

**MINUTES OF THE UNIVERSITY SENATE - DRAFT
MAY 4, 2015**

1. Moderator von Hammerstein called to order the regular meeting of the University Senate of May 4, 2015 at 4:02pm.
2. Moderator von Hammerstein recognized Chair of the Senate Executive Committee Carol Polifroni. Noting the absence of Secretary of the Senate Thomas Long, Senator Polifroni made a motion to nominate Keith Barker as acting Secretary for the May 4, 2015 meeting. Senator Spiggle moved acceptance; Senate Makowsky seconded.

The motion carried

3. Report of the President
 Provost Choi began the report by thanking all faculty and staff for working closely with administration throughout the academic year. He then spoke about the budget. On April 27th the Appropriations Committee submitted a proposed budget that requests the restoration of a \$13.6 million of the block grant and \$12.5 million in Next Gen funding. He noted even if this \$26.5 million is restored, the University is still facing a \$21 million deficit. Provost Choi also noted that this estimated deficit does not include other factors such as the recently ratified Graduate Assistants Union contract. Three recessions over the past year which total \$9 million have been addressed centrally. As we move forward, administration will continue to work with all units to address what is currently a \$40 million deficit. Provost Choi shared that the University has reached an agreement with UAW for the Graduate Assistants contract. The contract includes a 9% stipend increase over the next three years, improved health plan and exemptions to certain fees. Provost Choi extended gratitude to Jeff Seemann, Amy Donahue, Mike Eagan and many faculty for their work in the negotiations.

Provost Choi shared that Dean of the School of Fine Arts Brid Grant and Dean of the School of Social Work Salome Raheim are each stepping down as Dean. He thanked them for their many contributions and service. There will be a reception held in Storrs for Dr. Grant and at the School of Social Work for Dr. Raheim. Dr. Anne D'Alleva has accepted a two-year position of Interim Dean for School of Fine Arts. Dr. Nina Heller will be the acting Dean for the School of Social Work.

Provost Choi announced the selection of the projects to be funded from among the Academic Plan proposals and noted that the number of projects funded was greater than planned. Four Tier 1 grants were awarded funding including: Institute for Brain and Cognitive Science (PIs Gerald Altmann and Joseph LoTurco), Center for Genome Innovation (Professors Marc Lalonde, Brent Gravely and Michael O'Neill), Humanities Institute's Public Discourse Project (Professors Michael Lynch and Brendan Kane) and Connecticut Cybersecurity Center (Professors Laurent Michel and John Chandy). A complete list of projects will be shared with the UConn community in the coming days.

Provost Choi invited all to attend a reception to honor the 2015 recipients of the Provost's Outstanding Service Award. The reception will take place immediately following the Senate meeting.

Provost Choi then invited questions. Senator Schultz asked if another round of academic plan proposals is anticipated and, if so, will the priorities change. Provost Choi noted that the current

academic plan is for 10 years and the topics selected for the academic proposals are durable and encompassing. The plan pursues excellence in five fundamental areas: undergraduate education, graduate study, teaching, engagement and research. Though there is no plan to alter these areas, other projects which support these five pillars will be looked at. Further discussion on the proposals will take place after the final budget is known.

Senator Jockusch noted that twice as many Tier 1 proposals were funded than planned. Provost Choi agreed that the initial plan called for funding of two Tier 1 proposals. Four were selected to receive support at a lower level, about \$300 thousand per year, which is sufficient to launch the projects.

4. Report of the Senate Executive Committee
 Senator Polifroni presented the report of the Senate Executive Committee. (attached)
 Following the report, Senator Polifroni called upon Vice President of Enrollment Wayne Locust to offer an update on fall enrollment. Vice President Locust reminded that the goal for Storrs is an incoming class of 3800 freshman. Correctly, 3900 deposits have been received. It is expected that some students will opt out over the summer. The average SAT scores of the incoming class is 1232 and 30% of the deposits received are from students of color.
5. Moderator von Hammerstein presented the Consent Agenda.
 - 1) Report of the Curricula and Courses Committee
 - 2) Non-Senate Committee Annual Report (UICC)
 - 3) Senate Standing Committee and Subcommittee Reports

The Senate voted to approve the Consent Agenda

6. Report on the Nominating Committee
 Senator Freake presented the report of the Nominating Committee. There was no discussion.

Action on motion to approve the 2015/2016 standing committee membership slate

The motion carried.

7. Report of Scholastic Standards Committee
 Senator Livingston presented the report of the Scholastic Standards Committee. There was no discussion.

Action on motion to amend by the By-laws, Rules and Regulations of the University Senate, II.E.1, Class Attendance

The motion carried.

Action on motion to amend by the By-laws, Rules and Regulations of the University Senate II.G.1 and 2, Eligibility for Participation in Collegiate Activities

The motion carried.

Action on motion to amend by the By-laws, Rules and Regulations of the University Senate, II.E.12, Examinations and Assessments

The motion carried.

8. Motions from the Senate University Budget Committee
 Senator Bontly presented the Report on the Effects of Graduate Tuition Charge to Grants. There was no discussion.

Action on motion to adopt the Senate University Budget Committee's report on the tuition on grants policy and the 4 recommendations therein.

The motion carried.

Action on motion to request an administrative update on the implementation of the recommendations at the September meeting.

The motion carried.

9. Motion from the Senate Student Welfare Committee
 Senator Bresciano presented the motion from the Student Welfare Committee. There was no discussion.

Action on motion to support the COIA resolution for H.R. 275, a bi-partisan bill being considered by the 114th Congress that would establish a blue-ribbon Presidential Commission "to identify and examine issues of national concern related to the conduct of intercollegiate athletics and to make recommendations for the resolution of such issues."

The motion carried.

10. Annual Report of the Commencement Committee
 Senator Darre presented the annual report of the Commencement Committee. There was no discussion.

11. Annual Report of the Honors Program
 Assistant Vice Provost Lease Butts presented the annual report of the Honors Program

Senator Cairra shared concern related to the level of support received by Fulbright Scholars and suggested considering not taking on further students until support can be increased. Dr. Lease Butts shared that both her office and the Graduate School are reviewing funding and support for these students and acknowledged that a more holistic review is needed. She noted that Luann Saunders-Kanabay should be the first point of contact when a student is being considered.

Senator Jockusch shared concern about the level of advising for honors students in early years. She noted that we may no longer have the capacity to provide faculty advisors for early year students. Dr. Lease Butts replied that Biology, as one example, has increased use of staff advisors to meet the need. There are two full time advisors in the honors programs; ACES and STEM.

Senator Freake asked for a breakdown by ethnic group within Honors. Without that information immediately on-hand, Dr. Lease Butts offered to report back to the Senate with the data. She did note that Honors is heavily weighed for Asian and Pacific Islanders. Her department is working to be sure all students know about the opportunity to join honors and offer support to

black and Latino students. Honor is also working with admissions to determine how to bring a more diverse population to the program.

Senator Schultz noted the decreasing level of undergraduate support and the increasing difficulty in securing a SURF award. Dr. Lease Butts shared that restoring funding levels through donor support is important and the program is making best efforts to balance fiscal responsibility to the University. She noted that her staff is making efforts to better educate on the nuances of the program. Some applicants found in the SURF pool could be candidates for the IDEA grants. The program tries to identify and shift IDEA grant applicants where appropriate. In addition, they have been reaching out to other avenue, i.e. Jackson Laboratories, UCHC.

12. New Business

There was no new business.

13. Provost's Outstanding Service Award Reception

All were invited to attend a reception honoring Dr. Hedley Freake and Dr. Cyrus "Ernie" Zirakzadeh as the recipients of the 2015 Provost's Outstanding Service Award. The reception will take place immediately following the Senate meeting in the Rome Portico.

14. The meeting adjourned at 5:25pm

Respectfully Submitted,

Keith Barker
Professor
Computer Science & Engineering

The following members were absent from the May 4, 2015 meeting:

Accorsi, Michael	Conrad, Eliza	MacKay, Allison
Agwunobi, Andrew	Cornelius, Talea	Ng, Colin
Ammar, Reda	Croteau, Maureen	Raheim, Salome
Armstrong, Lawrence	Ego, Michael	Recchio, Thomas
Ba, Sulin	English, Gary	Sanner, Kathleen
Becker, Loftus	Gianutsos, Gerald	Sargent, Mark
Beer, Dianne	Gordina, Maria	Scruggs, Lyle
Benson, David	Herbst, Susan	Seemann, Jeffrey
Britner, Preston	Hubbard, Andrea	Simmons, Louise
Buenano, Eddison	Kashi, Hootan	Skoog, Annelie
Bushmich, Sandra	Kendig, Tysen	Teitelbaum, Jeremy
Charrette, Jason	Kerstetter, Jane	Teschke, Carolyn
Chazdon, Robin	Lillo-Martin, Diane	Tribuzio, Peter
Chinchilla, Rosa	Luxkaranyagam, Brandon	Van Heest, Jaci
Cobb, Casey	Machida, Margo	Zack, John

Report of the Senate Executive Committee
To the University Senate
May 4, 2015

The Senate Executive Committee met twice since the April 13 meeting of the University Senate.

I remind the Senate that it is the first day of final examinations which means the majority if not all student senators are absent from this meeting. Consequently, in 2008, the Senate passed a motion that we would not act on anything directly related to students at any meeting held in final exam week.

On April 24, the SEC first met privately for an hour with Provost Choi, and then privately with President Herbst for an hour.

Between these meetings, the SEC met with the current and the incoming Chairs of the Senate Standing Committees.

The University Budget Committee's Report on the Effects of Graduate Tuition Charges to Grants was included in the documentation distributed for this meeting. As shared in the report, the University adopted the policy of charging graduate tuition on grants in 2009. The UBC was directed to monitor the impact of the policy change for three years. Following their report in 2013, the Senate directed the UBC to continue monitoring the policy's impact for an additional two year. Today we will hear the results of their analysis. Two motions related to their findings will follow later in this meeting.

As you recall, the SEC charged the C&C Committee to conduct a holistic comprehensive review of the General Education Program. This has not been done since its inception more than a decade ago. The review process developed for this project will be shared with the Senate in September.

The Diversity Committee will meet with representatives from the Provost's Diversity Task Force later this week to discuss final recommendations.

The Student Welfare Committee shared they deliberated about the Coalition of Intercollegiate Activities motion which will come before the Senate this afternoon. The President's Athletic Advisory Committee is against the motion. The Student Welfare Committee will also resume discussion on the open textbook initiative when we return in the fall. An open meeting is being held May 13th for faculty information.

As a result of discussions within the SEC about the current structure of Senate constituencies, the SEC drafted a motion for realigning the Dean constituency within the University Senate. According to the By-Laws, the University Senate is comprised of faculty and staff with each constituency having one elected representative for every 30 people. The deans, on the other hand, are represented in a 3:9 ratio. At the same time, there are currently 9 associate deans on the Senate which means that there are 12 administrative representatives from a pool of 29 people. As this is a disproportionate representation, the SEC recommends changing the dean's constituency to include the associate deans. In essence, associate deans function as administrators and represent the deans in action. We believe that the realignment of the Dean's constituency to include Associate Deans is an appropriate solution. The motion will be reviewed by the Faculty standards Committee in September and has the support of

the Office of the Provost and the Council of Deans. We anticipate this motion will be presented to the Senate in the fall.

The Committee of Three, while not a committee of the Senate, is administered by the Senate, meaning we conduct the elections and process the materials. There is some confusion about how a "Committee of Three" case flows through the system. The task force formed to examine this has filed their report with the SEC and the discussion of the report and the inherent processes are under discussion. As an FYI, AAUP has been part of the task force as there are relevant contractual issues to be addressed and considered in the process. A report of these discussions will be provided in the Fall.

On May 1st, the SEC met with Director Bill Pizzutto & Associate Director Angela Brightly from the Waterbury and Torrington campuses. We discussed the regional campus student, plans for private housing, considerations for the Torrington campus, and the outreach efforts. We also met with Trustee Dennis LaVigne, chair of the Academic Affairs Committee of the BOT, in closed session.

We then met with administrators where Provost Choi & CFO Scott Jordan shared some information & updates on the budget. It is encouraging to know that the Appropriations Committee is recommending the return of \$26 million to the block grant and Next Gen program. Although the final budget is not yet known, we can hope to fall between somewhere in the middle of the \$13 million and \$40 million ends of the scale. Administration continues to work with units to plan for a \$40 million deficit. It should be noted that, although the current projected deficit is \$40 million, that number does not take into account addition costs for the recently ratified Graduate Employees union contract & associated costs. Although the State relies heavily on attrition, UConn's doesn't share the same rate of attrition as other state agencies and departments. As CFO Jordan shared, this means we need to be creative in solving our budget gap.

Provost Choi shared with us the list of those selected for the Academic Plan Research Excellence Program. Although the plan initially called for 2 Tier 1 programs, the quality of proposals was so great that four proposals were selected. The level of support is not at the planned level, but consistent with achievement of the stated project goals. Several proposals in Tier 2 and Tier 3 were awarded as well. Congratulations to all who were selected.

Director of Admissions Nathan Fuerst noted that the day of the SEC meeting was also the admissions deposit deadline. As of noon Friday just over 3,800 deposits had been received for Storrs. He noted that, on average, 300 deposits are received on the last day. With a final target of 4100 deposits, we are on target for a freshman class of 3800 in Storrs. The lengthy waitlist for Storrs will be used to fill in where needed after all deposits have been considered. Nathan provided assurance that regular communication with the Deans is taking place to ensure that programs are not overcommitted.

CFO Scott Jordan shared that the Board of Trustees approved the purchase of 38 Prospect Street, Hartford. The building will provide 35,000 square feet of office & classroom space. It will serve as the gateway to the Hartford campus and will house the Schools of Business and Social Work. The changes coming for the Hartford campus are exciting and will create a true urban campus experience for our students.

Vice Provost for Graduate Education Kent Holsinger talked with the SEC about the recently ratified Graduate Employee Union contract. Although the details of the contract have been resolved, there is still much work to be done as we all navigate this new territory. Kent's office is working on an implementation plan which will include education for faculty and staff. For your reference, the contract can be found at gradunion.uconn.edu (currently labeled tentative agreement as it requires legislative action) and will be added to the Labor Relations site at lr.uconn.edu once all approvals are received.

Vice President of Student Affairs Michael Gilbert was pleased to share news of another successful spring weekend. We applaud all of those involved in recreating this event and building a celebratory and safe atmosphere. Vice President Gilbert also shared that Professor Peter Lake of Stetson University is coming to the Storrs campus on October 21 & 22. Professor Lake will be on campus to take part in events focusing on civility, the First Amendment and expression rights in society and on campus.

This is the final meeting of the University Senate and it has been a productive year for us. The SEC is in the process of creating a summary of action for the 2014-2015 academic year for ease of search for motions made. This document will soon be available on the Senate website.

I wish to thank many people who have served this year beginning with Cheryl Galli. Cheryl started her position one day before the first senate meeting in the Fall. She has done an outstanding job of keeping us organized, we have met all timeframes, and it has all been achieved with grace and a smile; our student support staff, Allison Mitchell and Andrew Kim. We are pleased that Allison will continue her work with us in the fall. Andrew will graduate next week with a major in Political Science. We wish him well with his plans to attend Graduate School and pursue a Master's in Higher Education and Student Affairs.

We have eight Senators who will be Wymanized and, therefore, not be serving on the Senate next year. They are Larry Armstrong, Sandy Bushmich, Marie Cantino and Doug Hamilton (who have each served a term on the SEC), Tom Recchio (who led Scholastic Standards for three years), Eric Schultz (who is the mainstay of the Curricula and Courses committee), Bill Stwalley and Susan Spiggle (who has served two 3-years terms on the SEC in the last 7 seven years).

Much of our work in the Senate is done at the committee level and it is the chair who leads the charge. It is through leadership, commitment and enthusiasm that we accomplished what we did this year. Many Senate committees will see new leadership next year. Thank you to our outgoing chairs who have been so dedicated to leading the work of their respective committees this year:

- Tom Bontly, University Budget (2 terms)
- Eric Shultz, Curricula & Courses (5 terms)
- Maria-Luz Fernandez, Diversity (3 terms)
- Faquir Jain, Growth & Development (2 terms)
- Mark Boyer, Faculty Standards (2 terms)
- Jill Livingston, Scholastic Standards

I am pleased to announce that Doug Hamilton has agreed to serve as Senate representative on the Board of Trustees' Financial Affairs Committee. The results of the recent Senate elections for the Senate Executive Committee are completed. The incoming SEC members are Rajeev Bansal, Janine Caira and

Katharina von Hammerstein. Mark Boyer will be joining the SEC filling the position left vacant by Keith Barker. I am honored to have been elected as SEC Chair for another term. We are grateful for the service and dedication of the outgoing SEC members: Keith Barker, Mike Darre, Doug Hamilton and Susan Spiggle. Their contributions made for thoughtful and sometimes lively conversations as we navigated our way through the many issues and concerns addressed by the SEC this year.

The SEC thanks Tom Long for being secretary, Katherina for her role as moderator, the student leaders Mark Sargeant and Jason Charette, and all of you. The voice of the Senate shapes policy, provides input into procedures and processes, and governs the undergraduate general education requirements.

Finally, we extend heartfelt congratulations and appreciation to the 2015 recipients of the Provost's Outstanding Service Award – Hedley Freake and Cyrus "Ernie" Zirakzadeh. A reception in their honor will be held immediately following this meeting and we hope that you will stay and celebrate these two outstanding colleagues.

The next meeting of the University Senate will be held in September. But, until then, get through finals and enjoy the summer.

Respectfully submitted,

E. Carol Polifroni, Chair
Senate Executive Committee

**University Senate Curricula and Courses Committee
Report to the Senate
May 4, 2015**

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

A. DMD 2020 Design Thinking

Proposed Catalog Copy

DMD 2020 Design Thinking

Three Credits. Lecture and in-class work sessions led by instructor. Prerequisites: DMD 1000 and DMD 1030; open only to Digital Media & Design majors; others by instructor consent.

Design thinking as a process that employs immersion, empathy, ideation, definition, prototyping and testing leading to innovative discovery. The ways in which diversity of culture, experience and thought lead to innovation while examining the value of a human-based design process on the growth and direction of culture and society at large and how designers can participate in driving that process.

B. EDCI 2100 Power, Privilege, and Public Education

Proposed Catalog Copy

EDCI 2100 Power, Privilege, and Public Education

Three credits. Recommended for students considering applying to the Neag School of Education their sophomore year.

Service learning course. Interdisciplinary analysis of the development and structure of schooling, teaching, and learning in American society; impact of public education on its many and diverse stakeholders. Includes topics such as: equity and excellence, historical, socio-cultural, philosophical, political, and legal frameworks of education, and current educational reform efforts.

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

A. ART 2110 Design Process (title and description change)

Current Catalog Copy

ART 2110 Design Process

Three credits. Two 3-hour periods. Prerequisite: ART 1010 and ART 1030.

Introduction to content, meaning, form, and structure in communication design, emphasizing conceptual analysis and approaches to visualization. A fee of \$35 is charged for this course.

Revised Catalog Copy

ART 2110 Graphic Design: Process & Thinking

Three credits. Two 3-hour periods. Prerequisite: ART 1010 and ART 1030.

Introduction to the methods of design thinking and the process involved in translating that thinking into form. Content, meaning, form, typography, layout, structure, craft and process in graphic design, emphasizing conceptual analysis, visualization, and skillful making through the adept use of analog and digital tools. A fee of \$35 is charged for this course.

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

- A. MATH 2784 Undergraduate Seminar I

IV. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee approve the following new 3000- and 4000-level courses in the W competency:

- A. COMM 4035W Advanced Media Effects

Proposed Catalog Copy

COMM 4035W Advanced Media Effects

Three credits. Prerequisites: COMM 1000 and 1300; ENGL 1010 or 1011 or 2011; open to juniors or higher.

Contentious topics in current media effects research, and their theoretical implications.

Topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

- B. PHIL/HRTS 3220/W Philosophical Foundations of Human Rights

Proposed Catalog Copy

PHIL 3220W Philosophical Foundations of Human Rights

(220) (Also offered as HRTS 3220W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; at least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107.

Ontology and epistemology of human rights investigated through contemporary and/or historical texts.

V. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee approve the revision of the existing 3000- or 4000-level course in the W competency:

- A. ARTH 3630/W Modern Latin American Art. (title change)

Current Catalog Copy

ARTH 3630. Modern Latin American Art. Three credits. Prerequisite: Open to juniors or higher. A thematic survey of Latin American art from the nineteenth century to present.

ARTH 3630W Modern Latin American Art. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher. A thematic survey of Latin American art from the nineteenth century to present.

Revised Catalog Copy

ARTH 3630 Alternative Modernities: Visual Culture of Latin America.

Three Credits. Open to sophomores or higher.

A thematic survey of Latin American art from the nineteenth century to present.

ARTH 3630W Alternative Modernities: Visual Culture of Latin America.

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

B. ENGL 4XXX-W Sequence (pre-req change)

- a. ENGL 4101W Advanced Study: British Literature
- b. ENGL 4201W Advanced Study: American Literature
- c. ENGL 4203W Advanced Study: Ethnic Literature
- d. ENGL 4301W Advanced Study: Anglophone Literature
- e. ENGL 4302W Advanced Study: Literature of Australia, Canada, Ireland, & New Zealand
- f. ENGL 4401W Advanced Study: Poetry
- g. ENGL 4405W Advanced Study: Drama
- h. ENGL 4407W Advanced Study: Prose
- i. ENGL 4600W Advanced Study: Seminars in Literature
- j. ENGL 4601W Advanced Study: Literary Criticism and Theory
- k. ENGL 4613W Advanced Study: Lesbian, Gay, Bisexual and Transgender Literature
- l. ENGL 4965W Advanced Studies in Early Literature in English

Current Catalog Copies

ENGL 4XXXW Advanced Study: (...)

(XXXW) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in (...)

Proposed Catalog Copies

ENGL XXXW Advanced Study: (...)

(XXXW) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher.

May be repeated for credit with a change of topic.

Intensive study of particular topics in (...)

VI. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee approve the deletion of the existing 3000- or 4000-level course in the W competency:

- A. ENGL 3801W Honors II: American Literature
- B. ENGL 3803W Honors III: American Literature
- C. ENGL 3805W Honors IV: English Literature
- D. ENGL 3807W Honors V: English Literature

- E. ENGL 3809W Honors VI: English Literature
- F. ENGL 3811W Honors VII: English Literature

VII. The General Education Oversight Committee and the Senate C&C approve inclusion of the following courses in Content Area 1 – Arts and Humanities:

- A. AFRA 3132 African American Women Playwrights, 1900 to Present (cross-listed with DRAM 3132)

- B. HIST 3619 History of the Caribbean

Current Catalog Copy

HIST 3619 History of the Caribbean

(Also offered as AFRA and LLAS 3619) Three credits.

Topics may include: encounter experience; slavery and freedom; colonialism/anti-colonialism; citizenship and nation building; political economy, cultures and movements; and migration/immigration from historical perspective.

Revised Catalog Copy

HIST 3619 History of the Caribbean

(Also offered as AFRA and LLAS 3619) Three credits.

Encounter experience; slavery, antislavery mobilization, and abolitionism; colonialism; citizenship and nation building; race and gender; political cultures and movements; migration/immigration; cultural production; and political economy; topics will be examined from a historical perspective. CA 1.

- C. HIST/URBN 3650 History of Urban Latin America
- D. HRTS 3200/W International Human Rights Law
- E. HRTS 3250/W Human Rights and New Technologies
- F. PHIL/HRTS 3220/W Philosophical Foundations of Human Rights

VIII. The General Education Oversight Committee and the Senate C&C approve inclusion of the following courses in Content Area 2 – Social Sciences:

- A. EVST 1000 Introduction to Environmental Studies
- B. GEOG 2320 Climate Change: Current Geographical Issues
- C. HDFS 3311W Parenting and Parenthood
- D. HDFS 3540W Child Welfare, Law and Social Policy

IX. The General Education Oversight Committee and the Senate C&C approve inclusion of the following courses in Content Area 4 – Diversity and Multiculturalism, non-International:

A. AFRA 3132 African American Women Playwrights, 1900 to Present

X. The General Education Oversight Committee and the Senate C&C approve inclusion of the following courses in Content Area 4 – Diversity and Multiculturalism, International:

A. ARTH 3630/W Alternative Modernities: Visual Culture of Latin America

B. CHIN 3230 Language and Identity in Greater China

C. HRTS 3200/W International Human Rights Law

XI. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee approve offering the following General Education course in intensive session:

A. NUSC 1165 Fundamentals of Nutrition [CA4-INT]

XII. The Curricula and Courses Committee approved the following report from the General Education Oversight Committee:

Summary of GEOC realignment review, 2014-15.
14 April 2015

Background: On May 12, 2003, the University Senate charged the GEOC with, among other things:

“monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Course Committee when appropriate.”

GEOC has undertaken a process of course realignment review using a 5 year cycle that samples program/departments on a rotating basis. The process applies an algorithm for selecting Gen Courses for review, rather than reviewing every Gen Ed course offered at the University. This process is described further on the GEOC website <http://geoc.uconn.edu/course-alignment/> and detailed in the minutes of the committee.

In 2014-15, 17 departments/programs were selected, totaling 26 courses covering all 4 content areas as well as the W and Q competencies, with 1 selected course unavailable to review:

ANTH (1000, 1001W)
BIOL (1107)
CE 4910W course was replaced
CHEG (4137W)
DGS (4234W)
DRAM (1101, 3130, 4135W)
EDCI (4110W)
EEB (2202)
EGEN (3110W)

GEOG (1700, 1200, 2300, 3500Q, 3320W)
HEJS (1103)
MLSC/MT (4094W)
PHIL (1104, 1107, 2211Q, 2222W)
PNB (3263QW)
SCI (1051)
SLHS (1150)
URBN (1300W)

Results are summarized by Content area:

Content Area 1: Arts and Humanities

5 courses were reviewed (ANTH 1001W, DRAM 1101, GEOG 1200, HEJS 1003, PHIL 1104). The syllabi from all these courses were found to align with the CA1 criteria for inclusion as CA1 courses under the Gen Ed Guidelines. Details are in the subcommittee report.

Content Area 2: Social Sciences

4 courses were reviewed (ANTH 1000, GEOG 1700, SLHS 1150, URBN 1300W). With a minor suggestion to enhance the URBN 1300W syllabus details, all these courses were found to align with the CA2 criteria for inclusion as CA2 courses under the Gen Ed Guidelines. Details are in the subcommittee report.

Content Area 3: Science and Technology

3 courses were reviewed (EEB 2202, BIOL 1107, GEOG 2300). The syllabi from all these courses were found to align with the CA3 criteria for inclusion as CA3 courses under the Gen Ed Guidelines. Details are in the subcommittee report.

Content Area 4: Diversity and Multiculturalism

8 courses were reviewed (ANTH 1000, DRAM 3130, EEB 2202, GEOG 1700, HEJS 1103, PHIL 1107, SLHS 1150, URBN 1300/W). The syllabi from all these courses were found to align with the CA4 criteria for inclusion as CA4 courses under the Gen Ed Guidelines. Interestingly the review suggested that HEJS 1103 could well be appropriately designated as International, but did not have that designation at this time. Details are in the subcommittee report.

Writing competency

12 courses were reviewed (ANTH 1101W, CHEG 4137W, DGS 4234W, DRAM 4135W, EDCI 4110W, EGEN 3110W, GEOG 3320W, MLSC 4094W, PHIL 2222W, PNB 3263W, SLHS 4249W, URBN 1300W). All but 1 of the syllabi from these courses were found to align with the W criteria for inclusion as W courses under the Gen Ed Guidelines. The exception was URBN 1300W for which the committee could not make a judgment due to lack of information. Review of this course will be undertaken again next Fall in hopes of receiving sufficient information to complete the review. Details are in the subcommittee report.

Quantitative Competency

3 courses were reviewed (GEOG 3500Q, PHIL 2211Q, PNB 3263QW). 2 of these courses found to align with the Q criteria for inclusion as Q courses under the Gen Ed Guidelines. One course, PNB 3263 QW, was unable to justify including this course as a Q course under the Gen Ed Guidelines. Through discussions with the instructor, course revision to remove the Q designation is under consideration. Details are in the subcommittee report.

Conclusion

Overall the 2014-15 realignment process found nearly all courses that were reviewed were consistent with the guidelines for general education courses. GEOC considered these results very positive and thanks all those involved in the realignment review including GEOC subcommittee members and those responding to our requests from the university faculty for helping to conduct this year's process.

Respectfully Submitted by the 14-15 Senate Curricula and Courses Committee: Pamela Bedore – Chair (Fall 2014), Eric Schultz – Chair (Spring 2015), Marianne Buck, Marie Cantino, Michael Darre, Douglas Hamilton, Dean Hanink, Andrea Hubbard, Kathleen Labadorf, Samuel Martinez, Daniel Mercier, Shayla Nunnally, Maria Ana O'Donoghue, Jaci Van Heest, Jake Broccolo (undergraduate student rep, Fall), Dustin Lavoie (undergraduate student rep, Spring)

4/20/15

Senate University Budget Committee

2014-15 Annual Report to the University Senate

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, 2014-2015: Michael Ambroselli, Rajeev Bansal, *Loftus Becker, *Norma Bouchard, *Michael Bradford, Angela Brightly, *Janine Caira, *Ellen Carillo, *Eleni Coundouriotis, Erika Elechicon, Philip Mannheim, James Marsden, Jeanne Martin, *Suresh Nair, Corey O'Brien, *Lisa Sanchez, Katrina Spencer (ex-officio), Daniel Stolzenberg, *Thomas Bontly, Chair

(* Senate member 2014-2015)

Appointed representatives to other Senate committees: Jeanne Martin served as the committee's representative on the Senate Growth and Development Committee; Michael Bradford served as the committee's representative on the Diversity Committee.

Overview of the committee's business in 2014-15

The Budget Committee's deliberations this year were chiefly concerned with the policy of charging graduate tuition to grants, which the committee had been asked by the Senate to monitor. The committee's conclusions and recommendations regarding that policy are contained in a separate report dated April 27, 2015, to be presented at the final Senate meeting of the academic year. Other agenda items this year included the University's budget deficit, the faculty hiring plan, enrollment increases, and intellectual property and the license back policy. Several additional agenda items, including consideration of regional campus budgets, were postponed until Fall 2015 due to the need for extended study of tuition on grants.

Meetings

The Budget Committee met 6 times during the 2014-15 academic year: September 22, October 20, March 27, March 30, April 6, and April 20. Three additional meetings (in November, December, and February) had been scheduled but were subsequently cancelled, two due to scheduling problems with our invited guests, one due to a snowstorm.

September 22, 2014. As in past years, the committee's first meeting featured an overview of the University's financial situation and also the faculty hiring plan, provided by Budget Director Katrina Spencer.

- The University had a net operating loss of about \$25 million in FY 14, less than the \$30 million originally forecast. The Budget Office forecasts increased revenues and increased expenses for FY 15; no operating loss is projected for FY 15, but there is much uncertainty owing to the State's fiscal situation. There followed a lengthy discussion of the University's FY14 deficit, the budget projections for FY15, the dramatic increase in fringe rates, and State support for the University's budget. Budget Director Spencer also provided an update on the Provost's hiring plan.

- The University has hired (the FTE equivalent of) 243 new faculty members (over and above hiring by the schools and colleges to fill existing vacancies): 75 in FY 13, 112 in FY 14, and 56 in FY 15. The projected number for FY 16 is 45, although the actual number will depend upon State funding for NextGen.
- The committee also discussed the deans' requests for rescission plans, and the audit of the university's internal controls and compliance, released by Auditors of Public Accounts in August 2014.

October 20, 2014. The committee's second meeting focused on graduate education. The Dean of the Graduate School, Kent Holsinger, provided updated figures for the tuition charged to research grants under the policy in effect since 2009. The Graduate School uses the funds from these charges to provide supplemental tuition and health benefits for graduate students with prestigious national fellowships and also graduate students on training grants. The amount collected each year has continued to grow as more and more grants become subject to the policy. Because the Graduate School receives more money than it requires for the above purpose, a portion is now used for supporting doctoral student travel and dissertation fellowships. In addition, \$700,000 from the tuition charges was redirected by the administration to help close the deficit created by rescission of State support.

March 27, 2015. The committee met with the Vice President for Research, Jeff Seemann, and Assistant VP Andrew Zehner to discuss intellectual property and proposed changes to the license back policy. Insufficient time remained to discuss other items, and VPR Seemann offered to meet with the committee again at its earliest convenience for further discussion.

March 30, 2015. The committee met with the Vice President and Chief Financial Officer Scott Jordan. The Provost had recently informed the Senate that the University was projecting a budget deficit of \$40 million or more. The projection was based on the Governor's budget proposal as well as the State's fiscal situation. VPCFO Jordan answered questions about the causes and effects of the projected deficit. Also discussed were the University's bond rating, reserves, fringe rates, the Athletic Department budget, and the University's collective bargaining contracts.

April 6, 2015. The committee met to consider the data that had been gathered regarding the tuition charges. The members present agreed upon several conclusions and recommendations, to be discussed further at our next meeting. The committee charged the chair with drafting the report.

April 20, 2015. The committee met again with Vice President for Research Jeff Seemann to discuss research funding, the cost of doing research, and the tuition charges to grants in particular. It was noted that FY 16 fringe rates for personnel on sponsored projects have been announced, and they are increasing dramatically, for GAs in particular. The reasons for the increase were discussed, as well as the likely effects. The VPR Seemann has offered to cover half of that increase for FY 16 out of the OVPR's share of indirect cost returns if the deans will pick up the other half, a proposal that received much support from committee members. In addition, there was a good deal of support for the OVPR's new centralized Proposal Development Service. The use of indirect cost returns was also discussed.

Following the VPR's departure, the committee further discussed the conclusions and recommendations to be made in its report to the Senate on tuition on grants. The recommendations are: reduce or eliminate the 60% charge, continue providing supplemental support for graduate students with prestigious fellowships and awards, and consider other ways to find matching funds for training grants.

The committee's discussion of the tuition on grants report continued by email as the report went through several rounds of revisions. A motion was made and seconded on April 27 to adopt the report in its current form (Bansal/Nair). Discussion ensued. The motion was adopted on April 28.

Respectfully submitted,

Thomas Bontly, 2014-15 Chair, on behalf of the Senate University Budget Committee

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

May 4, 2015

During the period April 18, 2014 through April 6, 2015,
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:

ARTH 1140	Introduction to Asian Art (5/5/14)
DRAM 1810	Exploration of Movement (3/2/15)
EEB 1893	Foreign Study (12/1/14)
UNIV 1983	International Studies (3/2/15)
DRAM 1215	Theatre Production: Makeup and Wardrobe for the Actor (4/6/15)
DRAM 1216	Theatre Production: Lighting and Sound (4/6/15)
DRAM 1217	Theatre Production: Costumes and Makeup (4/6/15)
DRAM 1218	Theatre Production: Stagecraft (4/6/15)
LLAS/SPAN 1009W	Latino Literature, Culture, and Society (11/3/14)
MUSI 1107	Steel Pan Ensemble (5/5/14)
SPAN 1020	Fashion, Design, Art and Identity in Spain (11/3/14)

B. Courses revised:

ARTH 1128	Intro to Western Art II: The Renaissance to the Present, a World Perspective (10/6/14)
ARTH 1141	Introduction to Latin American Art (10/6/14)
GEOG 1100 (now 2000)	Globalization [CA2, CA4-INT] (3/2/15)
GERM 1175	Human Rights and German Culture (10/6/15)
GSCI 1010	Dinosaurs, Extinctions, and Environmental Catastrophes

GSCI 1050	Earth's Dynamic Environment
GSCI 1051	Earth's Dynamic Environment (Lecture)
GSCI 1052	Earth's Dynamic Environment (Laboratory)
GSCI 1070	Natural Disasters and Environmental Change
MEM 1151	Introduction to the MEM Program (3/2/15)
SCI 1051 (now GSCI 1055)	Geoscience and the American Landscape

C. Courses deleted:

PLSC 1000	Orientation to Plant Science and Landscape Architecture (5/5/14)
POLS 1007	Introduction to Human Rights [CA1] (12/1/14)

II. 2000-level course actions approved by the Senate:

A. New courses added:

CE 2251	Probability and Statistics in Civil and Environmental Engineering (12/1/14)
DMD 2542	Introduction to Game Scripting (12/1/14)
DMD 2550	Game Production (12/1/14)
DRAM 2134	Honors Core: Analyzing Sports as Performance (11/3/14)
EEB 2893	Foreign Study (12/1/14)
ENGL 2603	Literary Approaches to the Bible (12/1/14)
GEOG 2320	Climate Change: Current Geographical Issues (4/6/15)
HIST/MAST 2210	History of the Ocean (11/3/14)
JOUR 2111	Journalism Portfolio I: Multimedia Skills (3/2/15)
LLAS 2012	Latinos in CT: Writing for the Community (11/3/14)
MATH 2710W	Transition to Higher Mathematics (10/6/14)
MEM 2212	Intro to Manufacturing Systems Lab (5/5/14)

SOCI 2271	The Social Construction of Happiness (10/6/14)
SOCI 2701	Sustainable Societies (9/8/14)
SOCI 2705	Sociology of Food (11/3/14)
SOCI 2709W	Society and Climate Change (11/3/14)
UNIV 2100	The McNair Scholar (10/6/14)
UNIV 2983	International Studies (3/2/15)
UNIV 2993	International Studies (3/2/15)
URBN 2302	Qualitative methods in Urban and Community Studies (11/3/14)

B. Courses revised:

ACCT 2101	Principles of Managerial Accounting (3/2/15)
AH 2001	Medical Terminology (5/5/14)
CE 2211	Engineering Economics (I) (11/3/14)
CE 2410	Geomatics and Spatial Measurement (3/2/15)
DMD 2010	History of Digital Culture (9/8/14)
ENVE 2251	Probability and Statistics in Civil (and Environmental) Engineering (12/1/14)
GEOG 4500 (now 2500)	Introduction to Geographic Information Systems (3/2/15)
GEOG 4510 (now 2505)	Applications of Geographic Information Systems (3/2/15)
GERM 1175	Human Rights and German Culture
MARN 2002	Coastal Systems Science I (11/3/14)
MATH 2010Q-2011Q	Fundamentals of Algebra and Geometry (11/3/14)
MATH 2794W	Mathematics Writing Seminar (12/1/14)
MEM 2211	Introduction to Manufacturing Systems (3/2/15)
NUSC 2200	Nutrition and Human Development (11/3/14)
SOCI 2709W	Society and Climate Change (11/3/14)
URBN 2000W	Introduction to Urban Studies (5/5/14)

C. Courses deleted:

NUSC 2245	Professional of Dietetics (11/3/14)
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III. S/U grading actions approved by the Senate:

A. New S/U graded:

AMST 3281	Internship (10/6/14)
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NUSC 3291	Nutritional Sciences Internship (5/5/14)
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IV. General Education Content Area actions approved by the Senate:

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

ANTH 3450W	Anthropological Perspectives on Art (11/3/14)
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ART/AASI/INDS 3375	Indian Art and Popular Culture
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CHIN 3250W	Advanced Chinese (11/3/14)
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DMD 2010	History of Digital Culture (10/6/14)
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DRAM 2134	Honors Core: Analyzing Sports as Performance (11/3/14)
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HIST/MAST 2210	History of the Ocean (11/3/14)
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LLAS/SPAN 1009W	Latino Literature, Culture, and Society
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SPAN 1020	Fashion, Design, Art and Identity in Spain
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B. Newly included in Content Area 2 Social Sciences:

EPSY 2810	Creativity: Debunking Myths and Enhancing Innovation (12/1/14)
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C. Newly included in Content Area 3 Science and Technology, non-Lab:

DMD 2010	History of Digital Culture (10/6/14)
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PNB 3120W	Scientific Writing in Neurobiology (11/3/14)
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D. Newly included in Content Area 4 Diversity and Multiculturalism:

ARTH 3050	African-American Art (10/6/14)
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ARTH 3050W	African-American Art (10/6/14)
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ARTH 3640/W Mexican and Chicano Art, 19th Century – Present (3/2/15)

ARTH 3645/W Caribbean Art, 19th Century – Present (3/2/15)

LLAS/SPAN 1009W Latino Literature, Culture, and Society (11/3/14)

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

CHIN 3250W Advanced Chinese (11/3/15)

SPAN 1020 Fashion, Design, Art and Identity in Spain (11/3/15)

V. Actions reported for the information of the Senate:

A. Newly included Writing Competency (3000- to 4000-level):

ANSC 3317W Scientific Writing in Endocrinology of Farm Animals (5/5/14)

ANTH 3450W Anthropological Perspectives on Art (11/3/14)

ARTH 3575W Human Rights and Visual Culture (3/2/15)

ARTH 3720W The Art of China (10/6/14)

ARTH 3740W Far East Painting (10/6/14)

CHIN 3250W Advanced Chinese (11/3/14)

DMD 3010W Critical Perspectives on Digital Media (10/6/14)

ENGL 3207/W American Literature since the Mid-Twentieth Century (5/5/14)

HDFS 3311W Parenting and Parenthood (4/6/15)

HDFS 3540W Child Welfare, law and Social Policy (4/6/15)

HRTS 3149W Human Rights through Film (10/6/14)

HRTS 3200/W International Human Rights Law (3/2/15)

HRTS 3250/W Human Rights and New Technologies (3/2/15)

MCB 3602W Introduction to Bioinformatic Tools for Microbial Genome Annotation (5/5/14)

MEM 4971W Senior Design Project 1 (4/6/15)

MEM 4972W Senior Design Project 2 (4/6/15)

PHIL/HRTS 3219/W Philosophical Topics in Human Rights (4/6/15)

PNB 3120W	Scientific Writing in Neurobiology (11/3/14)
POLS 3239W	Politics of the Environment and Development (5/5/14)
POLS 3429W	Political Violence (12/1/14)
SOCI/HRTS 3835W	Refugees and Humanitarianism (10/6/14)
SOCI/HRTS 3837W	Sociology of Global Human Rights (3/2/14)
URBN 4497W	Senior Thesis (11/3/14)

B. Revised Writing Competency (3000- to 4000-level):

ARTH 3050W	African-American Art (10/6/14)
ARTH 3640/W	Mexican and Chicano Art, 19th Century – Present (12/1/14)
ARTH 3645/W	Caribbean Art, 19th Century – Present (12/1/14)
COMM 4220W	Small Group Communication (5/5/14)
ECE 4099W	Independent Study in Electrical and Computer Engineering (12/1/14)
EDLR 3300W	Sport in Society (5/5/14)
EDLR 3547/W	Introduction to Sport Based Youth Development (3/2/15)
EPSY 3120W (now 4120W)	Fundamentals of Assessment in Special Education (11/3/14)
NRE 4000W	Natural Resources Planning and Management (11/3/14)
PSYC 3100/W	History & Systems of Psychology (10/6/14)
PSYC 3600/W	Social-Organizational Psychology (10/6/14)
URBN 4000W	Understanding Your Community (12/1/14)
WGSS 3265W	Research Methodology (11/3/14)

C. Deleted Writing Competency (3000- to 4000-level):

ENGL 3011/W	Publishing (5/5/14)
MCB 3601W	Physiology of Archaea and Bacteria (5/5/14)
MEM 4915W	Advanced Manufacturing Systems (4/6/15)
OSH 3277W	Hazardous Chemicals (12/1/14)

OSH 4221W Trends in Environmental and Occupation Safety (12/1/14)

D. Offering in intensive session:

GEOG 2100 Economic Geography [CA2] (10/6/14)

NUSC 1167 Food, Culture and Society [CA4-INT] (3/2/15)

E. Special Topics and Variable Topics courses:

ANSC 2695 Special Topics: Probiotics and Prebiotics (5/5/14)

ART 2995 Special Topics: Visible Language (5/5/14)

ARTH 2198 Variable Topics: Monsters and Marvels in Medieval Art (5/5/14)

UNIV 1985 Special Topics: Holster Research Proposal Development (11/3/14)

UNIV 1995 East Meets West in Southern China (3/2/15)

Respectfully Submitted by the Senate Curricula and Courses Committee:

Pamela Bedore (Chair – Fall), Eric Schultz (Chair - Spring), Marianne Buck, Marie Cantino, Michael Darre, Douglas Hamilton, Dean Hanink, Jaci Van Heest, Andrea Hubbard, Kathleen Labadorf, Samuel Martinez, Dan Mercier (Fall), Shayla Nunnally, Maria Ana O'Donoghue, Dan Weiner, Cody Grant (student rep - Fall), Dustin Lavoie (student rep - Spring).

Karen Piantek (Recorder)

5/4/15

University Senate Diversity Committee

Annual Report April 2015

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 2014-2015: *Maria Luz Fernandez (Chair), Michael Bradford, *Sandy Bushmich, Elizabeth Conklin (representative of the President's office); *Casey Cobb *Manisha Desai, Alice Fairfield, Matthew Hughey, *Cathleen Love *Diane Lillo-Martin (representative, Faculty Standards), *Timothy Lin (undergraduate student representative), *Margo Machida, Huang Nguyen (graduate student representative), Shayla Nunnally (representative, C&C Committee), Willena Price, Eugene Salorio, Pamela Schipani, Robert Stephens, *William Stwalley, Susana Ulloa (representative of the Enrollment Committee).

*Senate member (2014-2015).

The Senate Diversity Committee will have met 7 times during Academic year 2014-2015: September 10, October 30, November 19, February 4, February 24, April 1st and the last meeting will be the first week of May. There was also a presentation to the University Senate on March 2nd by Maria Luz Fernandez on the proposed strategies to **increase retention** of under-represented faculty and staff.

In this Academic year, Members from the Task Force were invited three times to keep the committee updated on the progress on the recommendations on how UConn will address the diversity issues on recruitment and retention of under-represented faculty and staff.

During our first meeting on *September 10*, the discussion focused on two major concerns: 1. The future of the ***Strategic Plan of Diversity***, a document on which a number of members of the Senate Diversity Committee worked in the 2013-2014 Academic year and 2. The future of the office for the Vice-Provost for Diversity following the resignation of Jeff Ogbar. The creation of the new Task Force to better articulate and implement the diversity agenda at UConn and where the Senate Diversity committee will fit in this Task Force were also discussed.

In our meeting on *October 30*, we met with Mark Overmyer, the Director of "El Instituto" so that he could convey our concerns to the Task Force including the major issue of **retention** of under-represented faculty and staff. A suggestion was made to investigate what our **Peers** and **Aspirants** are doing in terms of retention to try and solidify a plan that would be supported by the Senate Diversity Committee.

In our meeting on *November 19*, Elizabeth Conklin (ODE) presented to the Committee the diversity data on the permanent staff, which was collected by her office. The information was

very comprehensive and educational. The trends of retention for the under-represented staff are similar to those of the under-represented faculty. Basically, the numbers of under-represented staff have not changed from 2004-2014 despite the efforts for recruitment, emphasizing once more that the real problem is **retention**.

In our meeting on *February 4*, we invited Dan Weiner and Dana Wilder (who could not attend the meeting), the Co-chairs of the newly created Task Force to give us an update on their accomplishments. We were informed that the Task Force was focused on prioritizing an inclusive environment based on justice, a concept that is not new to the Senate Diversity Committee, since we have thoroughly discussed it as a key factor for understanding diversity in the University environment. The Committee provided several ideas to the Task Force including the creation of a Central Diversity Office, to ensure an Institutional diversity presence, the placement of Diversity in a more prominent place in our web site to ensure that it is clear that UConn supports diversity and that the Institution is committed to Diversity. It was discussed that the Task Force should meet again with the Senate Diversity Committee to discuss their progress and to obtain more input from our Committee.

In our meeting on *February 24*, the meeting was focused on the presentation to the Senate on March 2nd on the proposed strategies for the retention of under-represented faculty and staff. There was a consensus that 3 main strategies would be presented and that these strategies should represent the vision of the Senate Diversity Committee.

On March 2nd, Maria Luz Fernandez gave a presentation to the Senate on the strategies proposed by the Senate Diversity Committee for **Retention**. The presentation has been attached to the minutes of March 2nd. The major points were that UConn has done a great job on the recruitment and retention of minority students; however, despite the number of Institutional Committees and planning surrounding the retention and recruitment of faculty and staff, there has been no meaningful success. The numbers speak for themselves as the problem of retention was pointed out from the data collected by ODE. The Committee is proposing 3 main strategies to help for **Retention**; 1) The creation of a Central Office to address diversity at UConn supported by Faculty (faculty caucus) where the ideas will be prioritized and carried out to completion, followed by evaluation of success; 2. Mentoring of under-represented faculty and staff on all aspects relative to adaptation to a new environment, promotion and leadership training; 3. The creation of yearly awards for students, faculty and staff who have excelled in promoting diversity at UConn.

On April 1st, the Committee met with **Provost Mun Choi**; in this meeting Dan Weiner and Dana Wilder, the Co-Chairs of the Task Force were also present. The provost showed us some hard data on the percentage of faculty who leave the University. From the years 2000 to 2010 57% faculty were awarded tenure and are still at UConn. From the rest (43%), 20%, left the University before the tenure process, 7% left after tenure, 6% were not reappointed and 9% were not awarded tenure. He also showed that there were no differences in these percentages when under-represented faculty are compared. The Task Force discussed with us some of the strategies

that they will be proposing at the end of their charge including the creation of the Diversity Office and a Faculty Council in complete agreement with what was proposed by the Senate Diversity Committee on the March 2nd presentation.

We will have the next meeting of the semester on the first week of May with the Co-Chairs of the Task Force to compare notes and hear about their final recommendations for Diversity Policies and Implementation at UConn.

Future Agendas: The efforts of the committee in this Academic year were focused on putting together a strategic plan for the retention of under-represented faculty and staff. For future agendas, it is proposed that the Senate Diversity Committee put forward the necessary effort to support the recommendations of the Task Force in defining UConn's Diversity Agenda.

**Annual Report
Enrollment Committee, 2014-2015
University of Connecticut Senate**

Committee Charge:

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

Committee Membership, 2014-2015:

***Maureen Croteau, Chair**, *Dianne Beer, *Christopher Clark, *Clare Eby, *Michael Ego, Nathan Fuerst, Eva Gorbants, Kailee Himes, Wayne Locust, *Veronica Makowsky, *Deborah McDonald, Mansour Ndiaye, *Diana Rios, Brian Rockwood, *Kathleen Sanner, *Zeki Simsek, Susana Ulloa (*Senate Member 2014/2015)

Report of Activities:

During the 2014-2015 academic year, the Enrollment Committee met with constituents across the University during six meetings from September to April.

Summary of Monthly Meetings:

Full minutes of each meeting can be found at

<http://www.senate.uconn.edu/Enrollment/enrollminutes.html>

September 18, 2014

- Appointed delegates to Diversity and Growth & Development Committees
 - Susana Ulloa volunteered to serve as delegate to the Diversity Committee
 - Dianne Beer volunteered to serve as delegate to the Growth & Development Committee
- Review of Fall 2014 recruitment and enrollment season presented by VP Wayne Locust
Followed by detailed discussion of enrollment breakdown
- Discussion of topics to consider for 2014-2015

November 13, 2014

- Director of Admissions Nathan Fuerst presented on the Fall 2014 admission process
Detailed discussion followed

December 2, 2014

- Guest Speakers included:
 - Peter Diplock, Wendi Richardson & Neal Olderman
Concerning Pre-College Summer Program
 - Maria Martinez & David Mrotek
Concerning First Star Academy
 - Susanna Cowan
Concerning Intersession

February 23, 2015

- Report on incoming fall 2015 freshman class presented by Nathan Fuerst
- Stamford Campus Director Sharon White reported on international students welcomed at Stamford for fall 2014

April 14, 2015

- Guest Dean Teitelbaum/CLAS
Discussion of fall 2015 increased freshman enrollment

Committee Discussion April 8-9, 2015

- Joint motion with Student Welfare on effect of increased enrollment
The following resolution was presented and passed at the April 13, 2015 meeting of the University Senate:

“Given the planned increase in enrollment, the Senate requests the administration to provide quarterly updates on the implications of the increased numbers. These updates should include effects on availability of general education courses, on-campus housing, and science laboratories, impact on academic majors, safety, health care and advising, and re-allocation of teaching faculty by type: tenure-track, in-residence, adjunct and graduate teaching assistants.”

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

Respectively Submitted by The Senate Enrollment Committee, 4/29/2015

***Annual Report (2014-2015) of the
Senate Faculty Standards Committee
May 2015***

Membership: *Allison Mackay, Chair (Fall 2014), *Mark Boyer, Chair (Spring 2015), *Michael Accorsi, Marcy Balunas, *Keith Barker, JC Beall, Morad Behandish, *Pamela Bramble, *Preston Britner, Daniel Byrd, *John Clausen, *Elizabeth Jockusch, Thulasi Kumar, Diane Lillo-Martin, *George McManus, Nancy Naples, Girish Punj, Sally Reis (ex officio), Robert Ricard, 8Del Siegle, Susanne Yelin. (*denotes Senate member)

Items of Recurrent Discussion in 2014-2015

- **Intellectual Property and Commercialization Policy** – Review of and comment on the revised policy.
 - Met with Michael Bailey, AAUP Executive Director, in October 2014. He raised the federal precedent through a case at Stanford that gave initial rights to faculty. The FSC discussed whether faculty should be directed to the university IP policies at the time of an offer letter.
 - Met with VPR Jeff Seeman and other members of the OVPR staff in January 2015. There was an extensive and lively discussion of the draft policy. The FSC also reviewed a later draft via email in April 2015.
- **SETs** – Following numerous comments, complaints and suggestions about the “new” SETs, the FSC engaged in several months of discussion about the SETs use, structure and process. In the end, the following motion was passed by the FSC at its February meeting. It was then presented to and passed unanimously by the full Senate at its April meeting.
 - **FSC Motion:** The SET is a tool intended only to assess *students'* evaluation of teaching. A complete teaching assessment of a faculty member should include additional measures of teaching effectiveness as determined by the faculty of an academic program.
- **Requested an update** on the status of the development of written PTR policies from schools/colleges/departments. This recommendation was made by the FSC to the Provost's Office during AY 2013-2014. Some units have submitted the policies to the Provost's Office. Many others are still under development as of April 2015.
- **Syllabi Policy Links** – Spurred by lively email debate among faculty about the recommendation to add a variety of links to policies on course syllabi, the FSC recommended to the Provost's Office that all the recommended policies be linked from a single page. This new page will allow instructors to include only one link to a “clearinghouse” page on policy statements. Please see <http://provost.uconn.edu/syllabi-references/> for the newly created page. Thanks to Brandon Murray for his speedy development of this page.

Information Items

- Sponsored the **annual PTR Forum on April 10th** – special thanks to Cheryl Galli for all the logistical support.
- Discussion of the proposed **revisions to the PTR forms** – action was delayed until the AAUP contract negotiations next year.

General Education Oversight Committee

Report of Activities AY 2014-15

Introduction

General Education (Gen Ed) continues to thrive at UConn. Through its work with faculty and review of courses, it is clear that we value General Education and that most departments and programs value and support our current goals and approach to Gen Ed. There is some impetus for change and updating of Gen Ed competencies and the Faculty Senate Executive Committee has tasked the Courses and Curriculum committee with a review of the Gen Ed structure, starting Fall 2015.

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 one ex-officio member (a representative of the Senate C&CC). Details are given on our website at <http://geoc.uconn.edu/>. This report summarizes both operations of the program and activities of the GEOC during the current academic year.

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. As a result, 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 the 2004 revisions have been 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. GEOC has undertaken revisions of the Computer competency and Information Literacy competency, but broader updates may be of value.

The 2014-15 General Education Oversight Committee herein reports on the following activities:

- New Course approvals 2014-2015
- Gen Ed Status Report
- Concerns with First Year Writing waivers
- Course Realignment Process (year 2 of 5 in the cycle)
- Course Enhancement Grant (Provost's) Competition
- Information Literacy Competency Review
- W Course "Quarantine" policy
- Civility as a Gen Ed Competency

New General Education Course Approvals 2014-2015

The general education curriculum continues to mature and now contains 367 content area courses (8 more since last year) and 536 skill code courses (15 more since last year). (Note: The figures count cross-listed courses as one course). As of March in the AY 2014-2015, 83 proposals were received (10 more than last year), resulting in the addition of 19 new courses to the curriculum; 20 existing courses being revised; 2 courses approved for intersession offering; and 3 courses dropped from the curriculum. Thirty-nine of the 83 proposals are still in the review process, many of them GEOC-approved courses that had not yet completed review by the Senate as of the end of March.

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.

The courses added in each Content Area and Competency this year were as follows:

CA1 Arts and Humanities: 8
CA2 Social Sciences: 1
CA3 Science and Technology: 2
CA3-LAB Science and Technology: 0
CA4 Diversity and Multiculturalism: 5
CA4-INT Diversity and Multiculturalism: 2
Q Quantitative: 0
W Writing: 24

Table 1. *Numbers of courses now approved for the general education curriculum (as of March 2, 2015 Senate meeting).*

Content Area/Competency	1000-level courses 2014-15	2000+level courses 2014-15	Total # of courses 2014-15	1000-level courses 2013-14	2000+level courses 2013-14	Total # of courses 2013-14
CA1 Arts and Humanities	101	84	185	85	91	176
CA2 Social Sciences	46	18	64	50	16	66
CA3 Science and Technology	60	7	67	61	4	65
CA4 Diversity & Multiculturalism	77	139	216	78	133	211
*Total content area courses	284	248	532	205	204	409
Quantitative	45	35	80	45	34	79
Writing	28	452	480	26	427	463
Total skill courses **	73	487	560	71	459	542

* 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 2 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 collects faculty reports on provisionally approved intersession courses offered more than two times in a condensed format and uses this information to determine whether a course should be re-categorized to “fully approved.” Over the past two years, the GEOC seems less inclined to issue provisional approvals but has instead opted for full approvals in all cases.

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

Course disposition	2014-15	2013-14	Total 2005-15
Approved	2	5	67
Provisionally approved	0	0	6*
Rejected	0	0	8

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

General Education Status Report

Historically, the number of General Education course offerings on all UConn campuses was declining at a very slow rate from 2008 to 2011, but this trend had reversed between 2011 to 2014: 2,109 (1,042+1,067) in AY 2011-12; 2,264 (1,105+1,159) in AY 2012-13; 2,268 (1,125+1,143) in AY 2013-14. In the current AY 2014-15, the increasing trend returned to a slight decline with a 99-section drop to 2169 (1086+1083).

Enrollment also appears to have declined and is at 92,866 (48,766+44,100) this year, down 264 seats from last year's count of 93,130 in AY 2013-14 [48,579 in Fall 2013 and 44,551 in Spring 2014]. The total from the previous year was 93,547 in AY 2012-2013 [48,794 in Fall 2012 and 44,753 in Spring 2013]. Tables 3 (F 2014) and 4 (S 2015) 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 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 48,766 (up 187 from 2013-14). The higher 64,726 figure is due to courses that have multiple gen ed attributes and cross-listed courses (up 2316 from 2013-14).

Campus	AVPT			HTFD			STMGD			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
CA1 Arts and Hum	21	1	474	41	0	902	27	1	779	137	160	8,268	9	0	113	22	0	541	257	162	11,077
CA2 Social Sciences	20	0	533	32	0	1043	25	0	852	93	169	9,015	5	0	90	19	0	567	194	169	12,100
CA3 Sci and Tech	4	0	139	6	0	237	10	0	317	23	83	2882	1	0	23	4	2	205	48	85	3,803
CA3 Sci and Tech Lab	10	21	340	17	30	542	9	15	308	42	453	7417	4	5	67	5	11	229	87	535	8,903
CA4 Div and Multi	11	1	157	16	0	286	12	0	243	68	32	2328	8	0	66	9	0	164	124	33	3,244
CA4 Div and Multi Int	12	0	312	16	0	423	12	0	395	72	74	4736	2	0	34	10	0	279	124	74	6,179
Total CA	78	23	1955	128	30	3433	95	16	2894	435	971	34646	29	5	393	69	13	1985	834	1,058	45306
Quantitative	18	14	493	37	23	1028	22	9	744	166	561	11,499	7	4	110	17	7	477	267	618	14,351
Writing 1000 level	3	0	36	6	0	110	2	0	34	37	0	681	0	0	0	2	0	38	50	0	899
Writing 2000 level	4	0	49	4	1	58	3	0	57	45	73	1384	1	1	7	2	1	36	59	76	1,591
Total Writing	10	0	110	18	1	253	20	0	333	249	125	4198	2	1	18	10	1	157	309	128	5,069
Total GenEd	106	37	2558	183	54	4714	137	25	3971	850	1657	50343	38	10	521	96	21	2619	1410	1804	64726
Actual Totals	103	24	1914	138	35	3629	111	19	3234	630	1217	37,496	29	7	407	75	16	2086	1,086	1,318	48,766

Table 4. Spring 2015 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 (**down** 451 from 2013-14). The higher 57,951 figure is due to courses that have multiple gen ed attributes and cross-listed courses (up 464 from 2013-14).

Table 4 - Spring 2015																					
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
CA1 Arts and Hum	16	1	327	35	0	829	31	1	838	128	153	7,820	8	0	122	22	0	490	240	155	10,426
CA2 Social Sciences	18	1	549	29	0	989	21	1	754	86	183	8,015	5	0	88	17	0	538	176	185	10,933
CA3 Sci and Tech	4	0	109	7	0	260	7	0	186	25	39	2321	1	0	24	1	0	74	45	39	2,974
CA3 Sci and Tech Lab	9	17	280	11	24	450	9	13	288	108	279	5853	3	3	53	9	16	330	149	352	7,254
CA4 Div and Multi	4	1	87	13	0	288	7	0	196	87	3	3008	1	0	8	8	0	161	120	4	3,748
CA4 Div and Multi Int	9	0	221	13	0	391	14	0	392	71	70	4593	3	0	43	11	0	278	121	70	5,918
Total CA	60	20	1573	108	24	3207	89	15	2654	505	727	31610	21	3	338	68	16	1871	851	805	41253
Quantitative	18	213	412	31	16	808	22	8	658	145	478	9,887	5	2	76	18	11	525	239	728	12,366
Writing 1000 level	4	0	65	8	0	143	5	0	92	31	3	620	0	0	19	4	0	72	52	3	1,011
Writing 2000 level	3	1	44	5	1	83	3	1	52	45	74	1481	0	0	0	4	0	59	60	77	1,719
Total Writing	11	1	131	21	1	302	21	2	346	359	117	4803	5	0	64	12	0	181	429	121	5,827
Total GenEd	89	234	2116	160	41	4317	132	25	3658	1009	1322	46300	31	5	478	98	27	2577	1519	1654	59446
Actual Totals	68	22	1596	120	25	3291	100	19	2823	696	1077	34,009	26	4	400	73	18	1981	1083	1165	44100

The enrollment data 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 influenced by outliers including 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 300+ 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.

The average enrollment currently appears to be relatively steady across content areas and competencies with only small fluctuations in numbers from year to year. In Table 5, highlighted boxes indicate areas where class size has increased instead of gone down or stayed the same. It is notable that increases in class size appear predominantly in the Quantitative (Q) competency courses and CA2 and CA3 content area courses. This increase is not surprising given the increased emphasis on STEM learning at UConn and the implementation of the Next Generation initiative. However, it is important to note that the creation and offering of CA2, CA3 and Q courses does not seem to be keeping pace with this increased demand for classes in STEM fields, thus the number of offerings in CA2, CA3 and Q may eventually be a cause for concern. CA2, CA3 and Q added only three courses between them (CA3-LAB and Q each adding zero new courses), while the other content areas (CA1, CA4, and CA4-INT) added 15 and W added 24.

Table 5. *Average class size for General Education classes, 2014-2015*

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

Gen Ed category	Storrs		Regionals		All Campuses	
	2014-15	2013-14	2014-15	2013-14	2014-15	2014-13
Arts and Hum	61	61	23	24	43	45
Social Sciences	95	86	31	30	62	58
Sci and Tech	108	99	35	35	73	69
Sci and Tech Lab	88	119	34	32	68	76
Div and Multi	35	43	19	19	29	32
Div and Multi Intl	65	67	27	27	49	51
Total Cont Area	70	73	27	27	51	52
Quantitative	69	63	27	25	53	49
Writing 1000-lev	19	21	18	18	19	20
Writing 2000+ lev	32	32	15	16	28	27
Total Writing	15	15	15	15	15	15
Total GenEd	52	52	26	25	42	42

The Senate-approved General Education Guidelines recommend that most general education courses be taught by full-time faculty. In AY 2014–2015, this was true for approximately 66.5% of classes in the Fall and 40.0% of classes in the Spring across all campuses (see Tables 6a and 6b). There appears to be a sharp fall in faculty at the Assistant Professor rank in the Spring along with a steep rise in the number of Graduate Assistants teaching General Education courses for that semester. Numbers for the previous two years were as follows: 65% in Fall, 62% in Spring for AY 2013-14, and 51% in Fall, 49% in Spring for AY 2012-13. This year, full-time faculty taught over one-third (39%) of general education courses at the regional campuses, up from 34% last year, and 58% of courses at the Storrs campus, down from 65% 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, full-time faculty generally teach almost three quarters of students' general education programs at Storrs. The exception to this standard was the Spring 2015 semester that saw the surge in Graduate Assistants teaching General Education courses.

Table 6a. *General Education class sections by instructor rank at each campus Fall 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	11.1%	10.0%	1.0%	4.4%	26.7%	54.4%	15.6%	3.3%	73.3%	90
Hartford	10.6%	9.3%	2.6%	15.9%	38.4%	48.3%	12.6%	0.7%	61.6%	151
Stamford	12.8%	22.2%	3.4%	4.3%	42.7%	50.4%	6.0%	0.9%	57.3%	117
Torrington	3.3%	6.7%	0.0%	13.3%	23.3%	76.7%	0.0%	0.0%	76.7%	30
Waterbury	24.4%	7.3%	7.3%	12.2%	51.2%	36.6%	11.0%	1.2%	48.8%	82
All Regionals (avg)	13.2%	12.1%	3.2%	10.0%	38.5%	49.8%	10.4%	1.3%	61.5%	470
Storrs	32.9%	15.9%	18.7%	7.4%	74.8%	12.2%	12.9%	0.0%	25.2%	1578
All campuses	28.4%	15.0%	15.1%	8.0%	66.5%	20.8%	12.4%	1.3%	33.5%	2048

Table 6b. *General Education class sections by instructor rank at each campus Spring 2015 (% of total)***Note:** only the credit bearing portion of courses is counted for the figures below.

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total Full-t. Faculty	Adjunct	GA	Other	Total Part-t. Faculty	Total Courses
Avery Point	9.2%	10.5%	7.9%	2.6%	30.3%	59.2%	9.2%	1.3%	73.3%	76
Hartford	9.8%	6.8%	3.0%	15.0%	34.6%	48.1%	16.5%	0.8%	61.6%	133
Stamford	16.2%	21.9%	3.8%	4.8%	46.7%	41.0%	10.5%	1.9%	57.3%	105
Torrington	3.8%	3.8%	3.8%	15.4%	26.9%	73.1%	0.0%	0.0%	76.7%	26
Waterbury	32.5%	2.5%	2.5%	15.0%	52.5%	73.5%	10.0%	0.0%	48.8%	80
All Regionals (avg)	15.2%	10.2%	4.0%	10.2%	39.8%	47.9%	11.4%	1.0%	61.5%	420
Storrs	13.8%	10.5%	12.0%	3.8%	40.1%*	4.8%	55.0%	0.1%	25.2%	1546
All campuses	21.4%	10.5%	10.3%	5.2%	40.0%	14.0%	45.7%	0.3%	33.5%	1966

*The overall percentage of full-time faculty teaching Gen Ed courses at Storrs decreases dramatically by 34.7% from Fall 2014 to Spring 2015. This appears to be due in large part to a large decrease in faculty at the Assistant Professor rank and surge in Graduate Assistants (GAs up 42.1% in Spring).

Table 7a. *General Education credit hour production by instructor rank at each campus Fall 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	13.6%	5.7%	1.6%	4.8%	25.7%	56.6%	15.6%	2.0%	74.3%	6211
Hartford	13.1%	8.5%	2.4%	13.5%	37.5%	48.8%	13.1%	0.6%	62.5%	11,763
Stamford	11.2%	23.2%	4.1%	4.3%	42.7%	50.1%	6.4%	0.7%	57.3%	10,214
Torrington	2.1%	7.7%	0.0%	9.3%	19.1%	80.9%	0.0%	0.0%	80.9%	1327
Waterbury	26.0%	6.9%	6.2%	12.2%	51.3%	37.8%	9.6%	1.3%	48.7%	6674
All Regionals (avg)	14.6%	11.8%	3.4%	9.0%	38.8%	49.7%	10.5%	1.0%	61.2%	36189
Storrs	31.6%	15.5%	19.1%	7.6%	73.7%	12.5%	13.7%	0.0%	26.3%	123,064
All campuses	27.7%	14.6%	15.5%	8.0%	65.8%	21.0%	13.0%	0.2%	34.2%	159,253

Table 7b. *General Education credit hour production by instructor rank at each campus Spring 2015 (% 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	11.2%	5.2%	8.1%	2.8%	27.3%	60.1%	12.1%	0.4%	72.7%	5336
Hartford	9.9%	6.7%	2.4%	13.8%	32.7%	46.7%	19.8%	0.8%	67.3%	10,602
Stamford	13.6%	21.1%	3.2%	4.0%	41.9%	43.5%	12.6%	2.0%	58.1%	9057
Torrington	2.6%	6.6%	2.8%	13.6%	25.6%	74.4%	0.0%	0.0%	74.4%	1279
Waterbury	31.1%	2.7%	1.1%	15.4%	50.3%	40.0%	9.8%	0.0%	49.7%	6443
All Regionals (avg)	15.0%	9.6%	3.3%	9.6%	37.6%	47.8%	13.8%	0.9%	62.4%	32,717
Storrs	14.3%	10.3%	11.8%	3.9%	40.3%	4.8%	54.8%	0.1%	59.7%	111,082
All campuses	14.5%	10.2%	9.9%	5.2%	39.7%	14.6%	45.5%	0.3%	60.3%	143,799

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 mostly declined since 2010 except for this year: (**182 in AY 2014-15**; 153 in AY 2013-14; 219 in AY 2012-13; 267 in AY 2011-12 and 317 in AY 2010-11).

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

	#subs AY 2014-15	#subs AY 2013-14	#subs AY 2012-13
ACES	2	0	0
AGNR	33	27	48
CANR	0	0	0
BUSN	13	20	23
CLAS	38	47	80
CTED	20	16	10
EDUC	8	12	9
EGBU	3	1	0
ENGR	24	13	17
FNAR	26	8	9
NURS	11	7	20

PHAR	4	2	3
Total	182	153	219

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

Category	Substitutions 2014-15	Substitutions 2013-14	Substitutions 2012-13
CA1	17	19	26
CA2	11	10	15
CA3	6	8	6
CA3-LAB	15	27	26
CA4	31	32	47
CA4-INT	29	25	39
Q	15	8	5
W	34	13	24
Second Language	24	11	28
Sub for ENGL 1010	0	0	2
Total	182	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. **About nine 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 2013-Spring 2014 and matriculated to UConn in Fall 2014. 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 – 2013-14 ECE Cohort admitted Fall 2014 at UConn

Category	Substitutions Fall 2014	Previous Substitution Fall 2013
CA1	147	205
CA2	62	128
CA3	39	89
CA3-Lab	369	594
CA4	7	4
CA4-Intl	6	8
Content Area Total	630	1028
Q	476	760
W	0	0
Competency Total	476	760
Grand Total	1106	1788

Concerns with First Year Writing Waivers

Perhaps the most critical challenges discussed this year by GEOC is writing instruction, and pressures to waive an increasing percentage of students from First Year Writing at UConn, based solely on AP exam performance. The central concern raised within the GEOC committee surrounds the First Year Writing course's dual role which not only includes writing instruction, but also represents the University's mechanism for teaching students how to wisely access, evaluate, and synthesize information into their writing and to properly attribute and cite sources. These information literacy skills in a digital age have drawn the attention of GEOC as a critical 21st century skill, which may replace the existing Computer Competency and expand the existing Information Literacy competency. **GEOC has moved toward the deletion of the Computer competency and in 2014-15 undertook a campus-wide assessment of current practices with regard to Information Literacy** (reported below).

Data obtained from the Office of Institutional Research and Evaluation (OIRE) suggest that based on the freshman class entering Fall 2010, little difference in GPA is present between students who take First Year Writing and those who received waivers based on AP exam performance. The unequal N for this comparison makes these data somewhat uninterpretable. Further, these data do not address the core GEOC concern regarding writing skills in advanced courses, nor the key concern regarding missed instruction on digital information literacy skills.

University of Connecticut Student GPA Comparison for English 1010¹ & 1011² Waiver and Non-Waiver

	Fall2010		Fall2011		Fall2012		Fall2013		Fall2014	
	Count ⁵	Mean ⁶	Count	Mean	Count	Mean	Count	Mean	Count	Mean
Waiver ³	455	3.39	453	3.40	444	3.43	432	3.46	42	3.00
Non-Waiver ⁴	4057	2.87	3560	2.98	3260	3.09	3131	3.14	697	3.00

Notes:

1. English 1010: Seminar in Academic Writing
2. English 1011: Seminar in Writing through Literature
- 3.&4. Students with AP English 1 or AP English 2 score above 3 are eligible to waive their English 1010 or 1011 courses. AP English exams include English 1 and English 2 with scores ranging from 1 to 5.
5. Count: Student headcount
6. Mean: mean of the Student Cumulative GPA at the school year
7. The above table is generated based on the First-time, first-year freshmen cohort data of Fall 2010 at UCONN.

OIRE

GEOC would anticipate that increasing undergraduate enrollments will continue to necessitate waiving students from the First Year Writing courses (ENGL 1010/1011). If GEOC were to expand the Information Literacy competency to address more contemporary digital information access, the charge to provide such instruction would like remain the purview of First Year Writing, as it is now in the 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.”

This may require some update to both the Information Literacy competency skills and the process used to disseminate instruction on these skills.

Course Realignment Process (Year 2 of 5)

2014-15 GEOC activities included the second year implementation of our “Course Realignment” that was initially piloted in Spring 2013. The process applies an algorithm for selecting Gen Courses for review, rather than reviewing every Gen Ed course offered at the University. This process is described further on the GEOC website <http://geoc.uconn.edu/course-alignment/> and detailed in the minutes of the committee.

In 2014-15, 17 departments/programs were selected, totaling 26 courses covering all 4 content areas as well as the W and Q competencies, with 1 selected course unavailable to review:

Background: On May 12, 2003, the University Senate charged the GEOC with, among other things: “monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Course Committee when appropriate.”

Courses selected for Realignment 2014-2015

ANTH (1000, 1001W)
 BIOL (1107)
 CE 4910W course was replaced
 CHEG (4137W)
 DGS (4234W)
 DRAM (1101, 3130, 4135W)
 EDCI (4110W)
 EEB (2202)
 EGEN (3110W)
 GEOG (1700, 1200, 2300, 3500Q, 3320W)
 HEJS (1103)
 MLSC/MT (4094W)
 PHIL (1104, 1107, 2211Q, 2222W)
 PNB (3263QW)
 SCI (1051)
 SLHS (1150)
 URBN (1300W)

Results are summarized by Content area:

Content Area 1: Arts and Humanities

5 courses were reviewed (ANTH 1001W, DRAM 1101, GEOG 1200, HEJS 1003, PHIL 1104). The syllabi from all these courses were found to align with the CA1 criteria for inclusion as CA1 courses under the Gen Ed Guidelines. Details are in the subcommittee report.

Content Area 2: Social Sciences

4 courses were reviewed (ANTH 1000, GEOG 1700, SLHS 1150, URBN 1300W). With a minor suggestion to enhance the URBN 1300W syllabus details, all these courses were found to align with the CA2 criteria for inclusion as CA2 courses under the Gen Ed Guidelines. Details are in the subcommittee report.

Content Area 3: Science and Technology

3 courses were reviewed (EEB 2202, BIOL 1107, GEOG 2300). The syllabi from all these courses were found to align with the CA3 criteria for inclusion as CA3 courses under the Gen Ed Guidelines. Details are in the subcommittee report.

Content Area 4: Diversity and Multiculturalism

8 courses were reviewed (ANTH 1000, DRAM 3130, EEB 2202, GEOG 1700, HEJS 1103, PHIL 1107, SLHS 1150, URBN 1300/W). The syllabi from all these courses were found to align with the CA4 criteria for inclusion as CA4 courses under the Gen Ed Guidelines. Interestingly the review suggested that HEJS 1103 could well be appropriately designated as International, but did not have that designation at this time. Details are in the subcommittee report.

Writing competency

12 courses were reviewed (ANTH 1101W, CHEG 4137W, DGS 4234W, DRAM 4135W, EDCI 4110W, EGEN 3110W, GEOG 3320W, MLSC 4094W, PHIL 2222W, PNB 3263W, SLHS 4249W, URBN 1300W). All but 1 of the syllabi from these courses were found to align with the W criteria for inclusion as W courses under the Gen Ed Guidelines. The exception was URBN 1300W for which the committee could not make a judgment due to lack of information. Review of this course will be undertaken again next Fall in hopes of receiving sufficient information to complete the review. Details are in the subcommittee report.

Quantitative Competency

3 courses were reviewed (GEOG 3500Q, PHIL 2211Q, PNB 3263QW). 2 of these courses found to align with the Q criteria for inclusion as Q courses under the Gen Ed Guidelines. One course, PNB 3263 QW, was unable to justify including this course as a Q course under the Gen Ed Guidelines. Through discussions with the instructor, course revision to remove the Q designation is under consideration. Details are in the subcommittee report.

Realignment Conclusion

Overall the 2014-15 realignment process found nearly all courses that were reviewed were consistent with the guidelines for general education courses. In fact, many reviews found that courses had improved beyond their original CAR designs and goals. GEOC considered these results very positive and thanks all those involved in the realignment review including GEOC subcommittee members and those responding to our requests from the university faculty for helping to conduct this year's process.

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.

In 2014-2015, an effort was made to move the competition review process to the Fall in order to align the process with the fiscal year budgeting cycle. Conducting the review in Fall 2014 has made this alignment. The Provost's General Education Course Enhancement Grant Competition was held this year for the eleventh time. A total of eight proposals were received (down four from AY 13-14) and five of those were funded (up two from AY 13-14). The change in timing may have been a factor in the number of proposals received.

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 once again focused on soliciting the following types of courses:

- 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, with an emphasis on 2000 level W courses
- New or revised Sophomore-level General Education courses in all areas.

The five proposals selected for funding this year included:

- Three new courses (one 1000-level, two 2000-level)
- Revision of one 3000-level course, and the revision of a 1000-level departmental course sequence
- One course already in the W competency, two courses seeking W status, two courses seeking CA1 status, two courses seeking CA4 status, and 6 courses (the sequence) all in the CA3 content area.

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

Category	Grants Funded 2004-2013	Spring 2014 Winners
CA1	33	2
CA2	17	
CA3	13	1 (6 courses)
CA4	39	2
Q	9	
W	23	3
Sec Lang	1	
Totals	79	5

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.

Information Literacy Competency Review

This Spring, under the direction of GEOC Chair Michael Young and Scott Campbell from the Writing Center, the GEOC is undertaking a survey and assessment of Information Literacy courses. Survey and in-depth interview methods are being used to elicit from faculty their best practices and current view of information literacy as general education competency in a digital age.

Background and context for this inquiry includes an upcoming NEASC accreditation process that will seek evidence that UConn undergraduates achieve the Gen Ed competencies (including information literacy) and an interest of the current faculty members of GEOC in possible deletion of the computer competency and revision of the Info Lit competency to account for the ways information is accessed and used in a digital age. Add to this that the [ACRL library standards](#) (pdf document) on which the original GEOC Info Lit competency was based are under revision for 2014-15. Quoting from that revision document, the revised ACRL framework, “draws significantly upon the concept of metaliteracy, which offers a renewed vision of information literacy as an overarching set of abilities in which students are both consumers and creators of information in multiple formats.” In a digital age, accessing, analyzing, summarizing, and wisely using information seems like a skill set we would like to have as part of Gen Ed at UConn. Yet, our working group could use input in order to build from best practices currently in use in UConn courses.

Resources/Links:

Current Gen Ed Info Lit Competency Description: <http://geoc.uconn.edu/information-literacy-competency/>

2014 Proposed Revisions to the ACRL Standards <http://acrl.ala.org/ilstandards/wp-content/uploads/2014/02/Framework-for-IL-for-HE-Draft-2.pdf>

The results of this current review will be available by June 2015.

W Course “Quarantine”

On 12/12/13 the GEOC approved a motion for ‘W quarantine’ whereby the approval process of a mixed non-W and W course could be split, permitting implementation of the changes before the GEOC has approved under condition that the W version would not be offered prior to GEOC and Senate C&CC approval. At the same time, language in the Gen Ed Guidelines related to the initial 2004 implementation of the General Education Curriculum was updated to reflect current practices. The revised, Section B.2 is contained in the minutes of the April 2015 meeting and should soon appear as the text of the guidelines on the GEOC website. In brief, the solution was to allow courses that offer version of the same numbered course with and without a W designation, to offer the non-W version as soon as that course syllabus is approved through the normal C&C process, but the W version would be “quarantined” from being offered until it was reviewed as a W course by GEOC and approved by the senate C&CC.

Civility as a Gen Ed Competency

GEOC had several meetings that included extended discussions of the [Civility Task Force’s](#) call for civility education to, “proceed beyond the first year through General Education requirements and through courses and co-curricular programs that promote civility, diversity, health, and safety.” The CA-4 subcommittee of GEOC took up the topic of a Gen Ed Civility Competency and produced the following statement.

One of the first questions that came up was the issue of what civility meant and whether it was possible to teach it. We agreed that university educators have the ability and perhaps the responsibility to teach civility. Current campus climate and the pervasive uncivil behavior frequently found in the comment sections of websites would suggest that this needs attending to.

Rather than teaching people “what ideas to adopt,” it can be an opportunity to ask some fundamental questions: How do we live in a “multicultural” society where competing ideas frequently come in contact? How do we engage with the political “other,” meaning how do we engage in debate with others who have fundamentally different world views? What does the term “civility” mean? What is the historicity of “civility” throughout time and space?

These socio-cultural issues can also be associated to the fact that civility is important in interpersonal relationships, the expression of emotions and the concept of empathy. Therefore, an array of topics can be associated to civility including politeness and courtesy, empathy and compassion, prosocial behavior, manners and etiquette, selflessness and altruism, love and friendship, solidarity, citizenship, peace, urban development and design, animal defense and protection, ecology and respect in nature.

Therefore, we have created a list of topics that can be related to the teaching and learning of civility:

1. History of civility as a concept (and terms associated to it).
2. Psychology of civility and related concepts.
3. Behavior and social rules
4. Multiculturalism and intercultural communication
5. Social and political aspects of civility
6. Teaching and learning civility
7. Intercultural and foreign language learning
8. Study abroad and international experience
9. Race and racism
10. Urban design and architecture
11. Animal studies
12. Music, Art, History of Art and artistic creativity
13. Theater and acting
14. Ecology and Environmental studies
15. Digital communication and virtual world
16. War and Peace Studies

In our discussion we concluded that it could be handled the following ways:

- a) Adding it as a competency.
- b) Revising existing competencies to include civility criteria in CA1, CA2 and CA4 content standards and outcomes.
- c) take no action.

Our recommendation is to revise existing competencies. By alteration of some of the language in existing competencies, civility can be added, without much disruption, or the negatives of adding, and thus watering down, competencies.

This statement was accepted, but not endorsed by GEOC at its Nov 2014 meeting after extended discussion. The broader GEOC discussion included the following issues:

- It was noted that there is a difference between the promotion of civility, the creation of a civility competency and the associated assessment of civility as a competency. If it was included in the competencies, GEOC raised the question of how could/would civility be assessed?
- GEOC questioned whether regular faculty without a background in law would be qualified to “teach civility as an academic construct,” and that such civility instruction could become a slippery slope for faculty to begin proselytizing about how to live or what values to adopt.

- A concern was raised that civility was not an issue of academic knowledge per se, but a campus culture problem and expressed reservations about being able to cover the topic through classwork and graded assignments. A number of CA4 instructors agreed that in some limited respects they already address the topic concerning minorities in their existing multicultural courses, but they would not be comfortable teaching the broader issues of civility.

Concluding Comments

Gen Ed at UConn is functioning well. Review of Gen Ed is pending for Fall 2015 as it faces a number of challenges in the areas of writing instructional for all students, and the changing nature of Digital Literacies competencies. The University's interest in creating a campus environment that values civility is also related to the Gen Ed mission, though GEOC has several reservations.

As part of the University's 2014 strategic initiatives and Academic Plan for achieving excellence in Undergraduate Education, 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. 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.

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 and has potential for contributing to establishing a campus-wide environment of civility and tolerance, required for academic debate. 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 and an interest in civility.

In conclusion, as chair of GEOC, I would like to commend the members of the committee for their service to the institution, and encourage administration to continue to value service of this sort to ensure the work of this and related committees continues to receive engagement by the faculty.

GEOC Committee Members 2014–2015 Academic Year

Michael F. Young ('16)	Chair
Thomas Abbott ('16)	CA3
JC Beall ('16)	W
Scott Campbell ('15)	Info Lit
Ana Maria Diaz-Marcos ('16) [Sabbatical, Spring '15]	Sec Lang
Arthur Engler ('16)	W
David Gross ('16)	Q
Peter Kaminsky ('15)	CA1
Thomas Meyer ('16)	CA3
Stephanie Milan ('16)	CA2
Olivier Morand ('16)	CA2
Gustavo Nanclares ('16)	CA1
Eric Schultz (Senate C&CC, ex officio)	N/A
Fatma Selampinar ('15)	Q
Kathleen Tonry (Fall '14)	W
Eduardo Urios-Aparisi ('16)	CA4
Manuela Wagner ('15)	Sec Lang
Bing Wang ('15)	Computer Comp
Karen Piantek (Program Assistant)	

GEOC Subcommittee Members 2014-2015 Academic Year***CA1 Arts and Humanities***

Peter Kaminsky, Co-Chair (through Fall '14)

Gustavo Nancres, Co-Chair

Michael Bradford, CoChair (starting Spring '15)

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

Joseph Abramo, Co-Chair (starting Spring '15)

Mark Kohan

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

Manuela Wagner, Co-Chair

Brian Boecherer

Kenneth Fuchsman

Rajeev Bansal

Quantitative

David Gross, Co-Chair

Fatma Selampinar, Co-Chair

Jennifer Tufts

James Cole

Writing

Kathleen Tonry, Co-Chair (through Fall '14)

Arthur Engler, Co-Chair (starting Spring '15)

JC Beall, Co-Chair (starting Spring '15)

Douglas Kaufman

Beth Ginsberg

Tom Long

**Annual Report of the Senate Growth and Development Committee
April 30, 2015**

The committee deliberated throughout the academic year and made specific recommendations to the Senate. The following recommendations were arrived at after meeting with various UConn administrative leaders, the UConn Foundation President, the Police Chief, Vice Presidents, Student Leaders, Regional Campus Directors, and the Residential Life Director. Input was also sought from Department heads and Deans. 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.

Recommendations:

1. Recruit more graduate students to improve Graduate to Undergraduate enrollment ratio per AAU peer institutions benchmark. This is synergistic to increasing research expenditure by ~75-100M. Table I provides an analysis of AAU 2012 and 2013 data.

Associated Actions:

- Reduce tuition on research grants.
- Dedicated Graduate Housing (Dorm floor, Northwood or Mansfield Apartments, and Nathan Hale Inn.)
- Recruit fee paying international students in STEM and non-STEM areas (U Hartford has great recruitment program). Ensure some on-campus housing for international students during the first semester.
- Increase the number of fellowships in addition to GAANN, IGERT and other programs with support from industrial enterprises/alumni/donors (via UCONN Foundation).
- Department needs to retain flexibility in staffing of large service courses by a mix of graduate TAs/APIRs/faculty. We encourage departments to use TAs for laboratory/discussion sections.
- Work with industry, hospitals, financial and other enterprises to encourage development of professional Masters, short courses, and other revenue generating programs.
- Explore ways to stabilize fringe benefit rates on research grants.

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

University	Year	R&D Rank	R&D Expend K	Total Enroll	Undergrad Enrollment	Graduate*** Enrollment	***Grad/Undergrad	Full-time Faculty
University of Pittsburgh	2012	12	866,638	35330	24990	10340	0.413	4977
	2013	14	872,736	35014	24980	10034	0.401	4450
SUNY at Buffalo	2012	65	360,226	29850	19831	10019	0.505	1537
	2013	57	387,863	29850	19831	10019	0.505	1771
University of Rochester	2012	56	389,612	10541	5785	4756	0.822	1347
	2013	56	389,355	11044	6177	4867	0.788	1324
Rutgers	2012	45	434,901	65326	45059	20267	0.45	2487
	2013	40	493,320	65000	47000	19000	0.404	2937
+Purdue University	2012	32	602,501	38310	30147	8163	0.270	1807
	2013	33	595,739	37847	29440	8407	0.285	1820
University of Maryland	2012	37	502,406	37248	26538	10710	0.403	3387
	2013	41	491,998	37272	26658	10614	0.398	3378
+Michigan State	2012	36	507,061	49343	37988	11355	0.298	2577
	2013	36	515,707	50085	38786	11299	0.291	
Boston University	2012	69	334,496	29935	15803	14132	0.894	4047
	2013	61	368,281	32411	18165	14246	0.784	3878
UCONN	2012	80	256,854	30525	22472	8053	0.358	1882
	2013	86	242,251	30474	22595	7879	0.348	1969
UCONN	2014			31119	22973	8146	0.354	1995
*UConn Projection 1	2017?	70-75	~300,000	~33550	24900	8650	0.347	2095
**UConn Projection 2	2019?	50-55	~350,000	~35,950	25,900	10,050	0.388	2195

*Projection#1: ~24,900 undergraduate enrollment and 8,650 graduate enrollment. This reduces the graduate/undergraduate ratio from 0.354 (in 2014) to 0.347.

**Projection#2: 25,900 undergraduate and 10,050 graduates. This results in a 0.388 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.

[Sources: AAU member institutions: R & D Expenditure /Faculty. FY12/13 data (2012/2013 NSF HERD Expenditure survey results, http://ncesdata.nsf.gov/herd/2013/html/HERD2013_DST_17.html)

2. Enhance student safety in academic buildings, around library, student union, sport arena and parking lots.

- Integrate UTIS and Campus Security CCTV network not only in new buildings but also in existing building as well as off-campus residential apartments.
- Institute Green Dot like programs to prevent sexual assaults and streamline the reporting procedures.
- Increased lighting/safety alarms and other safety measures at busy sidewalks, bus stops and road crossings.
- Enhance security of parking lots near Towers, Skating Rink, W lot, and other isolated places. Suggestion was made to open parking garages on non-event days after 7:00pm until 12:00am.

3. Increase regional campus undergraduate enrollment by ~10%. (See Table II)

- Students from regional campuses and transfer students should be provided with Advising Center, study room/learning community.
- Undergraduate enrollment at regional campuses (2014 data) is 4,578 which is ~20% of total undergraduate enrollment. Keeping the same ratio, the projected 2017 enrollment at regional campuses should be 4,980. Similarly, in 2019 it should be 5,180. Any increase over these projections will be beneficial to meet the NextGen targets.

4. Increase faculty size to maintain target student/faculty ratio and increase staff size to support increased enrollment.

- Recruit faculty and professional staff to support growth areas.
- Promote nationally funded Research Centers and Institutes.
- Recruit staff positions in areas enhancing quality of life (e.g. mental health services, residential life, and security).

5. Cultivate Alumni and UCONN Foundation synergy to enhance special initiatives, and support and realize the above recommendations.

6. Create an environment to foster job growth in Connecticut to retain UCONN graduates in state.

Table II: Regional Campuses Enrollment Projections*

Regional Campus: STAMFORD

Year	AY2014-15	AY 2015-16	AY 2016-17	AY 2017-18	Next Gen Target
Undergraduate (lower division)	337	Increase by 5%: 354	Increase by 5%: 372	Increase by 5%: 390	
Total number of Undergraduates	1635	Increase by 5%: 1717	Increase by 5%: 1803	Increase by 10%: 1983	
Graduate majors MS	465	Increase by 5%: 488	Increase by 5%: 513	Increase by 5%: 538	

Regional Campus: WATERBURY

Year	AY2014-15	AY 2015-16	AY 2016-17	AY 2017-18	Next Gen Target
Undergraduate (lower division)	517	524	537	542	_____
Total number of Undergraduates	852	861	874	880	_____
Graduate majors MS	98	100	103	106	_____

Regional Campus: AVERY POINT

Year	AY2014-15	AY 2015-16	AY 2016-17	AY 2017-18	Next Gen Target
Undergraduate (lower division)	475	500	520	520	540
Total number of Undergraduates	712	750	780	800	820
Graduate majors MS	11 Ocean 13 Neag	13 Ocean 13 Neag	13 Ocean 13 Neag	13 Ocean 13 Neag	13 Ocean 13 Neag
Graduate majors Ph.D.	25 Ocean	27 Ocean	27 Ocean	27 Ocean	27 Ocean
Full time Staff	33	32	32 Budget Uncertainty	32 Budget Uncertainty	32 Budget Uncertainty

*Projections provided by the campus directors.

Fall 2014 Meetings:

Thursday, September 4, 2014 at 11:00am Hall Building, Room 123.

Friday, September 26th 2014 at 10:00am, Hall Building, Room 123.

Friday, October 17, 2014 at 10:00am, Hall Building, Room 123.

Sally Reis, Vice Provost will discuss Academic Plan implementation.

October 31st 2014, 10:00am Kent Holsinger, Hall Building, Room 123.

November 14, 2014, 10:00am Jeff Seeman, Hall Building, Room 123.

10:30am Lawrence Silbart and Steven Suib

December 5, 2014, 10:00am Joshua Newton, Hall Building, Room 123.

10:30am Laura Cruickshank and Beverly Wood.

Spring 2015 Meetings

Thursday, January 28, 2015, 11:00am, Hall Building, Room 123.

Police Chief Barbara O'Connor

Friday, February 13, 2015, 10:00am, Michael Gilbert (VP Student Affairs) Hall Building #123.

Mark Sargent and Jake Broccolo (USG)

Friday, February 20, 2015, 10:00am, Wayne Locust (VP Enrollment Management),

Hall Building, Room 123.

Jason Charrette (President, Graduate Council),

Friday, March 6, 2015, 10:00am, Deans, Hall Building #123.

11:00am, Warde Manuel, Director of Athletics (Phone-in)

Friday, March 27, 2015, 10:00am Marcelle Wood (Avery Point) and William Pizzuto

(Waterbury and Torrington), Hall Building Room 123.

Friday, April 17, 2015, 10:00am, Discussion of Annual Report, Hall Building Room 123.

Friday, April 24, 2015, 10:00am Provost Mun Choi

11:00am Pamela Schipani, Executive Director, Residential Life.

Thursday, April 30, 2015, 10:00 am, Discussion of Annual Report, Hall Building Room 123.

Growth and Development Committee Members: Reda Ammar, Marcy Balunas, David Benson, Danielle Bergmann, Robert Bird, Dianne Beer, Tracie Borden, Jake Broccolo, Joseph Crivello, Masha Gordina, Shanna Graham, Kathy Hendrickson, Kathryn Libal, Jeanne Martin, Erin Mason, Daniel Mercier, Andrew Moiseff, James Renfro, Lyle Scruggs, Dana Wilder, and Faquir Jain (Chair).

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.*

**Annual Report to the University Senate of the
Senate Scholastic Standards Committee
2014-2015 Academic Year**

Scholastic Standards presented seven motions and three consent agenda proposals to amend the By-Laws, Rules and Regulations of the University Senate during the 2014-2015 AY. Four additional motions are currently under consideration.

Motions Presented

II.B.11. Withdrawals and Leaves of Absence

Members of the United States armed forces called to active military service have different withdrawal and readmission processes than traditional students. This amendment incorporated language to recognize that federal laws dictate different readmission rules for this military population.

Approved November 3, 2014.

II.E.15. Scholastic Probation and Dismissal

The policies and procedures for readmission of students dismissed a first and second time were nearly identical and both repeated language from the preceding paragraph. This amendment streamlined the presentation of information.

Approved November 3, 2014.

II.E.12. Semester Examinations and Final Assessments

This amendment articulated that it is the responsibility of instructors of undergraduate courses to provide a clear form of assessment of student work, thus final assessments are no longer mandated. Further, this amendment replaced the use of “final examination” with “final assessments”, where appropriate. An earlier By-Laws change allowed for the administration of assessments in lieu of final examinations; however, this change was not reflected comprehensively in the language of the By-Laws.

Approved December 1, 2014.

II.B. Academic Advising and Registration

II.B.11 Withdrawals and Leaves of Absence

II.E.6 Grades of Incomplete and Absent

Actions carried out by the Dean of Students Office are often done so through designees at the Storrs and regional campuses; this was recognized by affixing the words “or designee” to “Dean of Students Office” or “Dean of Students,” in the following sections of the By-Laws, Rules, and Regulations of the University Senate: II.B., II.B.11, and II.E.6. Several small editorial changes that did not affect process were also included in this motion.

Approved March 2, 2015.

II.E.11 Class Attendance

This amendment correctly identified the Dean of Students Office or designee as the entity students should contact when they will not attend any of the classes or laboratories of a course during the first two weeks of the semester.

Presented for discussion on April 13, 2015; to be presented for vote on May 4, 2015.

II.G.1 and 2, Eligibility for Participation in Collegiate Activities

This amendment differentiated between regulations for NCAA Competitions and Non-NCAA Competitions and Intramural Activities. Inaccuracies in the identification of UConn's athletic conferences and an erroneous cross-reference were also corrected. Presented for discussion on April 13, 2015; to be presented for vote on May 4, 2015.

II.E.12. Semester Examinations and Final Assessments

A sentence in the By-Laws was subject to different interpretations, "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." The amendment clarified that two hours is the maximum length of time allotted, but also provided a mechanism by which faculty can secure an extended amount of time.

Presented for discussion on April 13, 2015; to be presented for vote on May 4, 2015.

Consent Agenda Proposals

All references within the By-Laws to the "Office of Student Services and Advocacy" were replaced by "Dean of Students Office." This change reflected the current name of the office.

Approved October 6, 2014.

The name "unclassified students" was changed to "non-degree students" to reflect current services at UConn and the nomenclature used at other universities.

Approved April 13, 2015.

Lack of section titles in cross-references has led to inaccuracies within the By-Laws. All cross-references within the By-Laws will include the names and numbers of sections. This will prevent errors when cross-referencing.

Approved April 13, 2015.

Motions Under Consideration**II.B.10 Adding or Dropping Courses**

This amendment clarified policies and procedures for dropping courses during the 2nd through 9th weeks of classes.

To be presented during the 2015-2016 AY.

F.3. University Scholars

This amendment updates the eligibility and curricula for the University Scholars program.

To be presented during the 2015-2016 AY.

II.A. Admissions

Scholastic Standards has undertaken a thorough review of the introduction and six sections of Admissions.

To be presented during the 2015-2016 AY.

11.E.9 Changes of Course Grades

Scholastic Standards is considering instituting a deadline for course grade changes, as recommended by the University Auditors.

In addition to those discussion held that resulted in the above motions and consent agenda proposals, Scholastic Standards undertook a learning exercise to increase the committee's knowledge of the attendance practices of various groups that represent the University. In this regard, Scholastic Standards members met with or elicited information from: Club Sports, Intercollegiate Athletics, Marching Band, Orchestra, and Spirit Cheer and Dance.

To better facilitate communication across the Senate, two members of Scholastic Standards served as representatives on other Senate Standing Committees. The Committee also consulted with other knowledgeable members of the University community to facilitate its work.

Cross-Representatives on Other Senate Standing Committees

Scholastic Standards values communication as a vehicle for informed discussion and decision-making. To that end, Scholastic Standards elects two members to serve on Senate Standing Committees: Joseph Crivello was elected to serve on Growth and Development and Katrina Higgins was elected to serve on Diversity. Further, the committee accepted Eric Shultz, as an elected representative from Curricula and Courses.

Consultations

Scholastic Standards would like to thank those who provided consultation on matters under consideration: Nathan Fuerst, Director of Admissions, provided extensive consultation to Scholastic Standards during the course of the year. Others we would like to thank include: William Berentsen, Professor, Department of Geography; Scott Brown, Distinguished Professor in Educational Psychology and NCAA Faculty Athletics Representative; Angie Cretors, Senior Associate Director of Athletics; Peter Diplock, Assistant Vice Provost for Excellence in Teaching & Learning; Cameron Faustman, Associate Dean for Academic Programs and Director of the Ratcliffe Hicks School of Agriculture; Harvey Felder, Symphony Orchestra Director; Cheryl Galli, Assistant to the University Senate; Jim Hill, Director of the Academic Center for Exploratory Students; Patricia Jepson, Director of the Academic Advisory Center, CAHNR; Rachel Macri, Spirit Cheer and Dance Coordinator; Desmond McCaffrey, Associate Director of eCampus; David Mills, Director of Bands; Gillian Thorne, Executive Director Office of Early College Programs; Ellen Tripp, Director of the Counseling Program for Intercollegiate Athletes; Joseph Wilbur, Interim Program Coordinator for Club Sports; and Christine Wilson, Director of Student Activities.

Respectfully submitted,

Jill Livingston (Chair)

2014-2015 Senate Scholastic Standards Committee Members:

Lawrence Armstrong, Karen Bresciano, Bethany C. Brown (Fall 2014), Stuart Brown, Jennifer Lease Butts, David Clokey, Bennett Cognato (Spring 2015), Robin Coulter, Susanna Cowan,

Joseph Crivello, Lauren DiGrazia, Hedley Freake, Gerald Gianutsos, Lawrence Gramling, Katrina Higgins, Jill Livingston, Thomas Recchio, Eric Schultz, Carol Teschke, Peter Tribuzio

**Annual Report
Student Welfare Committee, 2014-2015
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 University Senate on such matters and make recommendations. The committee shall include one graduate student and two undergraduate students.

Committee Membership, 2014-2015:

***Karen Bresciano, Chair**, Kevin Alvarez, Greg Bouquot, *Rosa Chinchilla, Susanna Cowan, *Dipak Dey, *Teresa Dominguez, Kate Fuller, Michael Gilbert, Hootan Kashi, Kelly Kennedy, *Samuel Martinez, Morty Ortega, *Carol Polifroni, *Annelie Skoog, *Susan Spiggle, *Robert Tilton, Ellen Tripp, Nancy Wong (*Senate Member 2014/2015)

Report of Activities:

During the 2014-2015 academic year, the Student Welfare Committee met with constituents across the University during seven monthly meetings from September to April.

Summary of Monthly Meetings:

Full minutes of each meeting can be found at

<http://www.senate.uconn.edu/SWC/swcminutes.html>

September 19, 2014

- Review of proposed Final Assessment by-law change from Scholastic Standards
- Student Affairs Update presented by VPSA Michael Gilbert
 - Welcome Dean of Students Eleanor Daugherty & restructuring of DOS Office
 - Class of 2018 Convocation Ceremony
 - Vice President for Student Affairs Student Leadership Council
 - Mandatory Sexual Assault/Prevention On-Line Program Development Committee
 - Bystander Intervention Educational Program Development Committee
 - STEM and Honors Housing Update
- Regional Student Welfare Taskforce formation
- Update on Graduate Student unionization (www.uconngradunion.org)
- Civility, campus culture & safety / student perception discussion (SEC request)
- Smoking ban policy
- Student Evaluation of Teaching (SETs) / student perceptions (SEC request)

October 16, 2014

- Update on Final Assessment by-law change
- Regional Student Welfare Taskforce update
- Follow up -Civility, campus culture & safety (from USG)
- Update smoking policy
- Student Evaluations of Teaching (SETs) discussion
- Lactation policy

- Other new items that may be considered this year:
 - Master Plan / Recreation Center
 - Graduate Student Housing
 - Hartford Campus Move
 - Text books (open source & other avenues for cost control for students)

November 13, 2014

- Student Affairs Update presented by VPSA Michael Gilbert
 - AKA/PKA Update
 - Master Plan / Recreation Center
- Update on Final Assessment by-law change
- Update from Regional Student Welfare Taskforce
- Financial aid for undocumented students (SEC request to review)
- Text Books, cost saving discussion
- Graduate Student housing
- WRTD bus service & transportation issues discussion

January 20, 2015

- Student Affairs Update presented by VPSA Michael Gilbert
 - Update on Spirit Rock Incident
- Update on financial aid for undocumented students & committee vote
- Update on text book buyback program
- Student International Travel Policy - review

February 17, 2015

- Text book buyback program discussion
- Regional Student Welfare Taskforce discussion
- Reading Day Assessment (request from SEC)
- Deadline to drop classes (9th week) discussion (referred from Scholastic Standards)

February 25, 2015

- Regional Campus Student Welfare Task Force discussion (survey discussed)

April 8, 2015

- Regional Student Welfare Taskforce – update & creation of charge
 - University enrollment increase – discussion of joint motion with Enrollment committee
 - COIA Resolution discussion (from SEC)
 - Open text book initiative presented by Vice Provost Martha Bedard
 - Graduate Student housing survey – discussion of results
 - Reading Day assessment – discussion
 - Regional Student Welfare Taskforce update
 - Update on joint motion with Enrollment Committee on effect of increased enrollment
- The following resolution was presented and passed at the April 13, 2015 meeting of the University Senate:

“Given the planned increase in enrollment, the Senate requests the administration to provide quarterly updates on the implications of the increased numbers. These updates should include effects on availability of general education courses, on-campus housing, and science laboratories, impact on academic majors, safety, health care and advising, and re-allocation of teaching faculty by type: tenure-track, in-residence, adjunct and graduate teaching assistants.”

At the time of the submission of this annual report on April 27, 2015, the committee has not held its final meeting. The agenda at present includes the issue of support of the Open Text Book initiative.

Respectively Submitted on April 27, 2015 by Karen L. Bresciano

Senate University Budget Committee

2014-15 Annual Report to the University Senate

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, 2014-2015: Michael Ambroselli, Rajeev Bansal, *Loftus Becker, *Norma Bouchard, *Michael Bradford, Angela Brightly, *Janine Caira, *Ellen Carillo, *Eleni Coundouriotis, Erika Elechicon, Philip Mannheim, James Marsden, Jeanne Martin, *Suresh Nair, Corey O'Brien, *Lisa Sanchez, Katrina Spencer (ex-officio), Daniel Stolzenberg, *Thomas Bontly, Chair

(* Senate member 2014-2015)

Appointed representatives to other Senate committees: Jeanne Martin served as the committee's representative on the Senate Growth and Development Committee; Michael Bradford served as the committee's representative on the Diversity Committee.

Overview of the committee's business in 2014-15

The Budget Committee's deliberations this year were chiefly concerned with the policy of charging graduate tuition to grants, which the committee had been asked by the Senate to monitor. The committee's conclusions and recommendations regarding that policy are contained in a separate report dated April 27, 2015, to be presented at the final Senate meeting of the academic year. Other agenda items this year included the University's budget deficit, the faculty hiring plan, enrollment increases, and intellectual property and the license back policy. Several additional agenda items, including consideration of regional campus budgets, were postponed until Fall 2015 due to the need for extended study of tuition on grants.

Meetings

The Budget Committee met 6 times during the 2014-15 academic year: September 22, October 20, March 27, March 30, April 6, and April 20. Three additional meetings (in November, December, and February) had been scheduled but were subsequently cancelled, two due to scheduling problems with our invited guests, one due to a snowstorm.

September 22, 2014. As in past years, the committee's first meeting featured an overview of the University's financial situation and also the faculty hiring plan, provided by Budget Director Katrina Spencer.

- The University had a net operating loss of about \$25 million in FY 14, less than the \$30 million originally forecast. The Budget Office forecasts increased revenues and increased expenses for FY 15; no operating loss is projected for FY 15, but there is much uncertainty owing to the State's fiscal situation. There followed a lengthy discussion of the University's FY14 deficit, the budget projections for FY15, the dramatic increase in fringe rates, and State support for the University's budget. Budget Director Spencer also provided an update on the Provost's hiring plan.

- The University has hired (the FTE equivalent of) 243 new faculty members (over and above hiring by the schools and colleges to fill existing vacancies): 75 in FY 13, 112 in FY 14, and 56 in FY 15. The projected number for FY 16 is 45, although the actual number will depend upon State funding for NextGen.
- The committee also discussed the deans' requests for rescission plans, and the audit of the university's internal controls and compliance, released by Auditors of Public Accounts in August 2014.

October 20, 2014. The committee's second meeting focused on graduate education. The Dean of the Graduate School, Kent Holsinger, provided updated figures for the tuition charged to research grants under the policy in effect since 2009. The Graduate School uses the funds from these charges to provide supplemental tuition and health benefits for graduate students with prestigious national fellowships and also graduate students on training grants. The amount collected each year has continued to grow as more and more grants become subject to the policy. Because the Graduate School receives more money than it requires for the above purpose, a portion is now used for supporting doctoral student travel and dissertation fellowships. In addition, \$700,000 from the tuition charges was redirected by the administration to help close the deficit created by rescission of State support.

March 27, 2015. The committee met with the Vice President for Research, Jeff Seemann, and Assistant VP Andrew Zehner to discuss intellectual property and proposed changes to the license back policy. Insufficient time remained to discuss other items, and VPR Seemann offered to meet with the committee again at its earliest convenience for further discussion.

March 30, 2015. The committee met with the Vice President and Chief Financial Officer Scott Jordan. The Provost had recently informed the Senate that the University was projecting a budget deficit of \$40 million or more. The projection was based on the Governor's budget proposal as well as the State's fiscal situation. VPCFO Jordan answered questions about the causes and effects of the projected deficit. Also discussed were the University's bond rating, reserves, fringe rates, the Athletic Department budget, and the University's collective bargaining contracts.

April 6, 2015. The committee met to consider the data that had been gathered regarding the tuition charges. The members present agreed upon several conclusions and recommendations, to be discussed further at our next meeting. The committee charged the chair with drafting the report.

April 20, 2015. The committee met again with Vice President for Research Jeff Seemann to discuss research funding, the cost of doing research, and the tuition charges to grants in particular. It was noted that FY 16 fringe rates for personnel on sponsored projects have been announced, and they are increasing dramatically, for GAs in particular. The reasons for the increase were discussed, as well as the likely effects. The VPR Seemann has offered to cover half of that increase for FY 16 out of the OVPR's share of indirect cost returns if the deans will pick up the other half, a proposal that received much support from committee members. In addition, there was a good deal of support for the OVPR's new centralized Proposal Development Service. The use of indirect cost returns was also discussed.

Following the VPR's departure, the committee further discussed the conclusions and recommendations to be made in its report to the Senate on tuition on grants. The recommendations are: reduce or eliminate the 60% charge, continue providing supplemental support for graduate students with prestigious fellowships and awards, and consider other ways to find matching funds for training grants.

The committee's discussion of the tuition on grants report continued by email as the report went through several rounds of revisions. A motion was made and seconded on April 27 to adopt the report in its current form (Bansal/Nair). Discussion ensued. The motion was adopted on April 28.

Respectfully submitted,

Thomas Bontly, 2014-15 Chair, on behalf of the Senate University Budget Committee

University Senate Nominating Committee
2015-2016 Standing Committee Membership
Fall 2015

University Budget	Curricula & Courses	Diversity
*Suresh Nair, Chair *Atkinson-Palombo, Carol *Bansal, Rajeev *Bull, Nancy *Carrillo, Ellen *Coundouriotis, Eleni *Dennis, Kelly *McCauley, Paula *Sanchez, Lisa *Simsek, Zeki Brightly, Angela Mannheim, Philip Marsden, James Martin, James O'Brien, Corey Spencer, Katrina Stolzenberg, Daniel	*Pam Bedore, Chair *Darre, Michael *Nunnally, Shayla *McManus, George *Wilson, Suzanne Buck, Marianne Hanink, Dean Labadorf, Kathleen O'Donoghue, Maria Ana Schultz, Eric	*Manisha Desai, Chair *Bouchard, Norma *Cobb, Casey *Fernandez, Maria-Luz *Lillo-Martin, Diane *Love, Cathleen *Zack, John Fairfield, Alice Hughey, Matthew Price, Wilena Salorio, Eugene Schipani, Pamela Stephens, Robert Ulloa, Susanna
Enrollment	Growth & Development	Faculty Standards
*Maureen Croteau, Chair *Bradford, Michael *Caira, Janine *Clark, Christopher *Deibler, Cora Lynn *Faustman, Cameron *Martinez, Samuel *Rios, Diana *Sanner, Kathleen *Wogenstein, Sebastian Fuerst, Nathan Gorbants, Eva Ndiaye, Mansour Rockwood, Brian Ulloa, Susan	*Larry J Renfro, Chair *Accorsi, Michael *Benson, David *Gordina, Maria *Jain, Faquir *Schwab, Kristin *Scruggs, Lyle Bird, Robert Borden, Tracie Crivello, Joe Hendrickson, Kathy Mason, Erin Moiseff, Andrew	*JC Beall, Chair *Bellini, Sandra *Bramble, Pamela *Clausen, John *Dey, Dipak *Fischl, Michael *Jockusch, Elizabeth *Siegler, Del *Wei, Mei *Werkmeister Rozas, Lisa *Yelin, Susanne Balunas, Marcy Kumar, Thulasi Punj, Girish Ricard, Robert Williams, Cheryl *Fernandez, Maria -Luz
Scholastic Standards	Student Welfare	
*Hedley Freake, Chair *Aneskievich, Brian *Brown, Stuart *Clokey, David *D'Alleva, Anne *DiGrazia, Lauren *Higgins, Katrina *Livingston, Jill *Loturco, Joe *Skoog, Annelie *Tilton, Robert *Wagner, David Cowan, Susanna Crivello, Joe Gramling, Larry Tripp, Ellen *Bresciano Karen	*Karen, Bresciano, Chair *Gogarten, Peter *Guillard, Karl *Hertel, Shareen *Jepson, Patricia *Lewis, Peter *Pancak, Katherine *Tilton, Robert *Van Heest, Jaci Bouquet, Greg Cowan, Susanna Fuller, Kate Kennedy, Kelly Ortega, Morty	*Senate Member 2015-2016 New members highlighted Resignations are crossed out

**UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
April 13, 2015**

Proposal to change By-Laws regarding Class Attendance

A. Background:

If a student cannot attend any classes or laboratories during the first two weeks of the semester, the correct office for them to notify is the Dean of Students Office or designee, rather than the Department of Student Affairs.

B. Proposal to Senate: Motion

C.

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

By-Laws, Rules, and Regulations of the University Senate II.E.11.

11. Class Attendance

The faculties of the University consider attendance at classes a privilege which is extended to students when they are admitted to the University and for as long as they are in good standing. The Instructor concerned is given full and final authority (except in the case of final examinations) to decide whether or not a student is permitted to make up work missed by absence and on what terms.

Instructors are expected to turn in grades which indicate the extent to which the student has mastered the work of the course. In some courses, the demonstration of mastery may depend in part on classroom activity (e.g., oral recitation or discussion or laboratory work). In such courses, absences may affect the student's accomplishments and so be reflected in grading; however, grades are not to be reduced merely because of a student's absences as such. In all courses instructors are expected to indicate at the beginning of the semester how they will determine the student's grades.

As an exception to the general rule concerning absences, if a student does not attend any of the classes or laboratories of a course during the first two weeks of the semester and does not notify the ~~Department of Student Affairs~~ Dean of Students Office or designee of the reasons for his or her absence, the instructor may assign his or her seat to another student. Such non-attendees may, after the second week, request to continue in the course on the same basis as a student not registered for the course.

If space is not available for such a non-attende, the student must drop the course by the regular procedure or run the risk of being assigned a failing grade (See II.B.10, paragraph 7).

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

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

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

**UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
April 13, 2015**

Proposal to change the By-Laws regarding Eligibility for Participation in Collegiate Activities.

A. Background:

The By-Laws address intercollegiate competitions as a whole, not distinguishing between NCAA and Non-NCAA Competitions, though these are differently regulated. It also contains outdated information, particularly that which pertains to athletic conference membership.

B. Current Bylaws:

By-Laws, Rules, and Regulations of the University Senate II.G.1 and 2

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.

C. Proposal to Senate: Motion

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

By-Laws, Rules, and Regulations of the University Senate II.G.1 and 2

G. *Eligibility for Participation in Collegiate Activities*1. *Interecollegiate* NCAA *Competitions*

The following categories of students may be eligible to participate in *Interecollegiate* NCAA 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. ~~For athletics, †The rules of the Eastern College Athletic Conference~~ athletic conferences in which the University has membership, and the National Collegiate Athletic Association, and/or the Association for Interecollegiate 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. Non-NCAA Competitions and Intramural Activities

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

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
April 13, 2015

I. Semester Examinations and Final Assessments

A. Background

The By-Laws stipulate that, “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.” The two hour timeframe has been misinterpreted by both faculty and students, who have inferred that two hours is a mandatory examination length. The proposed changes clarify that two hours is the maximum length of time allotted, but also provide a mechanism by which faculty can secure an extended amount of time.

B. Current Relevant By-Laws

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

12. Examinations and Assessments

Instructors of undergraduate courses shall provide a clear form of assessment of student work that shall be consistent with and sufficient for the learning goals of the course. 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 or designees of the school or college in which the course is offered. Exceptions must be granted prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes. In the event of student absences from assessments given during the semester, decisions regarding possible make-up assessments shall be the prerogative of the instructor.

In-class final examinations must be given in the places and at the times scheduled by the University. In the case of online final examinations, although faculty may choose to make examinations available for an extended period of time, students must be allowed the opportunity to take the examination during the time scheduled by the University.

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

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

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 Dean of Students Office, whose prerogative it is to determine which of the bunched examinations may be rescheduled.

C. Proposal to Senate: Motion

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

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

12. Examinations and Assessments

Instructors of undergraduate courses shall provide a clear form of assessment of student work that shall be consistent with and sufficient for the learning goals of the course. 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 or designees of the school or college in which the course is offered. Exceptions must be granted prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes. In the event of student absences from assessments given during the semester, decisions regarding possible make-up assessments shall be the prerogative of the instructor.

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

A student who is prevented by sickness or other unavoidable causes from completing a scheduled final assessment must apply to the Dean of Students or designee for validation that will authorize the student's instructor to give a substitute assessment. A student whose absence is excused by the Dean of Student or designee shall have an opportunity to complete a substitute

assessment without penalty. A student whose absence from a scheduled final assessment is not excused in this way shall receive a failure for this assessment.

There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be no more than two hours in length. Any extension of the two hour limit will require approvals from both the department head and the dean or his/her designee, and will be published in the Schedule of Classes. 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 Dean of Students Office, whose prerogative it is to determine which of the bunched examinations may be rescheduled.

University Budget Committee
Report to the University Senate
May 4, 2015

1. The Senate University Budget Committee moves to ***adopt the Senate University Budget Committee's report on the tuition on grants policy and the 4 recommendations therein.***
(see pages 8-9 of report)
2. The Senate University Budget Committee moves to ***request an administrative update on the implementation of the recommendations at the September meeting.*** .

Report on the Effects of Graduate Tuition Charges to Grants¹

Senate University Budget Committee

April 27, 2015

In 2009, the University adopted the policy of charging graduate tuition to grants. Previously tuition for graduate research assistants (henceforth “research GAs” or “GRAs”) included on grants was waived. The new policy went into effect on July 1, 2009 and requires that all proposals submitted through the Office of Sponsored Programs (now Sponsored Programs Services, or SPS) include in their budget a line item for 60% of full time in-state graduate tuition for each graduate student whose salary would be paid by the grant, unless prohibited by the granting agency. The charge is included as a direct cost and is not subject to facilities and administrative costs (F&As, also known as indirect costs). Where tuition charges are prohibited by the sponsor, there is no charge to the investigator, the department, or the school/college. The policy also stipulates that funds received under the policy are to be used for research and/or graduate education.²

As directed by the Senate on April 6, 2009, the University Budget Committee (UBC) monitored the impact of the policy change for the next three years (FY10-FY12) and reported back in March 2013. The report’s conclusions were as follows: less money is collected from tuition charges than originally projected; there is no evidence that the charges generate any new revenue at all; the funds collected are being used appropriately for new expenditures on graduate education (i.e., supporting graduate students on nationally competitive fellowships); and there was insufficient data to determine what effect, if any, the policy was having on the number of GRAs at the University. Following the report, the Senate directed the UBC to continue monitoring the policy’s impacts for another two years and report again. We do so here.

In summary, our findings are (1) that the amount collected from tuition charges exceeds that required to provide supplementary support for graduate students with prestigious, nationally competitive fellowships and awards, (2) that most but not all of the funds are being used for research and graduate education as originally intended, (3) that the charges are having a negative effect on the number of GRAs at the University, and (4) that there is (still) no evidence that tuition charges increase net revenues to the University. In light of these conclusions, and considering the other factors driving up the cost of research at the University, we recommend that the tuition charges be eliminated or at least substantially reduced, that the Graduate School and OVPR identify another mechanism for providing supplementary support, and that the Graduate School review the awards eligible for such support.

¹ The Budget Committee would very much like to thank VPR Jeff Seemann, CFO Scott Jordan, and Graduate Dean Kent Holsinger for meeting with us repeatedly to discuss these and related issues. We also thank Budget Director Katrina Spencer and Jennifer Pelletier, Manager of Effort and Data Reporting Services, for helping us first to obtain and subsequently to understand the data.

² The memo instituting the policy can be found at http://research.uconn.edu/wp-content/uploads/sites/351/2014/07/tuition_grant_policy_guidelines.pdf. The policy implementation guidelines are available at <http://research.uconn.edu/wp-content/uploads/sites/351/2014/02/Tuition-on-Grants-Guidelines.pdf>.

1. Revenues

Funds recovered from tuition charges are collected in an account and transferred to the Graduate School at the end of each fiscal year. As of April 24, 2015, a total of \$6,355,625 has been charged to research grants since the policy's inception in 2009, as shown in Table 1.

Table 1. Graduate Tuition Analysis, Restricted Sponsored Programs Accounts in KFS

Data Source: KFS & FRS as of 4/24/2015

Type of Accounts	Accounts	Total Grant Budget	Grad Tuition Budget	Grad Tuition Actual Expenditures
Tuition Eligible -- Tuition Budgeted	959	\$189,468,264	\$11,841,799	\$6,138,511
Tuition Eligible -- No Tuition Budget	1,144	\$103,845,225	\$- 0	\$94,971
Not Tuition Eligible	2,054	\$544,716,075	\$- 0	\$- 0
Total Restricted Sponsored Programs Accounts - in KFS	4,157	\$838,029,564	\$11,841,799	\$6,233,482
Pre-KFS Only Accounts	48	\$3,503,230	\$170,380	\$122,143
TOTAL Graduate Tuition to Date			\$12,012,179	\$6,355,625

** Amounts are cumulative since the inception of the Graduate Tuition policy (FY11). Amounts on accounts closed before KFS implementation are listed in the Pre-KFS Only Accounts line. All budget and actual expenditures figures reflect the full amounts currently posted on the accounts over the entire course of the accounts.*

*** This analysis only includes SPS grant accounts. Graduate tuition charges posted on other accounts (while likely minimal) are not included.*

Projecting through the end of the current fiscal year, the Graduate School estimated in October 2014 that it will receive approximately \$1.6 million from tuition charges in FY 2015, bringing the total received since the policy went into effect to approximately \$6.7 million (Table 2). As also shown in Table 2, \$700,000 from the charges collected in FY 15 has been redirected by the Administration to help close the deficit in the University's budget brought on by rescission of State support. Otherwise, it appears that the tuition charges are being transferred to the Graduate School as intended.

Table 2. Summary of cash flow since inception			
	Funds received	Expenditures	Balance
FY 2011	\$424,689	\$146,034	\$278,655
FY 2012	\$1,125,983	\$168,385	\$1,236,253
FY 2013	\$1,350,089	\$457,757	\$2,128,586
FY 2014	\$2,182,585	\$1,833,361	\$2,477,810
FY 2015 (projected)	\$1,626,718*	\$1,895,797	\$2,208,730
Totals	\$6,710,064	\$4,501,334	n/a

* An additional \$700,000 was diverted by the administration in FY2015 to help close the deficit created by the rescission of State support for the University budget.

2. Expenditures

The Graduate School uses funds received from tuition charges to supplement tuition and health benefits for graduate students with prestigious, nationally competitive fellowships or awards as well as graduate students supported on training grants. Because the amount collected has so far exceeded the amount required to supplement those benefits, the Graduate School has been using some of the surplus to fund doctoral dissertation fellowships and doctoral student travel. Total expenditures since inception are just over \$4.5 million, as detailed in Table 3.

The practice of providing supplemental tuition and health benefits for students with fellowships and awards is covered by two policies which went into effect in 2012: the Policy on Competitive Federal Graduate Awards³ and the Policy on Non-Federal Fellowship Awards⁴. These fellowships and awards typically provide students with a stipend, usually between \$2K and \$10K per year. They cover some portion of tuition and health insurance premiums but usually leave a significant shortfall (as much as \$15-20K per student per year). Before the aforementioned policies went into effect in 2009, the University was unable to cover the difference and consequently unable to compete for such students.

Since the University began supplementing fellowships and awards, however, the number of such students has steadily increased, from 7 in 2009 to more than 50 in 2012. As of October 2014, the Graduate School was providing supplemental tuition and health benefits for more than 100 such students:

- 9 National Science Foundation Graduate Research fellows
- 1 NIH NRSA fellow
- 1 on Eisenhower Transportation fellowship
- 2 EPA STAR fellows
- 1 Mellon fellow
- 92 on training grants:
 - 19 students on NSF Bridge to the Doctorate
 - 5 on Department of Homeland Security
 - 33 students on DOE GAANN
 - 7 students on NSF GK-12

³ <http://policy.uconn.edu/?p=966>.

⁴ <http://policy.uconn.edu/?p=2542>.

- 16 on NIH (2 projects)
- 7 on NSF IGERT
- 2 on NIOSH
- 3 on USDA NN

We expect soon to receive further data showing amounts expended to support students on each of these forms of funding. Based on the breakdown above, however, it would appear that the bulk of the supplemental support from tuition charges is going to support students on training grants rather than students with national fellowships or awards of their own.

Table 3. Expenditures detail

	Tuition	Health insurance	Other graduate support	Doctoral dissertation fellowships	Doctoral student travel	National fellowships
FY 2011*	\$146,034					
FY 2012*	\$168,385					
FY 2013*	\$457,757					
FY 2014	\$678,414	\$137,521	\$6,427	\$796,000	\$200,000	\$15,000
FY 2015 (projected)	\$720,373	\$432,591	\$6,500	\$500,000	\$213,333	\$23,000

*Tuition and health insurance subsidy combined

3. Effects on Research GAs

One of the main questions we have sought to answer is what effect, if any, the tuition charges are having on the number of research GAs at the University. To that end, we have (with varying degrees of success) sought data on (a) the number of research GAs actually *supported* off grants and how that number has changed since 2007, and (b) the number of GAs *requested* on grant proposals and how that number has changed during the same period. Regrettably, the University's data systems do not make it possible to obtain all the data requested, despite the best efforts of people in the Budget Office, Graduate School, and OVPR. The data we have obtained, however, support the hypothesis that the tuition charges have a negative effect on both the number of GAs requested and the number funded.

a. Research GAs supported on grants. Based on figures provided by the Budget Office (Table 4), the enrollment figure for research GAs at the University has dropped by about 10% since the policy went into effect.

Level	2007	2008	2009	2010	2011	2012	2013	2014
Research	1,238	1,274	1,158	1,213	1,186	1,181	1,086	1,139
Teaching	1,016	1,011	967	908	942	957	987	950
Split	253	236	297	299	311	297	309	287
Prst. Intern†							39	42
sub-total	2,507	2,521	2,422	2,420	2,439	2,435	2,421	2,418
Not GA	3,976	4,135	4,285	4,440	4,344	4,324	4,277	4,563
TOTAL	6,483	6,656	6,707	6,860	6,783	6,759	6,698	6,981

*An enrollment count is not a headcount; students enrolled in more than one field of study are counted in each field.

† The Prst. Intern line refers to students who are part of the Provost's Professional Internship Program (<http://policy.uconn.edu/?p=2992>).

A more informative measure would be the number of GA Full-Time Equivalents (FTEs) supported on restricted (i.e., grant) funds. Table 5 gives the numbers, Table 6 the percentages.

Fund type	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Unrestricted	341.9554	339.4646	324.8684	314.9519	328.9946	335.0549	346.153	354.068
Restricted	128.1961	133.6647	150.4339	153.3919	141.7896	140.3458	129.377	119.198
Total FTEs	470.1515	473.1293	475.3023	468.3438	470.7842	475.4007	475.53	473.266
Total GAs	2297	2310	2193	2172	2197	2192	2211	2189

* The Budget Office counts a full GA as 1/4 FTE. Also, the "Total GAs" line includes many half GAs (1/8 FTE), which is why that total is not exactly four times the number of FTEs.

Fund type	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Unrestricted	73%	72%	68%	67%	70%	70%	73%	75%
Restricted	27%	28%	32%	33%	30%	30%	27%	25%

Highlighted cells may reflect funding through American Recovery and Reinvestment Act

As one can see, the number of GA FTEs paid for out of restricted funds rose dramatically after the tuition charges went into effect (highlighted cells). However, the initial increase is attributable largely if not entirely to the effect of the American Recovery and Reinvestment Act. Since the ARRA ended, the number of GRAs has fallen until it is now about 7% less than the number in 2007. On the other hand, total expenditures from externally sponsored research rose with the ARRA and have since remained flat (see Table 7). Overall, expenditures from grants have risen by \$36.3 million since 2007, or about 42%. Similarly, the number of postdocs paid off of grants has increased by about 18%, from 106 in 2007 to 125 in 2014 (Table 8).

Seen in context, the decline in the number of research GAs is significant. However, the decline cannot be attributed entirely to the tuition charges as other factors are at work. Fringe rates have also increased, for instance. Still, the reduction in the number of research GAs is not surprising.

The tuition charges add approximately \$15,000 (about 20%) to the cost of employing a GA. In some circumstances, it may still, even with the surcharge, be more cost effective to hire a GA than a technician or postdoc. That depends on a number of factors, including the salary at which other personnel must be hired, the qualifications of those available, the amount of training they would require, and so on. Still, we would expect that the tuition charges have a drag on the number of research GAs, and that does appear to be the case.

Table 7. Expenditures on Sponsored Programs (Storrs)

	2007	2008	2009	2010	2011	2012	2013	2014
Extramural Sponsored Program Expenditures	\$86.1	\$90.3	\$101.9	\$109.3	\$117.0	\$123.3	\$123.0	\$122.4
Federal Expenditures	\$65.4	\$70.2	\$78.0	\$85.0	\$98.8	\$103.5	\$97.2	\$91.0
Corporate Expenditures	\$4.6	\$4.6	\$6.1	\$5.2	\$4.5	\$5.1	\$7.2	\$8.9
Full-time Faculty	1202	1233	1254	1222	1230	1252	1312	1408
Research Proposals (#)	1287	1097	1442	1390	1276	1269	1215	1486
Research Awards (#)	772	785	834	909	907	763	855	970

Table 8. Postdocs

Term	Extract date	# Postdocs
Fall 14	12/19/2014	125
Fall 13	11/12/2013	122
Fall 12	12/5/2012	141
Fall 11	12/2/2011	129
Fall 10	11/3/2010	115
Fall 09	12/10/2009	100
Fall 08	12/16/2008	97
Fall 07	12/17/2007	106

b. Research GAs requested in grant proposals. There is a great deal of anecdotal evidence that the tuition charges are negatively affecting the number of GAs that PIs request in their proposals. Some PIs report requesting fewer GAs than they otherwise would; others say they have ceased writing GAs into their proposals altogether. However, we are unable to obtain data to settle the question either way, as SPS does not track, and does not have any way of tracking, the number of GAs requested on proposals.⁵

⁵ In September 2014, the UBC discussed surveying the faculty to learn how many GAs they were requesting in all of their proposals, funded or not, and how that number has changed. In consultation with the SEC, however, it was decided that the UBC should postpone any survey until it became clear that it was necessary. At this time, we think that it is unnecessary and that we have enough information to make recommendations.

In any case, the number of consequence is the number of GAs actually paid out of grants, not the number requested. Given the way the tuition charge policy works, the number requested is bound to be smaller than the number actually supported. According to the implementation guidelines, the budget must contain a line item for 60% of full time tuition on 9 credits.⁶ Post-award, however, the grant pays 60% of the student's *actual* tuition, which is typically lower since GAs are considered full time students if they have 6 credits, and tuition is pro-rated. The balance may be used to pay additional GAs or re-budgeted for other purposes. Furthermore, it is not uncommon to include a request for GAs and thus for tuition in the original budget but then to decide to hire some other type of personnel (e.g., a technician), depending on who is available, with what qualifications, at what cost. Nor is it uncommon to request a technician or postdoc but to employ a GA instead. Thus, even if we found that the tuition charges had a significant effect on the number of GAs requested (which, based on anecdotal evidence, it does), it would be difficult to draw from that finding any conclusions about the effect the policy has on the number of GAs actually supported off grants.

4. Conclusions

Based on the foregoing, we think that a number of conclusions may with some confidence be drawn.

Conclusion 1. The amount of tuition charged to grants exceeds the amount the Graduate School requires for the purpose of providing supplemental tuition and health benefits for graduate students with prestigious national fellowships. At present, 90% of the students receiving supplemental support off this money are students on training grants who might be supported in other ways.

Conclusion 2. Some of the money collected from tuition charges is not being used for research and graduate education, as originally intended. So far, \$700,000 has been reallocated for deficit mitigation in FY 2015.

Conclusion 3. The tuition charges are probably having a negative effect on the number of research GAs at the University. The number has fallen by 7% since 2007 (before the policy went into effect) and by 20% since 2009 (the year the policy went into effect). In comparison, the number of postdocs is up by 15% since 2007 and by 20% since 2009. Meanwhile, total research expenditures have risen by 42% since 2007 and by 20% since 2009. Seen in context, the decline in GRA numbers is thus quite significant. Since other factors are at work here (e.g., increased fringe rates), it is difficult to estimate the size of the effect of the tuition charges. Nonetheless, they do seem to be taking a toll.

Conclusion 4. There is (still) no evidence that tuition charges on grants result in a net increase in revenue to the University. While it is true that expenditures and awards have increased since

⁶ These guidelines are described in a memo entitled "Implementation Guidelines: Charging Tuition to Grants" available at <http://research.uconn.edu/wp-content/uploads/sites/351/2014/02/Tuition-on-Grants-Guidelines.pdf>. The policy of including a line item of 60% of tuition on 9 credits is built into the online tuition calculator at http://apps.research.uconn.edu/sps/calc_tuition.cfm. The tuition calculator also assumes a 6% annual increase in the tuition rate, which exceeds the average increase since FY 2012.

the policy went into effect in FY 2009, the increase is attributable first to the ARRA and subsequently to the increase in the number of proposals being submitted by a growing faculty. Furthermore, it remains the case that many grants are capped by the sponsor, in which case charging tuition merely shifts expenses from one budget line to another. Since tuition charges are not subject to F&As, the policy may actually produce a net loss for the University by shifting expenses from budget lines that are subject to F&As.

5. Recommendations

In view of the foregoing, **we recommend, first, that the portion of tuition charged to grants be substantially reduced if not eliminated altogether.** The cost of doing research at the University has increased considerably since 2009, driven mainly by increases in fringe rates. As recently announced, the fringe rates for personnel on sponsored projects will jump again in FY16. The fringe rate for grads will increase 57% (from 17.6% in FY15 to 27.7% in FY16); the rate for professional employees will increase by 17.2% (from 53.8% in FY15 to 71.0% in FY16); and the rate for faculty by 16.6% (from 36.4% to 53.0%).⁷ The tuition charges increase the cost of a GA by another \$15,000, about 20%. Add in the 3% pay raise for GAs provided in the new collective bargaining agreement between the University and the Graduate Employees Union, and the cost of funding a GA on a grant will soon be prohibitive. (A cost comparison is included as an Appendix.) Eliminating the tuition charges would not solve the problem, but it would be an important first step. (Incidentally, we welcome VPR Jeff Seemann's recent proposal to cover some of the jump in fringe rates out of indirect cost returns.)

The only reason not to eliminate the tuition charges altogether, in our view, is the need somehow to provide supplemental funding for students with prestigious national fellowships or awards. Since the University began providing this supplemental funding, the number of students who have received such awards has increased sharply, benefiting several graduate programs and the University's scholarly reputation. We believe that such support ought to continue.

Thus, our second recommendation, if the tuition charges are eliminated altogether, is that the Graduate School, together with the OVPR, identify an alternative mechanism for securing the funds necessary to support students with national fellowships and awards.

Although we have not had the opportunity to study the question in detail, we suggest that one method would be to fund them out of the increased return on F&As that would presumably result from eliminating the tuition charges. For as noted above, the tuition charges serve primarily to transfer expenses from lines that *are* subject to F&As to lines that *are not* subject to F&As. At an F&A rate of 58%, eliminating the tuition charges might increase F&A recovery almost enough to cover the supplemental benefits by itself.

Third, we recommend that some appropriate body (such as the Graduate Faculty Council) undertake a review of the fellowships and awards that currently qualify for supplemental support under the existing policies. As noted above, only about 10% of the students receiving supplemental support are coming in with prestigious national fellowships which they have won. Almost 90% are on training grants. We suggest reviewing these grants to determine (a) if all of

⁷ Based on "Fiscal 2016 Approved Sponsored Fringe Rates", <http://research.uconn.edu/wp-content/uploads/sites/351/2015/04/Fiscal-2016-Approved-Sponsored-Fringe-Rates.pdf>.

them serve the purposes for which the tuition charges were instituted and (b) if an alternate source of supplemental funding could be found for them or for future training grants.

Fourth, in case no other mechanism can be found to provide supplemental benefits, we conditionally recommend that the tuition charges be continued at a reduced rate of perhaps 25% to allow the Graduate School to support at least those students coming in with their own prestigious fellowships or awards. Further study would be required to determine what rate is appropriate. But we are hopeful that another source of funds can be identified in due course, in which case our recommendation is, again, to eliminate the charges altogether.

Appendix. GA-Postdoc Cost Comparison

University of Connecticut
Office for Sponsored Programs

	Salary	Appt	Months Effort	% Effort	2 Level 2 GAs	1 Level 3 GA	Post Doc	Total	
					7/1/2015-6/30/2016	7/1/2015-6/30/2016	7/1/2015-6/30/2016		
A. Senior Personnel									
					-		-	-	
					-		-	-	
					-		-	-	
					-		-	-	
					-		-	-	
B. Other Personnel									
1 Post Docs	\$48,661	12	12.00	100.00%	-		48,661	-	
Other Professionals					-		-	-	
2 Graduate Assistants, L2 AY	\$22,061	9	4.50	100.00%	44,122		-	-	
1 Graduate Student Summer	\$14,707	3	3.00	100.00%	14,707		-	-	
1 Graduate Assistant, L3 AY	\$24,527	9	4.50	100.00%		24,527	-	-	
1 Graduate Student Summer (20 hrs)	\$8,176	3	1.50	100.00%		8,176	-	-	
Secretarial/Clerical					-		-	-	
Other					-		-	-	
					Total Salaries	58,829	32,703	48,661	-
C. Fringe Benefits									
Current Fringe Rates									
					-		-	-	
					-		-	-	
					-		-	-	
					-		-	-	
Post Docs			27.7%		-		13,479	-	
Other Professionals					-		-	-	
Graduate Assistants, L2 AY	27.7%	27.7%			12,222	6,794	-	-	
Graduate Student Summer	7.6%	7.6%			1,118	621	-	-	
Secretarial/Clerical					-		-	-	
Other					-		-	-	
					Total Fringes	13,340	7,415	13,479	-
					Total Salaries & Fringes	72,169	40,118	62,140	-
D. Equipment	*							-	
E. Travel	Domestic							-	
	Foreign							-	
F. Participant Support Costs	# of Participants: _____							-	
Stipends								-	
Travel								-	
Subsistence								-	
Other								-	
					Total Participant Costs	-	-	-	
G. Other Direct Costs									
Materials & Supplies								-	
Publication Costs								-	
Consultant Services								-	
Computer Services								-	
Subawards	**							-	
Other								-	
Tuition	*				15,521	7,760	-	-	
Tuition Calculator								-	
					Total Other Direct Costs	15,521	7,760	-	
H. Total Direct Costs								-	
I. Indirect Costs (F&A) @	0%							-	
								-	
								-	
J. Total Costs					\$ 87,690	\$ 47,878	\$ 62,140	\$ -	

University Senate Student Welfare Committee
Report to the University Senate
May 4, 2015

The Student Welfare Committee moves to ***support the COIA resolution for H.R. 275, a bi-partisan bill being considered by the 114th Congress that would establish a blue-ribbon Presidential Commission “to identify and examine issues of national concern related to the conduct of intercollegiate athletics and to make recommendations for the resolution of such issues***

Rationale:

The Student Welfare Committee in our meeting held on April 22, 2015 voted to back the Coalition on Intercollegiate Athletics in their support of H.R. 275, a bi-partisan bill being considered by the 114th Congress that would establish a blue-ribbon Presidential Commission to “identify and examine issues of national concern related to the conduct of intercollegiate athletics and to make recommendations for the resolutions of such issues”.

In discussion of this matter, our committees’ focus was concern for our student athletes and their welfare. In supporting the COIA resolution, we recognize that, nationally, there are issues that impact the welfare of student athletes. We feel that attention by interested parties, including faculty, collegiate sports experts, and members of Congress, beyond those already a part of the NCAA, may be beneficial to objectively study these issues and propose solutions.

114TH CONGRESS
1ST SESSION

H. R. 275

To establish a commission to identify and examine issues of national concern related to the conduct of intercollegiate athletics, to make recommendations for the resolution of the issues, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

JANUARY 12, 2015

Mr. RUSH (for himself, Mr. BARTON, Mr. SCOTT of Virginia, and Mr. DENT) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To establish a commission to identify and examine issues of national concern related to the conduct of intercollegiate athletics, to make recommendations for the resolution of the issues, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SENSE OF CONGRESS.**

4 It is the sense of Congress that—

5 (1) properly conducted intercollegiate athletic
6 programs contribute to the beneficial development of
7 student athletes and the vibrancy of campus life at
8 institutions of higher education;

1 (2) recent events pose grave threats to the fi-
2 nancial stability of athletic programs at institutions
3 of higher education and create pressure on institu-
4 tions of higher education to consider eliminating
5 non-revenue Olympic sports or increasing general
6 fund, student fee, and donor subsidies to athletics at
7 a time when such resources are needed for priority
8 academic programs;

9 (3) there are concerns about the health and
10 safety needs of student athletes with regard to ade-
11 quacy of injury protections and other medical proto-
12 cols;

13 (4) academic integrity at institutions of higher
14 education is threatened by increased incidences of
15 academic fraud involving student athletes, failure to
16 provide adequate remedial programs for academi-
17 cally unprepared admitted athletes, and excessive
18 athletics time demands;

19 (5) student athletes faced with loss of financial
20 aid and other benefits and National Collegiate Ath-
21 letic Association (NCAA) member institutions in
22 danger of financial penalties, loss of media rights,
23 and public embarrassment due to alleged rules viola-
24 tions are not being afforded adequate due process;

1 (6) the NCAA, member institutions of the
2 NCAA, and college presidents have not adequately
3 addressed these issues; and

4 (7) reform is so complex and important to high-
5 er education that a blue ribbon commission of sport
6 experts and members of Congress should be con-
7 vened to objectively study these issues and propose
8 solutions.

9 **SEC. 2. ESTABLISHMENT.**

10 There is established a commission to be known as the
11 Presidential Commission on Intercollegiate Athletics.

12 **SEC. 3. DUTIES.**

13 (a) REVIEW.—The Commission shall review and ana-
14 lyze the following issues related to intercollegiate athletics:

15 (1) The interaction of athletics and academics,
16 including—

17 (A) the extent to which existing athletic
18 practices allow student athletes to succeed as
19 both students and athletes;

20 (B) how athletics affect the academic mis-
21 sion, academic integrity, and credit worthiness
22 of institutions of higher education;

23 (C) graduation rates of student athletes;
24 and

1 (D) standards of academic eligibility for
2 participation in and terms of scholarships for
3 student athletes.

4 (2) The financing of intercollegiate athletics, in-
5 cluding—

6 (A) sources of revenue, including student
7 fees, media contracts, and licensing agreements;

8 (B) expenditures of revenue, including
9 compliance with title IX of the Education
10 Amendments of 1972, coaching salaries, and fa-
11 cilities development;

12 (C) the ability of institutions of higher
13 education to finance intercollegiate athletics;

14 (D) the financial transparency of inter-
15 collegiate athletics;

16 (E) the criteria for receipt of financial dis-
17 bursements or rewards from athletic member-
18 ship associations;

19 (F) rules related to earnings and benefits
20 by student athletes, including the possibility of
21 commercial compensation for the use of the
22 names, images, and likenesses of student ath-
23 letes and whether a student athlete may retain
24 a personal representative to negotiate on behalf
25 of the student athlete;

1 (G) tax regulations related to revenue from
2 intercollegiate athletics; and

3 (H) Federal judicial decisions that affect
4 compensation for student athletes or the right
5 of student athletes to organize as a collective
6 bargaining unit.

7 (3) Recruitment and retention of student ath-
8 letes, including rules related to—

9 (A) professional sports participation;

10 (B) transfer of student athletes to other
11 institutions; and

12 (C) recruitment and representations made
13 to potential student athletes.

14 (4) Oversight and governance practices.

15 (5) Health and safety protections for student
16 athletes.

17 (6) Due process and other protections related to
18 the enforcement of rules and regulations related to
19 student athletes.

20 (7) Any other issues the Commission considers
21 relevant to understanding the state of intercollegiate
22 athletics.

23 (b) RECOMMENDATIONS.—The Commission shall de-
24 velop recommendations regarding the issues identified in

1 subsection (a) based on the review and analysis of the
2 issues under such subsection.

3 **SEC. 4. MEMBERSHIP.**

4 (a) IN GENERAL.—The Commission shall be com-
5 posed of 17 members appointed as follows:

6 (1) Five members appointed by the President,
7 in consultation with the Secretary of Education and
8 the Attorney General.

9 (2) Three members appointed by the Speaker of
10 the House of Representatives, including—

11 (A) one Member of the House of Rep-
12 resentatives; and

13 (B) two individuals who are not Members
14 of Congress.

15 (3) Three members appointed by the minority
16 leader of the House of Representatives, including—

17 (A) one Member of the House of Rep-
18 resentatives; and

19 (B) two individuals who are not Members
20 of Congress.

21 (4) Three members appointed by the majority
22 leader of the Senate, including—

23 (A) one Member of the Senate; and

24 (B) two individuals who are not Members
25 of Congress.

1 (5) Three members appointed by the minority
2 leader of the Senate, including—

3 (A) one Member of the Senate; and

4 (B) two individuals who are not Members
5 of Congress.

6 (b) QUALIFICATIONS.—Appointments shall be made
7 from individuals who are specially qualified to serve on
8 the Commission by virtue of their education, training, or
9 experience.

10 (c) VACANCY.—Any vacancy on the Commission shall
11 not affect the powers of the Commission, but shall be filled
12 in the manner in which the original appointment was
13 made.

14 (d) CHAIR.—The Chair of the Commission shall be
15 elected by the members.

16 (e) REIMBURSEMENT; SERVICE WITHOUT PAY.—
17 Members of the Commission shall serve without pay, ex-
18 cept members of the Commission shall be entitled to reim-
19 bursement for travel, subsistence, and other necessary ex-
20 penses incurred by them in carrying out the functions of
21 the Commission, in the same manner as persons employed
22 intermittently by the Federal Government are allowed ex-
23 penses under section 5703 of title 5, United States Code.

1 **SEC. 5. STAFF.**

2 The Commission may appoint and fix the compensa-
3 tion of a staff director and such other personnel as may
4 be necessary to enable the Commission to carry out its
5 functions, without regard to the provisions of title 5,
6 United States Code, governing appointments in the com-
7 petitive service, and without regard to the provisions of
8 chapter 51 and subchapter III of chapter 53 of such title
9 relating to classification and General Schedule pay rates,
10 except that no rate of pay fixed under this paragraph may
11 exceed the equivalent of that payable for a position at level
12 V of the Executive Schedule under section 5316 of title
13 5, United States Code.

14 **SEC. 6. MEETINGS.**

15 (a) **IN GENERAL.**—The Commission shall meet at the
16 call of the Chair or of a majority of its members.

17 (b) **FIRST MEETING.**—The first such meeting shall
18 occur not later than 90 days after the date of the enact-
19 ment of this Act.

20 **SEC. 7. POWERS.**

21 (a) **IN GENERAL.**—The Commission may, for the
22 purpose of carrying out this Act, hold hearings, sit and
23 act at times and places, take testimony, and receive evi-
24 dence as the Commission considers appropriate.

25 (b) **DELEGATION.**—Any member or agent of the
26 Commission may, if authorized by the Commission, take

1 any action which the Commission is authorized to take by
2 this section.

3 (c) ACCESS TO INFORMATION.—The Commission
4 may secure directly from any department or agency of the
5 United States information necessary to enable it to carry
6 out this Act. Upon request of the Commission, the head
7 of such department or agency shall furnish such informa-
8 tion to the Commission.

9 (d) USE OF MAILS.—The Commission may use the
10 United States mails in the same manner and under the
11 same conditions as other departments and agencies of the
12 United States.

13 (e) ADMINISTRATIVE SUPPORT.—The Administrator
14 of General Services shall provide to the Commission on
15 a reimbursable basis such administrative support services
16 as the Commission may request that are necessary for the
17 Commission to carry out its responsibilities under this Act.

18 **SEC. 8. REPORT.**

19 Not later than the date that is 1 year after the date
20 of the first meeting of the Commission, the Commission
21 shall submit to the President and the Congress a written
22 report of its findings and recommendations based on the
23 review and analysis required by section 3.

1 **SEC. 9. TERMINATION.**

2 The Commission shall terminate on the date that is
3 30 days after the date on which the Commission submits
4 the report required by section 8.

5 **SEC. 10. DEFINITIONS.**

6 (a) COMMISSION.—In this Act, the term “Commis-
7 sion” means the Presidential Commission on Intercolle-
8 giate Athletics established by section 2.

9 (b) INSTITUTION OF HIGHER EDUCATION.—In this
10 Act, the term “institution of higher education” means any
11 institution that—

12 (1) meets the definition in section 102(a)(1) of
13 the Higher Education Act of 1965 (20 U.S.C.
14 1002(a)(1)); and

15 (2) has student athletes who are eligible for
16 Federal student loans.

○

Commencement Committee
Annual Report to the Senate
May 4, 2015

Due to the continued efforts of Lauren Douglas at University Events and Conference Services as a program coordinator for Commencement and Convocation things have run smoothly. The formation of a Commencement Steering Committee has helped tremendously with the planning of commencements, and reduced the number of people needing to attend a large meeting. Lisa Pane has taken over the planning of the Graduate Ceremony from the Marshal and Commencement Office and has done a wonderful job. For the 2014 Graduate Ceremony we had the advisors and their Ph.D. students process in together so the advisor sat right next to their student. This allowed the advisor to then follow their student down to the floor to receive their diploma and be hooded. This made for less congestion and a better flow to the ceremony. We also added the Neag Sixth Year students to the Graduate Ceremony. The 2014 ceremonies in Gampel was the second year we used barcoded tickets for scanning guests entering Gampel (printed by the Athletic Ticketing Office). This technology 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 2015 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 Relations, Gampel Management, Jorgensen Center for the Performing Arts, 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 and members of the faculty, 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 about 20,000 guest tickets. She works closely with the Commencement Office's temporary staff, Karen Logan and Kathleen Desmaris, 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 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 2014 Commencement Weekend, there were fourteen separate Commencement Ceremonies for all schools and colleges (including Law and Medicine) as follows:

Saturday, May 10

<i>Saturday</i>	8:30 a.m.	9:00 a.m.	1:00 p.m.	1:30 p.m.	4:00 .p.m.	5:00 p.m.	6:00 p.m.
Gampel		Engineering		Graduate School			CANR
Jorgensen			BGS General Studies			Fine Arts	
Rome Ballroom		Pharm D			Pharmacy		

Sunday, May 11

<i>Sunday</i>	9:00 a.m.	12:30 p.m.	1:00 p.m.	4:30 p.m.
Gampel	Business	CLAS I		CLAS II
Jorgensen	Education		Nursing	
Rome				

Monday, May 12

<i>Monday</i>	1:00 p.m.
Jorgensen	UHC

Sunday, May 18

<i>Sunday</i>	11:00 a.m.
Law School	Law

Rev. 4/25/14

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. 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 Liza Donnelly at the Graduate ceremony, Richard Alan Mastracchio at the School of Engineering ceremony; Dr. Peter R. Farina at the PharmD ceremony; Deborah J. Faucetter at the School of Pharmacy Undergraduate ceremony; Michael Bradford for the Center for Excellence in Teaching and Learning ceremony; Sharon M. Loudon at the School of Fine Arts ceremony; Steven Were Omamo for the College of Agriculture and Natural Resources and the Ratcliffe Hicks School of Agriculture ceremony; Philip H. Lodewick for the School of Business ceremony; Kaitlin M. Roig-DeBellis for the Neag School of Education ceremony; Philip "Uri" Treisman for the College of Liberal Arts and Sciences ceremonies; Dr. Martin McNamara for the School of Nursing ceremony; Dr. Richard Besser for the Health Center Graduate School, Medical School and School of Dental Medicine ceremony; and Barry Scheck for the School of Law ceremony.

Honorary degrees were given to Richard Alan Mastracchio, Dr. Peter R. Farina, Liza Donnelly, George M. Woodwell, Philip H. Lodewick, Philip Treisman, Dr. Martin McNamara, Dr. Richard Besser, and James M. Nederlander.

On August 22, 2014 a new student oriented tradition was started for Convocation. Students gathered around a circular stage set up on the student union quad and were greeted by Provost Mun Choi who acted as the emcee. He introduced President Susan Herbst, and then USG president Mark Sargent lit a six-foot torch signifying the start of the new academic year and the students' journey through UConn. Then the new Dean of Students Eleanor "Ellie" JB Daugherty greeted the students and adjourned them to enjoy a dessert and ice cream social along Hillside Road.

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, Kirsten Britton, and Anthony Rosati for coordinating all the activities for rehearsals, moving equipment, and other activities in Gampel Pavilion. They oversee 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 2015 have been underway for many months and this will be the seventh year that Schools and Colleges will be conducting their own undergraduate ceremonies. There will be fourteen events as follows:

Saturday, May 9, 2015

Saturday	8:30am	9:00am	1:00pm	1:30pm	4:00pm	5:00pm	6:00pm
Gampel		Engineering		Graduate School			CANR
Jorgensen		Nursing	BGS			Fine Arts	
Rome Ballroom		Pharm D			Pharmacy		

Sunday, May 10, 2015

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

Monday, May 11, 2015

Monday	1:00pm
Jorgensen	UHC

Sunday, May 17, 2015

Sunday	11:00am
Law School	Law

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 Rhynhart, Kathleen Shipton, Joseph Tinnel, Kathleen Wells, Dana Wilder, Stephanie Wilson, Marcelle Wood, Cara Workman, and Gary Yakstis.

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

UConn

HONORS PROGRAM

honors.uconn.edu

UConn

ENRICHMENT PROGRAMS

enrichment.uconn.edu

Enrichment Programs Units

- Honors Program ~ Jennifer Lease Butts, Ph.D.
- Office of Undergraduate Research ~ Caroline McGuire, Ph.D.
- Office of National Scholarships & Fellowships ~ Jill Deans, Ph.D.
- Pre-Professional Programs ~ Keat Sanford, Ph.D.
- Individualized & Interdisciplinary Studies Program ~ Monica van Beusekom, Ph.D.
- University Scholar ~ Monica van Beusekom, PhD.

Honors First-Year Student Profile

	2014	2013	2012	2011
FIRST-YEAR ENROLLMENT	508	453	429	414
SAT Average (Critical Reading & Math) †	1416	1424	1408	1411
High School Rank Average	96%	96%	96%	95%
In-State/Out-of State	71%/29%	77%/23%	75%/25%	75%/25%
Female/Male	48%/52%	52%/48%	48%/52%	52%/48%
Valedictorians	45	44	27	31
Salutatorians	23	25	31	17
University Merit Awards	94%	96%	96%	92%

† Includes ACT-to-SAT equivalents, highest score kept.

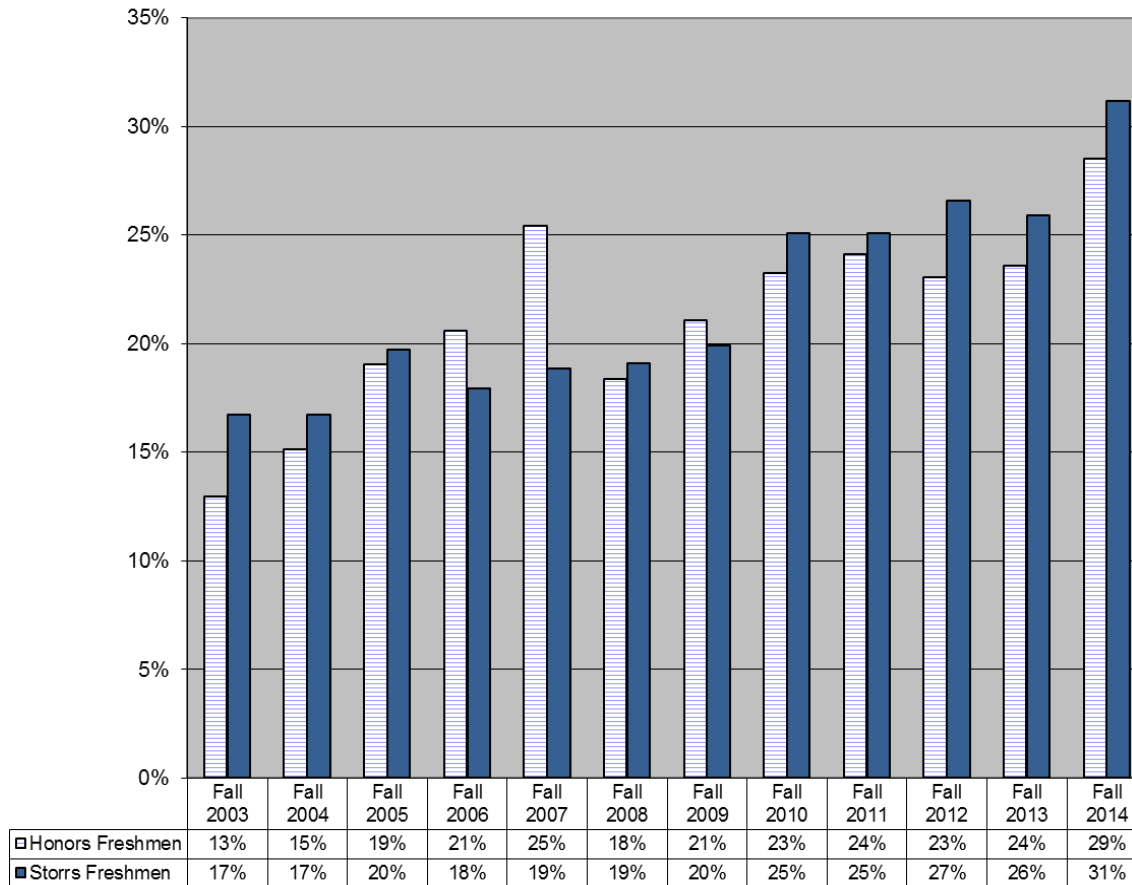
Honors Program Enrollment

	2014	2013	2012	2011
TOTAL	1974	1853	1749	1663
Academic Center for Exploratory Students	124	117	130	149
College of Agriculture, Health, & Natural Sciences	125	96	85	80
College of Liberal Arts & Sciences	969	932	897	870
School of Business	166	155	138	122
School of Business/School of Engineering	18	8	4	7
Neag School of Education	26	29	32	29
School of Engineering	430	405	355	309
School of Fine Arts	36	29	34	31
School of Nursing	37	39	34	28
School of Pharmacy	43	43	40	38

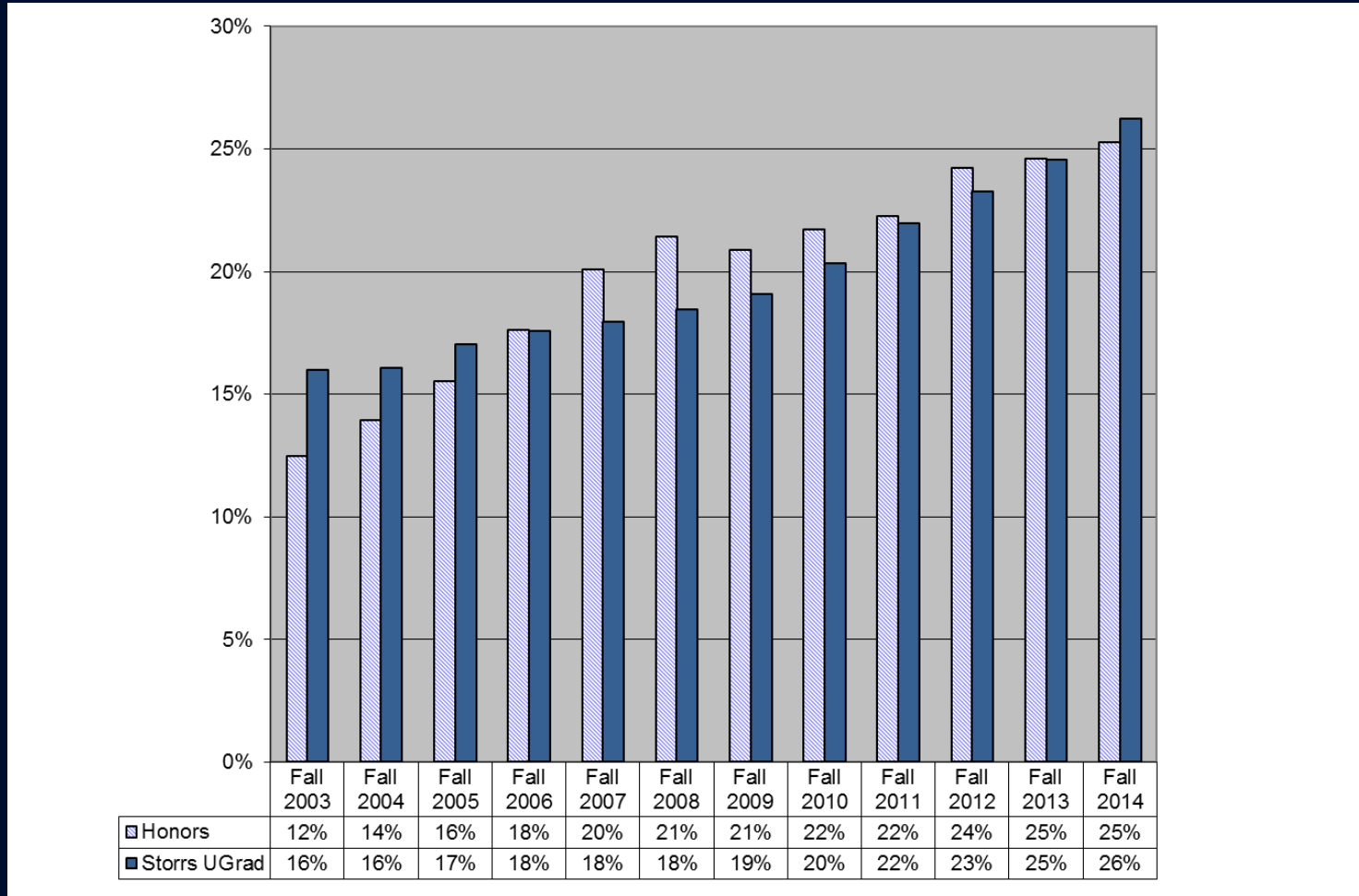
Honors Program Enrollment by Campus

	(Preliminary) 2014	2013	2012	2011
STORRS	1946	1823	1738	1673
AVERY POINT	2	2	1	1
GREATER HARTFORD	15	12	1	1
STAMFORD	9	9	9	11
TORRINGTON	4	7	0	0
WATERBURY	4	0	0	0
TOTAL	1980	1853	1749	1686

Honors & Storrs Freshman Diversity



Honors & Storrs Diversity



Honors & University Scholar Graduation

	2014	2013	2012	2011	2010	2009
HONORS SCHOLARS	320	275	268	219	228	202
UNIVERSITY SCHOLARS	22	18	33	19	21	11
TOTAL	342	293	301	238	249	213

Honors Residence & Dining Hall

(Fall 2018 Projected Opening)

ILLUSTRATIVE SITE PLAN



UNIVERSITY OF CONNECTICUT
HONORS RESIDENCE HALL + DINING

DESIGN DEVELOPMENT
SASAKI

Office of National Scholarships & Fellowships (ONS&F)

This office recruits and mentors students to compete for prestigious national and international scholarships, including Rhodes, Marshall, Goldwater and Udall.

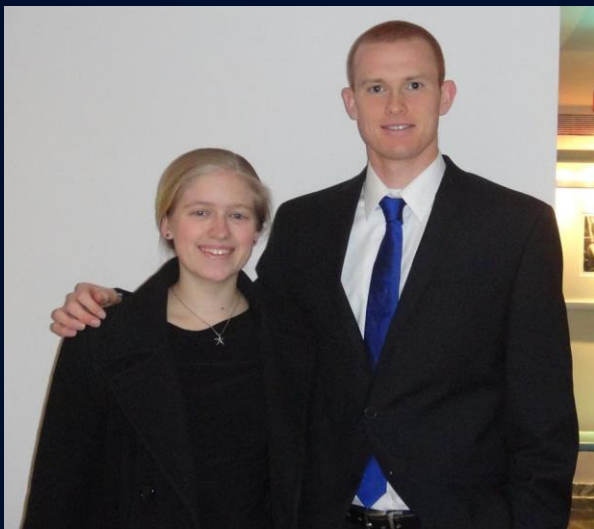
ONS&F

- Advises & mentors students applying for prestigious external funding.
- Promotes competitive opportunities to the University community.
- Nominates candidates for awards that require institutional endorsement, e.g. Rhodes, Marshall, Mitchell, Truman, Goldwater, Udall, Carnegie Jr. Fellows & Beinecke.



ONS&F “Firsts”

2 Rhodes Finalists & 3 Marshall Finalists



Molly Rockett (POLS '15) & Patrick Lenehan (MCB '15) were both named Rhodes AND Marshall Finalists; Peter J. Larson (PATHO '15) was also a Marshall Finalist – a record number of finalists for UConn.

UConn's first Mitchell Scholar



Julianne Norton (IMJR '15) was one of 12 Mitchell Scholars selected nationally to spend a year of graduate study in Ireland in 2015-16.

Only 15 institutions nationally had multiple finalists in the Rhodes Competition; UConn was the ONLY state university with finalists in our Rhodes district.

ONS&F Highlights



UConn Students Receiving NSF Graduate Research Fellowships

- 7 UConn students or alums received fellowships this year (2 seniors, 2 graduate students, and 3 alums).
- 8 UConn students or alums received Honorable Mentions (4 seniors, 3 graduate students, and 1 alum).



Record Number of Applicants in Fall 2014

- ONS&F supported 27 applicants (graduate and undergraduate students) in the U.S. Student Fulbright competition with encouraging results:
 - ❑ **8 Recipients**
 - ❑ **4 Alternates**
- In addition, UConn sophomore, Erin Puglia (POLS '17) was selected for the highly competitive Fulbright UK Summer Institute

Office of Undergraduate Research (OUR)

This office helps students from all majors and UConn campuses find opportunities to conduct research and engage in creative activity. The OUR also administers funding programs and provides venues for showcasing students' work.

OUR – Funding Programs

- UConn IDEA Grants

Funding for creativity, innovation, research, and service

	Spring 2015	Fall 2014	Spring 2014	Fall 2013	Spring 2013
Applicants	51	33	42	14	22
Recipients	37	26	20	9	11

- SURF Awards

\$4,000 awards for intensive summer projects

	2015	2014	2013	2012
Applicants	107	108	91	93
Recipients	35	58	64	65

OUR – Presentation Opportunities

- Spring Frontiers Poster Exhibition
 - *Exhibition exceeded capacity in 2014 and 2015*

Frontiers	2015	2014	2013	2012
Posters	207	209	175	160
Student Presenters	231	225	218	198

- Fall Frontiers Poster Exhibition
 - *Fall 2013: 30 students presented 25 posters*
 - *Fall 2014: 53 students presented 52 posters*
- OUR Travel Awards
 - *40 awards to students in support of presentations at professional conferences or meetings*

Pre-Law Program

Pre-Law Program

Serves all students and alumni interested in a post-graduate legal education through:

- Workshops
- One-on-one counseling
- Guest speakers
- Law-related events

Pre-Law Program

coordinates the **Special Program in Law (SPiL)** for high achieving undergraduates.

- Students in **SPiL** have preferred admission to UConn Law School upon successful completion of the program requirements.
- 50 students currently participate in the Special Program in Law

Pre-Med & Pre-Dental Program

This professional center offers education and services to all UConn students and alumni interested in medical or dental careers as they establish and achieve professional school admission and career goals.

- **Workshops include:**

- Orientation
- Personal Statement
- Secondary Application
- School Selection
- Interviewing
- Mock Admissions

Pre-Med & Pre-Dental Program

Spring 2015 Updates:

- MCAT/DAT review course enrollment (spring '15)
 - 105 MCAT
 - 14 DAT
- Post-Baccalaureate Program 2014/2015
 - 11 students enrolled
 - 111 applicants for 2015/2016
- Composite Letters
 - 309 letters submitted 2014/2015
 - 350 letters (anticipated) 2015/2016

Individualized & Interdisciplinary Studies Program (IISP)

This office aims to enrich the undergraduate academic experience with interdisciplinary and unique learning opportunities.

IISP

Undergraduates who wish to design their own interdisciplinary major are supported through the Individualized Major Program (IMJR).

IMJRs are based in the College of Liberal Arts and Sciences or in the College of Agriculture, Health and Natural Resources and draw on coursework from other schools and colleges.

Most common IMJR plans are in areas such as:

- International Affairs
- Health
- Criminology
- Neuroscience
- Sport

IISP

This program attracts highly motivated and accomplished students.

On average, in the past five years:

- 34% of IMJRs pursued a double major or additional degree
- 21% of IMJRs were Honors students
- 30% of IMJRs graduated with Latin Honors
- About 35% studied abroad
- About 65 % completed internships

Student Profiles



Margaret McCarthy '13

Graduate School

- Post-Baccalaureate Program in Pre-Medical Studies
- Graduated Summa Cum Laude from UCONN with a degree in Political Science and Economics (2011)
- U.S. Navy's Health Professions Scholarship Program

Future Plans: Currently pursuing her MD at Georgetown School of Medicine



Kristina Dortche '15

14/15 - A - 470

Major: Physiology and Neurobiology

- COO, Minority Association of Pre-Medical Students
- Trip Director, Philadelphia Alternative Spring Break
- Mentor, Mentoring, Educating and Training for Academic Success Undergraduate Research Assistant, Salamone Lab and Shapiro Lab
- CPR Instructor, American Heart Association
- John and Valerie Rowe Health Profession Scholar

Future Plans: Earn MD/MPH



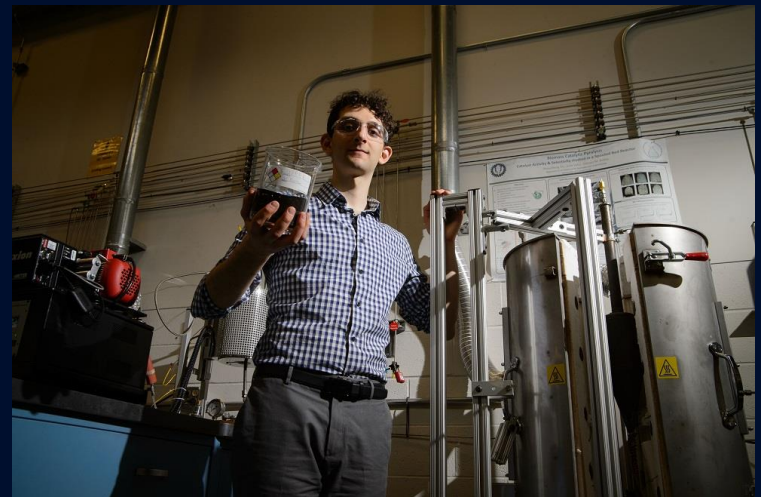
UCONN

Ari Fischer '15

Major: Chemical Engineering

- 2014 Udall Scholar
- 2013 UConn IDEA Grant
- Research Topics:
 - *Use of Coffee Grounds as Biofuel*
 - *Oxygen Generator for Space Applications*

Future Plans: Ph.D. in Chemical Engineering



Emily McInerney '15

Major: Natural Resources

- 2014 Udall Nominee
- 2014 SURF Award
- Research Topic: *Greenhouse Gas Emissions from Created Wetlands*

Future Plans: Environmental policy research & advocacy



Peter Larson '15

Major: Pathobiology and Molecular & Cell Biology

- University Scholar
- Ballroom Dance Team Captain
- Peer Allies Through Honors (PATH) Mentor
- 6 Terms as President of Multiple Student Organizations

Future Plans: Physician-Scientist, Vaccine Developer

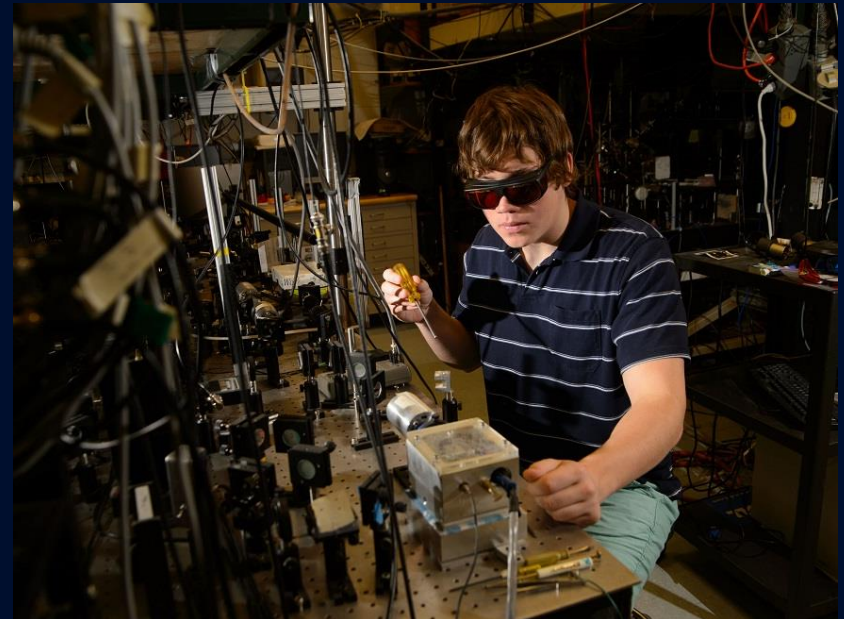


Michael Cantara '16

Major: Engineering Physics

- University Scholar
- 2014 Goldwater Scholar
- 2014 SURF Award, 2014-15 OUR Travel Award
- Research Topic: *Ultracold Trimer Formation and the Construction of an Optical Dipole Trap*

Future Plans: Ph.D. in Physics



Fejiro Okifo '16

Major: Biological Sciences

- Rowe Scholar
- Schechter Scholarship
- 2015 SURF Award
- Research Topic: *Effects of Mutants on Bacteriophage P22 Coat Protein Stability & Mature Capsid Structure*

Future Plans: MD/PhD in
infectious diseases



Quian Callendar '16

Major: Health Care Management

- Honors Initiative for Prospective Students
- Founder, Honors in Business Association
- 2014 Leadership Legacy Participant
- Research topic: *The Effects of Politics and Public Opinion on the Future of the Affordable Care Act*



Katie Cavanaugh '17

Major: Dual degree in Political Science (CLAS) and Management Information Systems (Business)

- 2015 SHARE Grant Recipient
- Alan R. Bennett Honors Research Assistant, Dept. of Political Science
- Undergraduate Research Assistant, Roper Center for Public Opinion Research
- UConn Moot Court
- UConn Honors Council, Executive Board and CFO

Future Plans: Earn a JD/Ph.D with the intentions of becoming a professor



Amisha Dave '18

Major: Biomedical Engineering

- Combined Program in Medicine
- Buckley/Shippee Area Council Social Coordinator
- Society of Women Engineers
- STEM Presidential Scholar

Future Plans: Clinical researcher or dermatologist



Nicholas Russo '18

Major: Ecology and Evolutionary Biology

- Genetic Engineering Team Member
- Honors Across State Borders Member
- RunUC Member
- STEM Academic Excellence Scholar
- Holster Scholar

Future Plans: Biology Professor



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