development	Faculty Standards
*Maureen Croteau, Chair *Beer, Diane *Clark, Christopher *Croteau, Maureen *Eby, Clare (spring 2015) *Ego, Michael Fuerst, Nathan Gorbants, Eva *Makowsky, Veronica *McDonald, Deborah Ndiaye, Mansour *Rios, Diana Rockwood, Brian *Sanner, Kathleen *Simsek, Zeki Ulloa, Susana Yakimowski, Mary	*Faquir Jain, Chair *Ammar, Reda *Benson, David Bird, Robert Borden, Tracie *Gordina, Masha Hendrickson, Kathy *Libal, Kathryn Moiseff, Andrew *Renfro, James *Scruggs, Lyle	*Allison MacKay (Fall 2014) *Mark Boyer, Chair (Spring 2015) *Accorsi, Michael Balunas, Marcy *Barker, Keith *Bramble, Pamela *Britner, Preston *Clausen, John *Jockusch, Elizabeth *Lillo-Martin, Diane *MacKay, Allison *McManus, George *Naples, Nancy Punj, Girish Ricard, Robert *Siegle, Del Williams, Cheryl *Yelin, Susanne
Scholastic Standards	Student Welfare	
*Jill Livingston, Chair *Armstrong, Lawrence *Bresciano, Karen *Brown, Stuart *Clokey, David *Coulter, Robin Cowan, Susanna Crivello, Joseph *DiGrazia, Lauren *Freaake, Hedley Gramling, Lawrence Higgins, Katrina *Livingston, Jill *Recchio, Thomas *Teschke, Carol	*Karen Bresciano, Chair *Chinchilla, Rosa *Dey, Dipak *Dominguez, Teresa Fuller, Kate *Kaminsky, Peter Kennedy, Kelly *Martinez, Samuel Ortega, Morty *Polifroni, Carol *Skoog, Annelie *Spiggle, Susan *Tilton, Robert Tripp, Ellen	

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
May 5, 2014

I. Proposal to Amend the By-laws:

1. Background

Our current rules concerning the cognizant person to whom grades were appealed did not fit some of our schools and colleges. This was brought to our attention by the School of Social Work in December, 2013. The SEC Head had to give a temporary approval for the Associate Dean to handle grade appeals for fall term, 2013.

2. BY-LAWS, RULES, AND REGULATIONS OF THE UNIVERSITY SENATE

Current Wording

By-Law II E 10. *Appeals of Assigned Course Grades*

[In the subsequent discussion in this section, the term "the dean of the school or college offering the course" should be substituted for "department head" when the grade in question is in a course offered in a non-departmentalized school or college.]

3. Motion:

To amend the By-Laws, Rules and Regulations of the University Senate as follows:

In Section II.E.10 (new language insert underlined)

"the Dean of the school or college offering the course" or his or her designated Associate Dean" should be substituted for "Department Head" when the grade in question is in a course offered in a non-departmentalized school or college.]

II. Proposal to Amend the By-laws:

1. Background

Michael Gilbert, VP for Student Affairs, has made the determination that the Office of Student Services and Advocacy should be renamed the Dean of Students Office. The name change should be in effect at the conclusion of the spring semester so that all new students will come to know the office through New Student Orientation as the Dean of Students Office. Based on this decision, we need to update the Senate By-Laws and replace 'Office of Student Services and Advocacy' with the 'Dean of Students Office'.

2. Current wording of Section II.E.12

A student who is prevented by sickness or other unavoidable causes from attending a scheduled exam must apply to the Office of Student Services and Advocacy for an excuse that will authorize the student's instructor to give a makeup.

A student whose absence from a final examination is not excused in this way shall receive a failure for this examination. A student whose absence is excused by the Office of Student Services and Advocacy shall have an opportunity to take an examination without penalty.

There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be two hours in length. A student whose final examination schedule includes four examinations in two consecutive calendar days may request a rescheduled examination in place of one of the four scheduled examinations. A student whose schedule includes three examinations in one calendar day or three examinations in consecutive time blocks spanning parts of two consecutive days may request a make-up examination in place of one of the three scheduled examinations. In all cases concerning the rescheduling of bunched exams, the student must present to the instructor a note of permission granted by the Office of Student Services and Advocacy, whose prerogative it is to determine which of the bunched examinations may be rescheduled.

3. Motion:

To amend the By-Laws, Rules and Regulations of the University Senate, Section II.E.12, as follows: [Current language to be struck in strike-out; new language to insert is underlined]

A student who is prevented by sickness or other unavoidable causes from attending a scheduled exam must apply to the ~~Office of Student Services and Advocacy~~ Dean of Students Office for an excuse that will authorize the student's instructor to give a makeup.

A student whose absence from a final examination is not excused in this way shall receive a failure for this examination. A student whose absence is excused by the ~~Office of Student Services and Advocacy~~ Dean of Students Office shall have an opportunity to take an examination without penalty.

There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be two hours in length. A student whose final examination schedule includes four examinations in two consecutive calendar days may request a rescheduled examination in place of one of the four scheduled examinations. A student whose schedule includes three examinations in one calendar day or three examinations in consecutive time blocks spanning parts of two consecutive days may request a make-up examination in place of one of the three scheduled examinations. In all cases concerning the rescheduling of bunched exams, the student must present to the instructor a note of permission granted by the ~~Office of Student Services and Advocacy~~ Dean of Students Office, whose prerogative it is to determine which of the bunched examinations may be rescheduled.

UNIVERSITY OF CONNECTICUT**Senate Scholastic Standards Committee****Report to the University Senate****May 5, 2014**

(There are 2 motions.)

I. Final Examinations/Assessments**A. Background**

The change from requiring “final examinations” to “final assessments” has been intended by other committees, but the By-Laws language has not been changed. There was also lack of consensus among the registrar, students, and faculty members regarding what constituted “bunched finals” (final examinations) and numerous difficulties for the Registrar in implementing the current policies. Deliberations and information-gathering have been going on for some years because of the difficulty of clarifying policy (by-laws) versus practice. We have been encouraged to make progress on the issues as possible at present. Our proposal clarifies that assignments given prior to the last week of class and which are due during finals week do not count towards the bunched finals policy. It also uses the day rather than two days as the unit of time within which multiple “bunched” finals are considered. It changes, where necessary, “examinations” to “assessments” in keeping with other By-Laws. Also resulting from our discussions, the Registrar will make procedural changes and publicize information regarding those; these do not require Senate approval.

B. Current Relevant By-Laws**1. Current By-Laws**

By-Laws, Rules, and Regulations of the University Senate II.E.12

p. 28/38

12. Semester Examinations and Final Assessments

a. During the semester, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule can be granted by the deans of the school or college in which the course is offered. Courses for which such exception has been granted shall carry a footnote to that effect in the published Directory of Classes. In the event of student absences from examinations given during the semester decisions regarding possible make-up examinations shall be the prerogative of the instructor.

It is required that all undergraduate courses provide a clear form of final assessment of student work at the end of the semester, the assessment being consonant with and sufficient for the learning goals of the course. Such assessment may include but is not limited to proctored in-class examinations, projects in project based courses, portfolios in writing intensive courses, and take-home finals, for

example.

In all undergraduate courses the final assessments must be due at the times scheduled by the university during the week set aside for final assessments, and at no other times, so as not to compromise instructional time at the end of the semester. In the case of in-class and other proctored final examinations, these examinations must be given in the places and at the times scheduled by the university. For all in-class final examinations and for all final assessments that are assigned during the last week of classes, the university's bunched final examination policy will apply.

The requirement for a final assessment may be waived in the case of independent studies as defined by the departments and in other special cases, such as lab courses, where a convincing argument is made that a discrete, final assessment is not the best method of evaluation for the course. Such cases require approval of the department and of the dean of the school or college before the beginning of the semester in which the course will be offered.

A student who is prevented by sickness or other unavoidable causes from attending a scheduled exam must apply to the Office of Student Services and Advocacy for an excuse that will authorize the student's instructor to give a makeup.

A student whose absence from a final examination is not excused in this way shall receive a failure for this examination. A student whose absence is excused by the Office of Student Services and Advocacy shall have an opportunity to take an examination without penalty.

There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be two hours in length. A student whose final examination schedule includes four examinations in two consecutive calendar days may request a rescheduled examination in place of one of the four scheduled examinations. A student whose schedule includes three examinations in one calendar day or three examinations in consecutive time blocks spanning parts of two consecutive days may request a make-up examination in place of one of the three scheduled examinations. In all cases concerning the rescheduling of bunched exams, the student must present to the instructor a note of permission granted by the Office of Student Services and Advocacy, whose prerogative it is to determine which of the bunched examinations may be rescheduled.

Each instructor shall determine in his or her own courses the weight to be assigned to the final examination in computing the semester grade of a student.

Each instructor in charge of a course is expected to assume responsibility for proctoring semester examinations, including the final examination.

Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate as follows: (Deleted items in ~~strickethrough~~; new language is underlined).

12. Semester Examinations and ~~Final~~ Assessments

During the semester or term, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule may be granted by the ~~deans~~ Deans or their designated Associate Deans of the school or college in which the course is offered. Sections of cCourses for which such exception has been granted shall carry a footnote to that effect in the published Directory of Classes. In the event of student absences from in-class assessments ~~examinations~~ given during the semester, decisions regarding possible make-up examinations shall be the prerogative of the instructor.

~~It is required that all~~ Instructors of undergraduate courses shall provide a clear form of final assessment of student work. ~~at the end of the semester, the~~ The assessment ~~being consonant~~ shall be consistent with and sufficient for the learning goals of the course. ~~Such assessment may include but is not limited to proctored in-class examinations, projects in project based courses, portfolios in writing intensive courses, and take-home finals, for example.~~

~~In all undergraduate courses the final assessments must be due at the times scheduled by the university during the week set aside for final assessments, and at no other times, so as not to compromise instructional time at the end of the semester. In the case of assessments in the form of in-class and other proctored final examinations, these examinations must be given in the places and at the times scheduled by the university. For all in-class final examinations and for all final assessments that are assigned during the last week of classes, the university's bunched final examination policy will apply.~~

Each instructor shall determine ~~in~~ for his or her own courses the weight to be assigned to the final ~~examination~~ assessment in computing the semester grade of a student. Each instructor in charge of a course ~~is expected to~~ will assume responsibility for proctoring ~~semester examinations~~ in-class assessments, including ~~the final examination~~ those during finals week.

~~The requirement for a final assessment may be waived in the case of independent studies as defined by the departments and in other special cases, such as lab courses, where a convincing argument is made that a discrete, final assessment is not the best method of evaluation for the course. Such cases require approval of the department and of the dean of the school or college before the beginning of the semester in which the course will be offered.~~

A student who is prevented by sickness or other unavoidable causes from ~~attending~~ completing a scheduled ~~exam~~ final assessment must apply to the ~~Office of Student Services and Advocacy~~ Dean of Students Office ~~for an excuse for validation~~ that will authorize the student's instructor to give a ~~makeup~~ substitute assessment. ~~A student whose absence is excused by the Office of Student Services and Advocacy~~ Dean of Students Office shall have an opportunity to ~~take an examination~~ complete a substitute assessment without penalty. A student whose absence from a scheduled final examination ~~assessment~~ is not excused in this way shall receive a failure for this ~~examination~~ assessment. ~~A student whose absence is excused by the Office of Student Services and Advocacy~~ Dean of Students Office shall have an opportunity to ~~take an examination~~ complete a substitute assessment without penalty.

~~There~~ Registrar shall schedule no more than five final examination ~~assessment~~ periods ~~scheduled~~ each day, ~~covering two class periods~~, and each ~~examination~~ assessment period shall be two hours in

~~length. A student whose final examination schedule includes four examinations in two consecutive calendar days may request a rescheduled examination in place of one of the four scheduled examinations. A student whose schedule includes three or more scheduled final assessments examinations in one calendar day day or three examinations in consecutive time blocks spanning parts of two consecutive days (hereafter called “bunched examinations”) may request an alternative time to take examinations some of these assessments such that the student will have no more than two scheduled final assessments examinations on a calendar day, make-up examination in place of one of the three scheduled examinations. In all cases concerning the rescheduling of bunched examinations, the student must present to the instructor a note of permission granted by the Office of Student Services and Advocacy Dean of Students Office, whose prerogative it is to determine which of the bunched examinations may be rescheduled by instructors. Please contact the Dean’s office in which the course is offered for exceptions or Office of Student Services and Advocacy the Dean of Students Office concerning the rescheduling of bunched exams.~~

II. Proposal to change By-Laws regarding terms for “unclassified students”

A. Background:

The current By-Laws language uses terms that are outdated for students attending classes for credit but who are not matriculated. The By-laws change we propose would rectify this. All of the relevant current By-laws sections are identified below. We have also stricken language regarding practices that are no longer necessary, for example because of changes to the term calendar.

B. Current By-laws

6. Unclassified Undergraduate Students

- a. Persons who wish to pursue a minimal amount of college work without being formally admitted as candidates for an undergraduate degree at the University may register for courses with unclassified status. Such persons must have been graduated from an approved secondary school or hold a state high school equivalency diploma.
- b. Unclassified students may register for courses at the main campus during the last day of registration for the semester or at the regional campuses at times specified by the regional campus registrar. Registration is on a space-available basis and limited to two courses totaling not more than eight (8) credits in a semester. The Registrar must verify the grade point average of continuing unclassified students (see d. below).
- c. Applicants who wish to enroll as unclassified students must submit an unclassified status form together with a residence affidavit to the Director of Admissions at the main campus or to the Registrar at a regional campus where the applicant intends to enroll. Approval for unclassified status and the determination of residence status will be made by the Director of Admissions at the main campus and by the Registrar at the regional campus.
- d. Continued enrollment of an unclassified student is dependent upon the student's maintaining a minimum cumulative grade point average of 2.0 after having registered for 12 credits. This determination is to be made by the Dean of Students.

e. An unclassified student who wishes to become a degree candidate at the University of Connecticut must apply for admission in the same way as any other prospective student.

f. When an unclassified student is admitted to regular status, a determination will be made by the Undergraduate Transfer Admissions Office as to whether those credits earned as an unclassified student may be counted toward the degree. Unclassified students who have previously earned credits at institutions other than the University of Connecticut do not receive a transfer credit evaluation of this work unless or until they are admitted to regular status.

Page 9 of 38 7/17/2013

Section II.G.2, Eligibility for Participation in Collegiate Activities, page 36 of 38:

G. Eligibility for Participation in Collegiate Activities

1. Intercollegiate Competitions

The following categories of students may be eligible to participate in intercollegiate competition: a) Full-time students who are regularly registered in a baccalaureate degree program, or b) Full-time graduate students who have obtained a baccalaureate degree from this institution and who have eligibility remaining. The rules of the Eastern College Athletic Conference, the National Collegiate Athletic Association, and/or the Association for Intercollegiate Athletics for Women shall apply as minimum standards governing eligibility for intercollegiate competitions in athletics. Attention is also directed to Section E.11 of these regulations.

2. Intramural Activities

Ordinarily all regular students are eligible to participate in intramural activities. The decision as to whether or not unclassified students shall participate in such activities is left to those in charge of activities.

Section II.A. Admissions: page 5 of 38

No changes in the course requirements for admission shall be published after February 1 in any year to take effect for students entering in the following September.

The rules for admission as regular students to the various schools and colleges apply to students enrolling in credit courses in Extension and in Summer Session. Students may be admitted with unclassified status under the conditions stated below. *For detailed admission requirements to the several schools and colleges, including certain requirements additional to the minima listed here, see the current University Catalog.*

C. Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate as follows: (Deleted items in ~~strikethrough~~; new language underlined).

By-laws changes

Section II.A.6, Unclassified Undergraduate Students: page 8 of 38:

6. Non-Degree Unclassified Undergraduate Students

- a. Persons who wish to pursue a minimal amount of college work without being formally admitted as a candidate for an undergraduate degree at the University may register for courses as a non-degree student with unclassified status. Such persons must have been graduated from an approved secondary school or hold a state high school equivalency diploma.
- b. Non-degree Unclassified students may register for courses two weeks prior to the beginning of classes at the main campus during the last day of registration for the semester or at the regional campuses at times specified by the regional campus registrar. Registration is on a space-available basis and limited to two courses totaling not more than eight (8) credits in a semester. The Registrar must verify the grade point average of continuing unclassified students (see d. below).
- c. Applicants who wish to enroll as unclassified students must submit an unclassified status form together with a residence affidavit to the Director of Admissions at the main campus or to the Registrar at a regional campus where the applicant intends to enroll. Approval for unclassified status and the determination of residence status will be made by the Director of Admissions at the main campus and by the Registrar at the regional campus.
- d. Continued enrollment of an a non-degree unclassified student is dependent upon the student's maintaining a minimum cumulative grade point average of 2.0 at the completion of each enrolled semester after having registered for 12 credits. This determination is to be made by the Dean of Students.
- e. A non-degree An unclassified student who wishes to become a degree candidate at the University of Connecticut must apply for admission in the same way as any other prospective student.
- f. When a non-degree an unclassified student is admitted to regular status, the student will, in conjunction with the Dean of his or her school or college or the Dean's designated Associate Dean or the director of his or her program, determine whether or not credits earned as a non-degree student will be applied to the degree requirements. a determination will be made by the Undergraduate Transfer Admissions Office as to whether those credits earned as an unclassified student may be counted toward the degree. Non-degree Unclassified students who have previously earned credits at institutions other than the University of Connecticut do not receive a transfer credit evaluation of this work unless or until they are admitted to regular status.

Section II.G.2, Eligibility for Participation in Collegiate Activities, page 36 of 28:

G. Eligibility for Participation in Collegiate Activities

3. *Intercollegiate Competitions*

The following categories of students may be eligible to participate in intercollegiate competition: a) Full-time students who are regularly registered in a baccalaureate degree program, or b) Full-time graduate students who have obtained a baccalaureate degree from this institution and who have eligibility remaining. The rules of the Eastern College Athletic Conference, the National Collegiate Athletic Association, and/or the Association for Intercollegiate Athletics for Women shall apply as minimum standards governing eligibility for intercollegiate competitions in athletics. Attention is also directed to Section E.11 of these regulations.

4. *Intramural Activities*

Ordinarily all regular students are eligible to participate in intramural activities. The decision as to whether or not ~~non-degree unclassified~~ students shall participate in such activities is left to those in charge of activities.

Section II.A. Admissions: page 5 of 38

No changes in the course requirements for admission shall be published after February 1 in any year to take effect for students entering in the following September.

The rules for admission as regular students to the various schools and colleges apply to students enrolling in credit courses in Extension and in Summer Sessions. ~~Students may be admitted with unclassified status under the conditions stated below.~~ *For detailed admission requirements to the several schools and colleges, including certain requirements additional to the minima listed here, see the current University Catalog.*

Commencement Committee
Annual Report to the Senate
May 5, 2014

With the shifting of responsibilities of the Commencement Office from the Provost's Office to University Events and Conference Services (with Lauren Douglas as a program coordinator for Commencement and Convocation) things have run smoothly. One of the changes made last year, the formation of a Commencement Steering Committee, helped with the planning of commencements, and reduced the number of people needing to attend a large meeting. Another change was shifting responsibility for the Graduate Ceremony from the Marshal and Commencement Office to the Graduate School (with Lisa Pane taking charge). We also added the Neag Sixth Year students to the Graduate Ceremony. The 2013 Commencement ceremonies was the first time we used bar coded tickets for scanning as people entered Gampel (printed by the Athletic Ticketing Office). This allowed us to get detailed information on the number of attendees at the Gampel ceremonies, arrival times, and through which entrance they entered the building. This was of great help in planning the 2014 ceremonies.

While we still retain the larger Commencement Committee for the purpose of planning and information dissemination to the various schools, colleges and non-academic units involved in Commencement, much of this information is now provided via e-mail and smaller group meetings for the various venues. This committee is comprised of staff from the departments of Public Safety, Parking Services, Facilities Operations, Dining Services, University Events, University Communications, Gampel Management, Jorgensen Center for the Performing Arts, ITL, and the Registrar's Office. In addition, membership includes the Alumni Association, the Student Union, Senior Year Experience, USG, Students with Disabilities, the UConn Co-op, members of the faculty, and administrators from the President's and Provost's Offices and the Graduate School.

The Commencement Steering Committee now manages the "day-to-day" planning and decisions. This committee is comprised of Mike Darre, Lauren Douglas, Cara Workman, Amy Donahue, Rachel Rubin, Lauren DiGrazia (or representative from the Registrar's Office) and Michael Gilbert (or a representative from Student Affairs).

The members of these committees, 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 approximately 20,000 guest tickets. She works closely with Gail Millerd and Carolyn Lindlau 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 2013 commencement, we conducted twelve separate Commencement Ceremonies for all schools and colleges as follows (including one Recognition Ceremony):

Saturday, May 11, 2013

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

Sunday, May 12, 2013

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

There was also a Commencement ceremony for the Law School and the Health Center.

Student participation in the ceremonies was very good with more than 3,000 undergraduates participating (of the 5,000 + eligible) and about 750 graduate students of the about 1700 eligible.

We thank Angela Salcedo for being the organist for all the Gampel ceremonies.

I would especially like to thank Marvin McNeil and the Herald Trumpeters for their participation in the Gampel Ceremonies and David Mills and Jeffrey Renshaw and the Wind Ensemble for providing music for the ceremonies in Jorgensen. We are also grateful for the vocal contributions from the various students in singing our National Anthem for the Graduate and Undergraduate ceremonies.

We were fortunate to have some excellent speakers at each of the ceremonies, including Jeffrey R. Immelt at the Graduate ceremony, Betty Shanahan at the School of Engineering ceremony; Dr. Kerry Blanchard at the Doctor of Pharmacy; Robert Bepko, Jr. at the School of Pharmacy; Lauren DiGrazia for the Center for Excellence in Teaching and Learning; Jerry Adler at the School of Fine Arts; Charles J. Zwick for the College of Agriculture and Natural Resources and the Ratcliffe Hicks School of Agriculture; Daniel Toscano for the School of Business; Wally J. Lamb for the Neag School of Education; Dr. Frank M. Torti and Denise Merrill for the College of Liberal Arts and Sciences; Barbara Bennett Jacobs for the School of Nursing; Dr. Ferid Murad for the Health Center Graduate School, Medical School and School of Dental Medicine; and Neal Kumar Katyal for the School of Law.

Honorary degrees were given to Betty Shanahan, Jeffrey Immelt, Jerry Adler, Charles J. Zwick, Wally J. Lamb, and Ferid Murad.

On August 23, 2013, Convocation was held in Gampel Pavilion with President Susan Herbst presiding. Greetings to those assembled were provided by Mun Y. Choi, Provost and Executive Vice President for Academic Affairs. Edward Courchaine, President of the 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.

We are in the process of planning the Convocation ceremony for August 22, 2014, which will be the start of a new tradition on campus with a student oriented approach.

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. This group is 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.

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 A/V staff in Gampel Pavilion (led by David Kaplan) who make these video presentations possible.

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 and Kevin Gray for coordinating all the activities for rehearsals, moving equipment, and other activities in Gampel Pavilion. Evan oversees the Event 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 2014 have been underway for many months and this will be the sixth year that Schools and Colleges will be conducting their own undergraduate ceremonies. There will be twelve events over two days as follows:

Saturday, May 10, 2014

<i>Saturday</i>	9 am	1 pm	1:30pm	4pm	5 pm	6 pm
Gampel	Engineering		Graduate School			CANR
Jorgensen	10:30 am General Studies	Nursing			Fine Arts	
Rome Ballroom	Pharm D			Pharmacy		

Sunday, May 11, 2014

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

There will also be a Commencement ceremony for the Health Center (in Jorgensen – May 12) and for the Law School (at the Law School – May 18).

Respectfully Submitted on behalf of the Commencement Committee by:

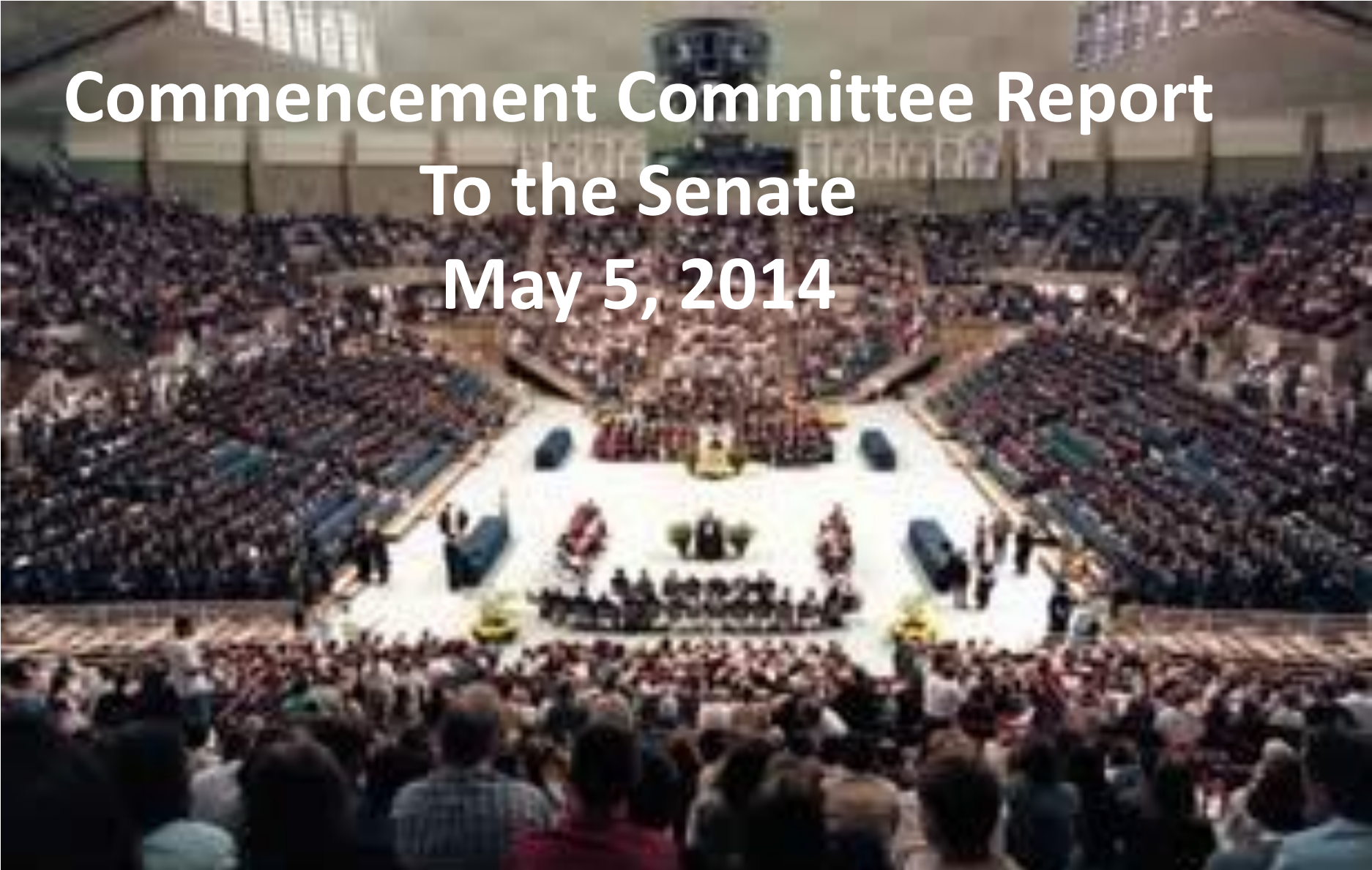
Michael J. Darre, Chair
University Marshal

Committee Members:

Elizabeth Anderson, Keith Barker, Preston Britner, Monica Bullock, Judith Chestnut, Michael Darre (Chair), Lauren Douglas, Barbara Drouin, Cameron Faustman, Evan Feinglass, Janet Freniere, Martha Funderburk, Davita Glasberg, Eva Gorbants, Frances Graham, Larry Gramling, Kevin Gray, David Kaplan, Mike Kirk, Donna Korbel, Shawn Kornegay, Avery Krueger, Susan Locke, David Lotreck, John Mancini, Steven Marrotte, Maryann Markowski, David Mills, Lisa Pane, Valerie Pichette, Willena Price, Shirley Rakos, Sally Reis, Stephanie Reitz, Hans Rhyhart, Kathleen Shipton, Joseph Tinnel, Kathleen Wells, Dana Wilder, Stephanie Wilson, Marcelle Wood, Cara Workman, and Gary Yakstis.

<http://commencement.uconn.edu>.

Commencement Committee Report To the Senate May 5, 2014





Commencement Committee Events AY 2013

May 11, 2013 Graduate and Undergraduate Commencements

May 12, 2013 Undergraduate Commencements

August 23, 2013 Convocation



Saturday, May 11, 2013

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

Sunday, May12, 2013

<i>Sunday</i>	9 am	12:30 pm	2:30pm	4 pm	5:00 pm
Gampel	Business	CLAS I			CLAS II
Jorgensen	Education			Nursing	
Rome					



Changes for 2013:

Formation of Commencement Steering Committee

Lauren Douglas moved to University Events and Conference Services

As program coordinator – responsible for Commencement and Convocation

Graduate School assumes major responsibility for their ceremony

Addition of NEAG Sixth Year students to Graduate Ceremony











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CSI/photograd.com

Saturday, May 10, 2014

<i>Saturday</i>	9 am	1 pm	1:30pm	4pm	5 pm	6 pm
Gampel	Engineering		Graduate School			CANR
Jorgensen	10:30 am General Studies	Nursing			Fine Arts	
Rome Ballroom	Pharm D			Pharmacy		

Sunday, May 12, 2014

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

Special Thanks

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

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The End!

UConn

HONORS PROGRAM

The Honors Program welcomed 453 incoming students in the fall of 2013 and now has approximately 1850 students enrolled in the Honors Program. Matriculating an additional 25 freshmen was accomplished without sacrificing the quality of the first-year student population, which boasts an average SAT (critical reading and math) of 1414 and a high school class rank of 96%. This is the highest average SAT (critical reading and math) for entering Honors freshmen and an increase of 18 points from last year. Many students entered UConn with advanced standing through AP/ECE/IB credits; 59% of students had second semester standing or above, and 24% of students had sophomore standing or above. Honors has continued to work with schools and colleges to ensure that Honors sections and Honors courses are available for Honors students as well as high-achieving non-Honors students who wish to enroll. The four Honors Living Learning Communities have also continued to grow and thrive, with 60% of all Honors students living in one of these communities. The Honors Program has strengthened its ties with regional campuses, with course offerings at Avery Point, Greater Hartford, Stamford, and Torrington. The new STEM Scholars community within Honors, which is part of NextGEN CT, will begin with the anticipated arrival of 75 STEM Scholars in the fall of 2014. The Honors Program staff members have engaged in strategic planning this year to prepare for this new group of students. The Honors Program and its students have also benefitted from the dedication of UConn faculty members who advise students and supervise the Honors thesis or creative project. This is noted in the fact that 293 students graduated as Honors Scholars in 2012 – 2013. In 2013-2014 over 350 Honors Scholars are expected to graduate, which will be the largest class in the program's history.

Enrichment Programs provide opportunities to deepen and broaden the undergraduate experience through curricular and co-curricular means at the University of Connecticut. Through experiential learning, mentorship, and opportunities for research and creative scholarship, excellent students from every school, college, and campus at UConn are able to enhance their college education. With the exception of the Honors Program, which has an admissions process, Enrichment Programs are open to all UConn undergraduates. The following information summarizes achievements during the past academic year:

The Office of Undergraduate Research (OUR) distributed approximately \$340,000 in funding to support undergraduate research and creative projects in 2012-13. This figure includes \$240,000 to support 64 students in the SURF (Summer Undergraduate Research Fund) program, \$37,000 for OUR supply and travel awards during the academic year, \$40,000 to support the SHARE (Social Sciences, Humanities, and Arts Research Experience) research apprenticeship program, and \$17,000 in Life Sciences Honors Thesis Awards. The annual Frontiers in Undergraduate Research poster exhibition featured 175 posters and 218 student presenters in Spring 2013, which mark the highest level of student participation to date. The UConn IDEA Grants program – a new undergraduate opportunity for creativity, innovation, original research, and service – was launched in the spring, with a first cohort of eleven students selected to undertake self-designed projects in fall 2013. The OUR continues to offer a series of workshops and information sessions related to undergraduate research, which was expanded in 2013-14 to cover additional topics of interest and relevance to students.

The Office of National Scholarships & Fellowships (ONS&F) supported applicants for all major national scholarships requiring nomination, including: Marshall, Mitchell, Udall, Rhodes, Goldwater, Truman, Beinecke and Carnegie Jr. Fellows. In fall 2013, we became the Office of National Scholarships & Fellowships to include graduate student fellowship advising in our mission and began to support applicants and promote major fellowships to competitive graduate students and their faculty mentors. The labor intensive process of supporting national scholarship applicants and nominees benefits students regardless of the outcome, and finalists and winners bring great prestige to UConn. Among major national competitions completed this academic year, UConn had a recipient of the prestigious Truman Scholarship, 3 Goldwater Scholarship recipients and 1 Honorable Mention, 3 NSF GRFP recipients and 3 Honorable Mentions, 1 Udall Scholarship recipient, 1 NNSA Graduate Fellowship recipient, 2 Critical Languages Scholarship Recipients; 3 Fulbright recipients (additional results pending), a Fulbright UK Summer Institute recipient, a DAAD RISE Internship recipient, a recipient of the Gilder Lehrman History Scholar Award and a Marshall Scholarship finalist.

The Individualized and Interdisciplinary Studies Program supports students in a rigorous process of creating individualized plans of study. With about 140 students and 57 projected graduates in 2013-2014, the IISP helps students pursue interdisciplinary interests in areas where there is no formal major. The most common individualized major plans are in areas such as international affairs, health, criminology, neuroscience, and sport. There are also a wide range of less common themes. The program attracts motivated and accomplished students. In the past five years, an average 33 percent of individualized majors pursued a second major or additional degree, 21 percent were Honors students, and 33 percent graduated with Latin honors. About one-third of individualized major students have studied abroad and more than half have completed internships. More than 150 faculty across the University serve as advisors to individualized majors. Because the program is so individualized, there are no

plans to increase the reach of the program. Attention continues to be paid to improving the quality of the students and the quality of their experience. Notably, the program's one-credit gateway course, first taught as a special topics course in Fall 2013 was approved as a regular course offering by UICC and the Senate CC in Spring 2014. IISP also administers several interdisciplinary minors, including the criminal justice minor (20 projected graduates in 13/14) and the international studies minor (17 projected graduates in 13/14).

The University Scholar Program is one of the most prestigious and distinguished programs for undergraduates at the University of Connecticut. Graduation as a University Scholar is one of the highest academic honors the University bestows on undergraduate students. No more than 30 University Scholars are selected each year. Students apply in the Fall of their junior year.

All University Scholars engage in intensive, focused research or project work culminating in a high-level piece of scholarship or creative accomplishment. In Dec. 2013, twenty-two students were selected as University Scholars. Among the selected projects are "Recording Remains: Reading the Book Format As Installation," "Assessing the Neuroprotective Effects of Cooling as a Treatment for Preterm HI Injury," and "Expectations and Confidence: Assessing Trial Court Legitimacy in a Politicized Era."

The Pre-Law Center is committed to assisting students and alumni interested in pursuing legal careers. The Pre-Law Advisor assist and guides students with; determining whether or not to apply to law school, choosing law schools, preparing personal statements and resumes. This year, the Pre-Law Center has significantly expanded event offerings for pre-law students, including launching a new speaker series called "Hot Topics in Law." Additionally, the Pre-Law Advisor works with the Pre-Law Society to plan events and coaches both the intercollegiate Mock Trial and Moot Court teams. The Pre-Law Center is also offering three new UNIV courses. One, Images of Law, is part of the FYE program and two are upper level electives dealing with legal analysis and advocacy. Lastly, the Pre-Law Advisor also serves as director of the Special Program in Law, which provides incoming freshman honors students with conditional acceptance to UConn Law School, one-on-one counseling, and special events and programs.

The Pre- Medicine/Pre-Dental Medicine Centers assist students and alumni in learning about and preparing for medical and dental school. The center is staffed by an advisor with proven expertise in medical/dental school admissions. This focused guidance is critical to helping students select appropriate schools, complete competitive applications and make decisions after returns are in. This support also includes special classes and advisement for these students, many of whom matriculate to UConn professional schools even though they have the option of going to other schools. The most recent tracking data indicates that 64.5% of University of Connecticut applicants who had composite letters provided by the Center secured positions in medical schools. Notices of matriculation to professional schools have begun for the 2014 application cycle. To date, there have been 5 notices of matriculation to medical schools, 4 notices to dental schools, 3 notices to osteopathic schools and 2 notices to PA schools. The Pre-Medical/Pre-Dental Center has seen an increase in applicants. For the 2014/2015 application cycle, the Pre-Medical/Pre-Dental Center expects to complete 220 composite letters for applicants and provides all attendant advising services for students considering the health professions. The Pre-Medical/Pre-Dental Post Baccalaureate Certificate Program was approved by the Board of Trustees in the fall of 2013.