

UNIVERSITY SENATE MEETING MINUTES DRAFT
September 21, 2015

A regular meeting of the University Senate was held on **Monday, September 21, 2015** in the **ROME BALLROOM, Storrs Campus**

The meeting was called to order at 4:00 pm by Provost Choi.

1. Election of Moderator and Secretary: Senator von Hammerstein nominated Christopher Clark; Rios seconded; passed unanimously. Senator Makowsky nominated Thomas Long; Rios seconded;

The motion carried

2. Introduction of Senators. Senators present introduced themselves.

3. Approval of Minutes of May 4, 2015: Motion to accept by Senator English, seconded by Senator Bramble.

The Senate voted to approve the minutes.

4. Report of the President

Presented by Provost Mun Choi: The provost welcomed everyone back to the new academic year. He provided an update on a number of developments. **CLASS OF 2019:** First, we're very pleased with the quality of the Class of 2019. There are a total of 5,200 freshmen and 1,100 transfer students across all campuses. For the Storrs campus, we have 3,800 freshmen with a mean SAT of 1233. The mean SAT for Honors students is 1405. What's also impressive is the percentage of minority students, which stands at 32%. Consider that only 20 years ago, that percentage was 18%. The efforts of Wayne Locust and his team are much appreciated. The work to craft the class of 2020 has already begun. We are planning an enrollment of 3,800 for the Fall of 2016. The provost also thanked all of the deans, faculty and staff who participated in the recent Open House. **RANKINGS:** We're also very pleased with the 19th ranking in *U.S. News and World Report*. This report is followed closely by many students and parents because it examines important indicators like graduation rates and percentage of full-time faculty. These high rankings also tell the story of our success to the state legislature. This is a critical point because they want to know that the key investments in UConn are paying off. Many legislators point to the rankings that we are on the right track. It also makes the case for continuing support. **PROJECTS:** There are currently more than \$500M worth of capital projects that are in progress. The buildings that will be completed in the next two years include: the Engineering and Science Building, Innovation Partnership Building, and the STEM/Honors Residence Hall. We also have a plan for the complete renovation of Gant and the relocation of faculty from Torrey. Laura Cruickshank and her team are capably leading this effort. There will be some inconveniences due to all of the construction, but the outcome will be terrific for everyone. **BUDGET:** During the past 5 years, Academic Affairs, which includes all schools as well as UITS and the Library, had to address \$45M in rescissions. Every single person had to make some sacrifices during this

period. Deans and Vice Provosts have also had to make difficult choices to cut faculty support, equipment investments, or journal subscriptions. These decisions had to be made because of the significant rescissions from the state. But they've always held high priority for the academic mission to minimize impact on your work. We ask for your continuing support and your understanding as we continue to balance our budget and to maintain academic excellence. If the last five years has taught us anything, it's to be prepared for change. In fact, we recently received another rescission of \$4M on Friday. **HIRING:** As a result of the budget rescissions, we had to slow down our faculty hiring. During the past year, we hired 30 Tenured/Tenure-track and 32 other full-time teaching faculty. An important metric that universities use is the ratio of Tenured/Tenure-Track faculty to all full-time faculty. Despite the smaller number of faculty hiring, UConn stands at #8 among the top 30 public universities in this ratio at 80%. By comparison, Purdue is #1 at 87% and Virginia is #20 at 67%. We have a strong commitment to hiring tenured/tenure-track faculty as well as talented teaching faculty. Going forward, we anticipate 60 Tenured/Tenure-Track faculty hirings that include replacement and new positions for the coming year. **ACADEMIC PLAN:** During the past year, we made a \$10M investment in 18 projects for the Academic Plan ranging on topics ranging from Public Discourse to Cyber-Security. We expect each of the projects to fully engage the university in developing research and teaching programs of excellence. For example, Michael Lynch, and his team have already submitted a number of proposals on Public Discourse to the Templeton and Mellon Foundation. The Genomics project will bring together the research expertise at the Health Center, JAX Lab and Engineering and MCB for institutional programs. The projects for teaching and public engagement will provide seed grants for innovative faculty proposals. All faculty are encouraged to get involved. Our plan is to launch a second round of investments for 2016. Announcements will be shared later in the term. **DIVERSITY TASKFORCE:** Diversity Taskforce report led by Dan Weiner and Dana Wilder will be presented later in the meeting. The President and provost strongly support the recommendations of the report. One of the charges for the Taskforce was to "Challenge the University community with new perspectives and ideas." This is an important report that brings creative ways to broaden and strengthen a diverse community at UConn. **COMMON SCHEDULE:** Some faculty and students in the regional campuses have apprehensions about the new Common Schedule. There are many important reasons for its adoption. With growing enrollments, we need to have more time-blocks to teach students. A common schedule will enable distance learning opportunities and shared lectures across campuses and allow students to take courses from different campuses. The Common Schedule took a lot of planning and, with faculty input, we've accommodated exceptions for: Tuesday and Thursday schedules, late afternoon and evening classes for part-time students, and graduate programs. While there will be impact, the benefits outweigh the inconveniences. We plan to move forward but will immediately work closely with students and faculty groups to streamline the program for minimal inconveniences. In closing, the provost invited senators to a special event by journalist and science writer Rebecca Skloot on the life and legacy of Henrietta Lacks, the source of HeLa cells used in health science. Skloot will also be joined by two of Henrietta's grand-daughters who'll speak about the impact of her "immortal" cells. **Questions:** Senator Rios: In regard to the Common Schedule, how were faculty consulted at regionals? Provost Choi: We could have done a better job communicating but will work closely with faculty and students going forward. Senator Dennis: Why the rush to implement Common Schedule in spring without further student and consultation? Provost Choi: It may seem like a rush because we didn't communicate previously; in planning process for the past 2 years; we have more factual data to

gather. Senatpr Pancak: It's a big issue at Stamford, and we request a moratorium; 25% of our students are part-time students; may cause more harm than good. Senator Bramble: Hoped for outcomes may not be achieved; takes issue that faculty are feeling "apprehensive"; rather faculty care about students juggling work and family responsibilities, and we imagine that it will affect them negatively; impact on adjunct faculty are more likely; study, data, and consultation are needed. Will you consider postponing this implementation? Provost Choi: Let me meet with constituencies at regional campuses before making a decision. Senator Brown: From Waterbury when did dialogue occur, when were students notified? A student is starting a petition; commuting for adjunct and grad assistant faculty is a problem. Can this be put off and do this less quickly? Senator Coulter: Might department heads from Storrs also be consulted? Sen. Tilton: Who will you consult at regional campuses? Faculty were not consulted; student government presidents are also against this. Senator Rios: Would you consider including senators here? Provost Choi: We will consult with senators. Senator Bresciano: Let us know what pieces of information you need. Senator Caira: UConn has hired counsel for contract negotiations; what effect on the budget? Provost Choi: It is a normal practice in order to protect the university's best interests, but it's money well spent. Senator Dennis: Do you mean the administration's interest? This is not a new practice, but it is new for UConn. Provost Choi: I don't know what has happened in the past; I fully recognize that all constituents' interests are one, but we want the welfare of the whole university. Senator Yelin: We are spending half a million? Choi: The amount has been budgeted.

5. Report of the Senate Executive Committee

(Attachment #1)

Presented by SEC Chair Gary English. Senator English thanked Carol Polifroni for her leadership; he named the SEC members; welcomed student office workers; announced the new senate web site. SEC has met twice (alone to plan once; once with Provost Choi and committee chairs); this year there will be a holistic review of the general education program; also discussed open-textbook initiatives, reading day assessment, common schedule, teaching effectiveness, college of health sciences taskforce. SEC met with representatives to BOT; met with administrators on a range of matters. Questions: None.

6. Consent Agenda Items:

(Attachment #2)

- Report of the Nominating Committee
- Report of the Curricula & Courses Committee

The Senate voted to approve the Consent Agenda

7. Report of the Scholastic Standards Committee First presentation; to be voted on at the next meeting, presented by Senator Livingston.

(Attachment #3)

A. Proposal to Senate: Motion To amend the By-Laws, Rules and Regulations of the University Senate II.B.10, Adding or Dropping Courses

B. Proposal to Senate: Motion To amend the By-Laws, Rules and Regulations of the University Senate II.G.1 and 2, Eligibility for University Scholars. Senator Teitelbaum: When UConn enrollment increases, stick to the 30 students limit? Dr. Lease-Butts clarified that financial considerations (e.g., waivers of fees) are involved, and we've not been close to 30 until this past year; we would be glad to assess increasing the number with further consultation. Senator Renfro: In point 3.c. APIRs should be included because they can apply for grants. Senator Deibler: What would you need from us for support to increase University Scholars? Dr. Lease-Butts: a procedural question, senate can propose examining an increase. Senator Hertel: Will you provide us with data concerning average cost of University Scholars?

8. Report of the Student Welfare Committee Senator Bresciano:

(Attachment #4)

A. Resolution in Support of Open Textbook Initiative Senator Rios: Can you elaborate on copyright issue for faculty authors? Senator Bresciano: Faculty are given resources to secure copyrights or permissions (license). Senator Dennis: ArtStor is being cut by the library, which had been an alternative to expensive books. How will that work? Senator Bresciano: "Decimated" is word used to describe library budget but not prepared to address that.

Vote: 2 nay votes; passed.

9. Annual Update on the Diversity Plan

(Attachment #5)

Presented by Assistant Vice Provost Dana Wilder and Dan Weiner (Vice Provost Global Affairs) Draft report. They reviewed surveys over several years and work of prior committees. Reviewed the taskforce's charge. Student diversity has been steadily increasing but not among faculty/staff. Among peer institutions we are #16. Recommendations: There is no lack of effort, but not coordinated. 1 Infrastructure (officer, office, council); 2 Faculty/staff recruitment and retention; 3 Sustain & build upon successes (better coordination of existing initiatives); 4 Consistent diversity data and information to establish transparent monitoring, evaluation, and accountability; 5 Coordinate diversity curricula and programming; 6 Fundraising and development. Questions: Senator Fernandez: How do you envision creation of council? Vice Provost Weiner: Broader conversation. Senator English: I don't see link between diversity officer and implementation of programs; what is the funding, direct reports, accountability? Assistant Vice Provost Wilder: Will report to president; council will distribute the oversight. Senator English: What is the funding stream devoted to this? Who will report to this person? Weiner: Works when associate vice provost represents the provost. Senator Tilton: What is publically available information? Senator Desai: I don't see reflected the meaning of diversity itself, including social justice, and intellectual diversity; how does it change the curricula in what people are studying? Vice Provost Wilder: Discussion of social justice curricula and educating

faculty and staff to work with different people. Vice Provost Weiner: Concern about the social media landscape, which can be very negative. Senator von Hammerstein: What is the relationship between diversity and a global university? Vice Provost Weiner: Diversity is global; support international students and scholars. Senator Dennis: Institutes do a lot of the work of diversity hires but often joint appointments may be another kind of compression. Vice Provost Wilder: Impending generational retirements over the next five or so years. Senator Dennis: Will the common schedule disproportionately affect diversity students; was the diversity taskforce part of the discussions of common schedule? Provost Choi: No, they were not. Senator Atkinson-Palombo: Pay equity is the first priority at the grass roots; what initiatives have been advanced? Vice Provost Weiner: We have not yet addressed that issue.

10. Enrollment Update

(Attachment #6)

Presented by Director of Admissions Nathan Fuerst. 12% increase in applications (ca. 35,000); 3774 first year (5.2 % increase); increased mean SAT at regional campuses; increases in transfers. Questions: None.

11. Annual Report of the University Ombudsman

(Attachments #7 & 8)

Presented by University Ombudsman Jim Wohl. UConn had an ombuds office from 1971-91, 2012 restored by President Herbst; in c2013 services launched. It is an organizational ombuds office (informal resource, not an office of record, not investigative), confidential, informal, independent, neutral. About half of consults were staff, about one quarter faculty; women are overrepresented. Nearly 90% pre-dispute consults. About half are related to supervisor/supervisee relationships. Two-thirds are simply conversations about options. Questions: None.

12. New Business: No new business.

The meeting was adjourned at 5:59 pm.

Respectfully Submitted,

Thomas Lawrence Long
Associate Professor in Residence
School of Nursing
Secretary of the University Senate

The following members were absent from the September 21, 2015 meeting:

Accorsi, Michael
Agwunobi, Andrew
Benson, David
Bradford, Michael
Cetegen, Baki
Cobb, Casey
Conboy, Rachel

DiGrazia, Lauren
Elliot, John
Freaker, Hedley
Herbst, Susan
Jain, Faquir
Jordan, Scott
Kendig, Tysen

Locust, Wayne
Loturco, Joseph
Martinez, Samuel
Sanner, Kathleen
Siegle, Del
Van Heest, Jaci
Wei, Mei

Prefatory Remarks:

It is a privilege to serve as Chair of the Senate Executive Committee for 2015-2016. We would like to thank Carol Polifroni for leading us last year. I met with Carol over the summer to review the work of the Senate during the last academic year and to plan for the coming year. The 2015-2016 Senate Executive Committee includes Rajeev Bansal, Mark Boyer, Pam Bramble, Janine Caira, Rachel Conboy, Lauren DiGrazia, Veronica Makowsky, Tony Patelunas and Katharine von Hammerstein. We are pleased to have Maria-Luz Fernandez join us for the fall semester while Peter Kaminsky is on sabbatical. We also welcome and are thankful for the work of our Moderator Chris Clarke and Secretary Tom Long. Welcome to Shelby Olson who joined the Senate Office this summer as a student administrative specialist and will work with our returning student Allison Mitchell at our Senate meetings. Also this summer, we were pleased to unveil the new University Senate website at senate.uconn.edu. This completely redesigned site now includes more information on the specific work of the Senate, meeting schedules and activities of our committees as well as access to past annual and special reports to the Senate. Suggestions for further improvement are always welcome! Please email Cheryl Galli in the Senate Office with your comments.

The SEC is pleased to share the appointments of Professor Douglas Hamilton to fill a vacancy on the Financial Affairs Committee of the Board of Trustees Committee and Distinguished Professor Debra Kendall to the Institutional Advancement Committee of the Board of Trustees Committee.

Report:

The Senate Executive Committee has met twice since the start of the academic year. On September 11 the SEC met alone to plan our activities for the year, receive updates and work on policy questions. Among the topics discussed was the Alumni Association Awards. The SEC has been actively engaged in conversation with the Alumni Association about the future of these awards. We will continue to emphasize the importance of these awards as the discussion continues with the Alumni Association and Administration. Following a closed session with Provost Choi, the SEC met with Chairs of the Senate standing committees to establish priorities for the year. We discussed the spring 2015 SEC charge to Curricula & Courses for a top-down assessment of the General Education program. Pam Bedore, Chair of C&C, shared that a task force is being formed to perform a holistic review of the program; not individual courses. Pam reports that the Task Force will be expected to report their findings to C&C in April and to the full University Senate in May.

Other issues being considered and discussed within Senate committees are:

- Open text book initiative
(the Student Welfare Committee will bring forth a resolution on this subject today)
- Reading day assessment
- Common schedule
- SETs
- Task force formed by Administration for discussion of a College of Health Sciences

- Enrollment

As we do at the start of every year, we remind all senators, administrators and committee chairs that communication should be channeled through the SEC and then brought to the appropriate committee and/or administrative office.

On September 18, the SEC met with the Senate representatives to the Board of Trustees. We then met with members of Administration to receive updates on:

- Academic Affairs update
- Common Schedule
- Project updates for construction, design and planning
- Science planning study
- Student recreational center
- Student Affairs' Strategic Plan
- Graduate Enrollment
- Implementation of new contract with graduate assistants
- Change in policy concerning graduate assistant tuition on grants

The SEC looks forward to a productive year and, again, extends our appreciation to the members of our Senate committees for the excellent work they do. The next meeting of the University Senate will be held on Monday, October 12.

Respectfully Submitted,

Gary English, Chair
Senate Executive Committee

**Nominating Committee Report
to the University Senate**

September 21, 2015

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

Maureen Croteau from the Enrollment Committee
Erin Mason from the Growth & Development
Greg Bouquet from the Student Welfare
Joseph Loturco from the Scholastic Standards

2. We move to appoint the following faculty and staff members to the named committee effective immediately with a term ending June 30, 2016.

Gina Stewart to the Scholastic Standards Committee
Wendi Richardson to the Enrollment Committee
Preston Britner to the Faculty Standards Committee
Gerry Gianutsos & Erin Mason to the Student Welfare Committee
Greg Bouquet to Growth & Development
Joseph Loturco to the University Budget

3. For the information of the Senate, the following individuals have been appointed as ex-officio members to the standing committees of the University Senate:

Curricula & Course, Dan Weiner (Ex Officio)
Diversity Committee, Elizabeth Conklin (Ex Officio)
Enrollment Committee, Wayne Locust (Ex Officio)
Faculty Standards Committee, Sally Reis (Ex Officio)
Growth & Development, Lawrence Silbart (Ex Officio)
Scholastic Standards, Jennifer Lease Butts (Ex Officio)
Student Welfare, Michael Gilbert (Ex Officio)
Budget Committee, Katrina Spencer (Ex Officio)

4. For the information of the Senate, the Undergraduate Student Government has named Rachel Conboy to membership on the University Senate effective immediately with a term ending June 30, 2016.
5. For the information of the Senate, the Graduate Student Government has nominated Tony Patelunas and Tom Briggs to membership on the University Senate effective immediately with a term ending June 30, 2016.
6. For the information of the Senate, the Undergraduate Student Government has appointed Rachel Conboy as its representative on the Senate Executive Committee.
7. For the information of the Senate, the Graduate Student Senate has appointed Tony Patelunas as its representative on the Senate Executive Committee.

Respectfully submitted,

Andrea Hubbard, Chair
Janine Caira
Teresa Dominguez

Cameron Faustman
Hedley Freake
Katharina von Hammerstein

**University Senate Curricula and Courses Committee
Report to the Senate
September 21, 2015**

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

A. GEOG 2400. Introduction to Sustainable Cities

Proposed Catalog Copy

GEOG 2400. Introduction to Sustainable Cities

Three credits.

Pathways to make cities more sustainable from social, economic, and environmental perspectives. Topics include sustainable transportation, renewable energy, recycling of waste, and green infrastructure in contemporary metropolitan areas in developed and developing nations.

B. SOCI 2275. Social Well-Being

Proposed Catalog Copy

SOCI 2275. Social Well-Being

Three credits. Open to sophomores and higher.

Socially-embedded facets of well-being. Definitions and levels of well-being; relationship of well-being to social situations, social interactions, and social institutions.

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

A. ART 2120. Communication Design 1 (title and description change)

Current Catalog Copy

ART 2120. Communication Design 1

Three credits. Two 3-hour studio periods.

Prerequisite: ART 2110, portfolio review and consent of instructor.

Fundamentals of communication design. A fee of \$35 is charged for this course.

Revised Catalog Copy

ART 2120. Graphic Design 1: Typography

Three credits. Two 3 hour studio periods. Prerequisite: ART 2110, portfolio review and consent of instructor.

Introduction to typographic terms, technology, and the foundations and fundamentals of typography and visual structure as a medium for expressive, conceptual, and intellectual communication. A fee of \$35 is charged for this course.

III. For the information of the University Senate, the Senate Curricula and Courses Committee approved the following 1000- or 2000-level Special Topics course for one offering:

A. ANSC 2695 Special Topics: Patagonian Biodiversity and Horse Culture

Special Topic Description

This experimental course will be taught in the fall semester with a field component. During winter break, students will travel to the Southern Patagonia of Chile. In the fall semester the students will be introduced to the ecology and biodiversity of Patagonia and how it has been affected by the livestock industry with special emphasis on the horse. The field component will take students to several ranches and a national park in the Chilean Patagonia. Local instructors and students will conduct rapid assessment of the biodiversity and behavioral observations on the ranch as well as wild horses in the area. Socio-cultural aspects will be taught by local instructors and “gauchos” (the local cowboys).

Respectfully Submitted by the 15-16 Senate Curricula and Courses Committee: Pamela Bedore – Chair, Eric Schultz, Marianne Buck, Michael Darre, Dean Hanink, Kathleen Labadorf, Shayla Nunnally, Maria Ana O’Donoghue, Michael Whitney, George McManus, Suzanne Wilson, Dan Weiner

9/8/15

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
September 21, 2015

Proposal to change By-Laws regarding Adding or Dropping Courses

A. Background:

The By-Laws do not clearly articulate the current policy that students who drop courses between the 2nd-9th weeks of classes should receive a “W” notation on their transcript. This has resulted in inconsistent practice between schools and colleges. Also, no-W drops that reduce a student’s earned credits below full-time have implications for such dependent benefits as financial aid and Pell grants. Further, it is necessary to change references to the first two weeks of classes to the first ten days. The designation of ten days is tied to financial aid.

B. Current Bylaws:

By-Laws, Rules, and Regulations of the University Senate II.B.10

10. Adding or Dropping Courses

Instructions for adding and dropping courses appear in the Directory of Classes. Within the following regulations, students may revise their course schedules on days and at hours specified by the Office of the Registrar.

Students must consult with their academic advisor prior to adding or dropping courses.

If a particular course requires consent, a student must obtain that consent before adding that course.

Students may add courses during the first two weeks of a semester without special permissions. A student may add courses during the third or fourth week of classes in exceptional circumstances and with the consent of the student's advisor, the course instructor, and the head of the department offering the course. After the fourth week, the permission of the student's dean is also required.

Students may drop courses before the end of the second week without penalty. After the second week of the semester and through the ninth week a student may drop one course for any reason without a grade penalty but will have a "W" (for withdrawal) recorded on his or her academic record. Unless on the recommendation of the advisor an exception is made by the dean of the school or college in which the student is enrolled, no student is permitted to drop a course after

the ninth week of classes or to drop more than one course after the second week. Exceptions are made only for extenuating circumstances beyond the student's control. Poor academic performance is not considered a sufficient reason for dropping a course after the ninth week.

During the first two weeks of the semester, course section changes do not require advisor consultation. After the second week, course section changes require the same authorizations as other add/drop transactions.

A student who during the first two weeks does not attend any classes or laboratories of a course in which he or she is enrolled may be denied a place in the course (see Class Attendance, II.E.11). Such non-attendance, or non-attendance later in the semester, does not constitute withdrawal; the student must officially drop the course by regular procedures or risk being assigned a failing grade.

Only with the consultation of the advisor and consent of the dean of the school or college in which the student is enrolled may an undergraduate student be registered for fewer than 12 credits. In considering a schedule with fewer than 12 credits, students should note the regulations concerning part-time students, scholastic probation and dismissal (see II.B.3,4 and II.E.14), and financial aid.

A student who withdraws from a full-year course at the close of the first semester shall, if he or she has passed the course, receive credit for the work of the first semester unless it is announced in the catalog that the course must be taken in its entirety, in which case the credit shall be withheld until the course is completed.

Students at the University's regional campuses are subject to all regulations governing adding and dropping courses except that course instructors act for the department heads and the regional campus director acts for the dean.

In summer sessions a student may drop a course through the fourth day of classes without a "W" being recorded on the academic record. A summer session student who has been admitted to a school or college of the University should consult the dean of that school or college for permission to drop after the eighth day of classes.

C. Proposal to Senate: Motion

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

By-Laws, Rules, and Regulations of the University Senate II.B.10

10. Adding or Dropping Courses

Instructions for adding and dropping courses appear in the ~~Directory~~ Schedule of Classes. Within the following regulations, students may revise their course schedules on days and at hours

specified by the Office of the Registrar. Though classes may be scheduled on weekends, these are not factored into the following regulations.

Students ~~must~~ should consult with their academic advisor prior to adding or dropping courses.

~~If a particular course requires consent, a student must obtain that consent before adding that course.~~

Students may add courses during the first ~~two weeks~~ ten class days of a semester without special permissions. In exceptional circumstances only, A student may add courses during the third or fourth week after the tenth day of classes in exceptional circumstances and with the consent of the student's advisor, the course instructor, and the head of the department or program offering the course. After the fourth week, the permission of the student's academic dean or his/her designee is also required for adding classes.

Students may drop courses before the end of the ~~second week~~ tenth day of classes without ~~penalty transcript notations.~~ After the ~~second week of the semester~~ tenth day of classes and through the ninth week, a student may drop one course for any reason ~~without a grade penalty but will have a "W" (for withdrawal) recorded on his or her academic record permission from their the student's advisor.~~ ~~n~~ No student is permitted to drop a course after the ninth week of classes or to drop more than one course after the second week first ten days of classes ~~Unless, on the recommendation of the advisor, an exception is made by the dean or designee of the school or college in which the student is enrolled, no student is permitted to drop a course after the ninth week of classes or to drop more than one course after the second week. Any course dropped after the second week will receive a "W" on the transcript. Exceptions to transcript notations can be made only by the Provost or his or her designee. These E~~ Exceptions are made only for extenuating circumstances beyond the student's control. Poor academic performance is not considered a sufficient reason for dropping a course after the ninth week. Any course dropped after the first ten days of classes will receive a "W" on the transcript. Exceptions to transcript notations can be made only by the Provost or designee.

During the first ~~two weeks~~ ten class days of the semester, a student may change course sections ~~changes do not require~~ without advisor consultation. After the tenth day of classes, course section changes require the same authorizations as other add/drop transactions.

A student who is enrolled in, but does not attend, any class or laboratory meetings during the first ~~two weeks~~ ten days of classes ~~does not attend any classes or laboratories of a course in which he or she is enrolled~~ may be denied a place in the course (see Class Attendance, II.E.11). Such non-attendance, or non-attendance later in the semester, does not constitute withdrawal; the student must officially drop the course by regular procedures or risk being assigned a failing grade.

~~Only with the consultation of the advisor and consent of the dean of the school or college in which the student is enrolled, may an undergraduate student be registered for fewer than 12 credits.~~ In considering a schedule with fewer than 12 credits, a student should consult with an advisor and dean or designee of the school or college in which the student is enrolled. ~~Further, A~~ students considering fewer than 12 credits should note the regulations concerning part-time students, scholastic probation and dismissal (see II.B.3,4 and II.E.154), and financial aid.

A student who withdraws from a full-year course at the close of the first semester ~~shall, if he or she has passed the course,~~ shall receive credit for the work of the first semester if the student has passed the course, unless it is announced in the catalog that the course must be taken in its entirety, in which case the credit shall be withheld until the course is completed.

Students at the University's regional campuses are subject to all regulations governing adding and dropping courses except that course instructors act for the department heads and the regional campus director or designee acts for the dean.

~~In summer sessions a student may drop a course through the fourth day of classes without a "W" being recorded on the academic record.~~ For courses of fewer than 14 weeks duration, the add/drop periods will be adjusted and determined by the Registrar. ~~A summer session student who has been admitted to a school or college of the University should consult the dean of that school or college for permission to drop after the eighth day of classes.~~

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
September 21, 2015

Proposal to change the By-Laws regarding Eligibility for University Scholars

D. Background:

These changes update the eligibility and permissions for the University Scholars program. They remove out of date procedural information and acknowledge the University Scholar Oversight and Selection Committee and its relationship to the Honors Board.

E. Current Bylaws:

By-Laws, Rules, and Regulations of the University Senate II.F.3.

3. University Scholars

- a. The Honors Board of Associate Directors is authorized to select no more than thirty in any one year of the most promising undergraduate students who will then have freedom from formal curriculum requirements in order that they may develop some program of study which will have personal and academic merit. These students will be appointed University Scholars for their sixth, seventh, and eighth semesters (or eighth, ninth, and tenth semesters for students in five-year programs). When fewer than thirty University Scholars are appointed in any selection period, late selections may be considered.
- b. Students to be eligible for these appointments should have completed at least 54 calculable credits at the University of Connecticut, and ordinarily shall have a very high combined cumulative grade point average. The Honors Board of Associate Directors will determine the CGPA cutoff for issuance of invitations to apply for the University Scholar Program. The selection process for students interested in applying will involve the following steps:
 1. Submission of a written application with a statement of purpose and a tentative program of study and with names of faculty who may be asked for recommendations.

2. Interview with the Director of the Honors Program.
 3. Consideration of applications and selection of University Scholars by faculty members of the Honors Board of Associate Directors. Selection will be made on the following criteria: the level of lower division work as evidenced by CGPA and letters of recommendation, advancement into a major field with evidence of ability to do independent work, and wide-ranging intellectual interest. The selection will be made before the registration period for second-semester courses in each academic year.
- c. In consultation with each Scholar, the Director of the Honors Program shall appoint a committee of three faculty members one of whom will be designated the major advisor, whose duties shall include helping the student develop a program of study which has academic merit. The Advisory Committee shall make a progress report to the Honors Board of Associate Directors on the nature and quality of the student's work. At the end of the senior year, the Honors Board of Associate Directors, with concurrent recommendation of the University Scholar's Advisory Committee, shall certify to the Registrar that the student is entitled to the bachelor's degree.
 - d. The following privileges will be granted these Scholars:
 1. The waiving of whatever fees and charges may legally be waived or the assignment of a stipend, the amount to be set by the President.
 2. The removal of the limitation of credit-load in a semester.
 3. The waiving of maximum credit to be taken in special topics courses in a department.
 4. Permission to take courses numbered 5000 and above.
 5. The waiving of all further ordinary requirements for a degree, after completion of requirements prescribed to the time of entry into the program.
 - e. Students who cannot make satisfactory progress in their program of study will be advised to return to the regular program with necessary adjustments made by the Advisory Committee and the student's school or college.

F. 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

3. University Scholars

- a. The University Scholar Oversight and Selection Committee, appointed by ~~The~~ Honors Board of Associate Directors, is authorized to select as University Scholars no more than thirty in any one year of the most promising undergraduate students ~~who will then have freedom from formal curriculum requirements in order that they may develop some program of study which will have personal and academic merit. These students will be appointed University Scholars for their sixth, seventh, and eighth semesters (or eighth, ninth, and tenth~~

~~semesters for students in five-year programs). When fewer than thirty University Scholars are appointed in any selection period, late selections may be considered. These students will be granted significant curricular freedom in order that they may develop a program of study, including a substantial research or creative project, which will have personal and academic merit.~~

- b. ~~Students~~ To be eligible for this program~~these appointments~~, students should have completed at least 54 ~~calculable~~ credits towards a degree at the University of Connecticut, and ~~ordinarily shall have a very high combined cumulative grade point average show high levels of academic success. The Honors Board of Associate Directors will determine the CGPA cutoff for issuance of invitations to apply for the University Scholar Program. The selection process for students interested in applying will involve the following steps: The application and selection processes are determined by the University Scholar Oversight and Selection Committee in consultation with the Honors Board of Associate Directors.~~
- ~~1. Submission of a written application with a statement of purpose and a tentative program of study and with names of faculty who may be asked for recommendations.~~
 - ~~2. Interview with the Director of the Honors Program.~~
 - ~~3. Consideration of applications and selection of University Scholars by faculty members of the Honors Board of Associate Directors. Selection will be made on the following criteria: the level of lower division work as evidenced by CGPA and letters of recommendation, advancement into a major field with evidence of ability to do independent work, and wide-ranging intellectual interest. The selection will be made before the registration period for second semester courses in each academic year.~~
- c. ~~In consultation with e~~ Each University Scholar, the Director of the Honors Program shall appoint assemble an Advisory e ~~Committee~~ Committee of three ~~tenured or tenure-track~~ tenured or tenure-track faculty members ~~with representation from the student's major(s), one of whom will be designated the major advisor~~ Chair, whose duties shall include helping the student develop a program of study which has academic merit. The Advisory Committee shall make a progress report to the Honors Board of Associate Directors ~~on the nature and quality of the student's work. At the end of the senior year, the Honors Board of Associate Directors~~ University Scholar Oversight and Selection Committee, with concurrent following the recommendation of the University Scholar's Advisory Committee, shall certify to the Registrar that the student is entitled to the bachelor's degree.
- d. The following privileges will be granted these Scholars:
1. The waiving of ~~whatever~~ fees and charges ~~may legally be waived~~ or the assignment of a stipend, the amount and duration to be set by the ~~President~~ Provost or designee.
 2. The removal of the limitation of credit-load in a semester.
 3. The waiving of maximum credit to be taken in special topics, variable topics and independent study courses in a department.
 4. Permission to take courses numbered 5000 and above.

5. If accepted into a University of Connecticut graduate program, permission to enroll concurrently in undergraduate and graduate degree programs.

6. Access to courses outside the student's school or college.

~~5.7.~~ The waiving of all further ordinary requirements for a degree, after completion of requirements prescribed at the time of entry into the program.

~~e. Students who cannot make satisfactory progress in their program of study will be advised to return to the regular program with necessary adjustments made by the Advisory Committee and the student's school or college.~~

***Proposed Resolution
from Senate Student Welfare Committee
in Support of the Open Textbook Initiative
September 21, 2015***

- WHEREAS, The College Board estimates students spend an average of \$1200 annually on textbooks and materials¹;
- WHEREAS, Textbook prices have increased 82% between 2002 and 2012, 3 times the rate of inflation²;
- WHEREAS, Current college textbook costs compromise student success: 65% of students have forgone buying a textbook because it was too expensive; the majority of those students did so even though they believed it could hurt them academically³;
- WHEREAS, The growing availability of low- to no-cost, high quality instructional content provides possible alternatives to commercially available textbooks in many disciplines;
- WHEREAS, Open Source textbooks are written by authors who are recognized as experts within their field and allow for professors to alter course material as they deem necessary;
- WHEREAS, The pending *Affordable College Textbook Act* ([S.1704 / H.R. 3538](#)) will make textbooks more affordable and accessible through the expansion of open educational resources;
- WHEREAS, The Connecticut State Legislature has passed *An Act Concerning the Use of Digital Open-Source Textbooks in Higher Education* ([H.B. 6117](#)), establishing a state-wide pilot program to assess and promote the use of high quality open source textbooks; analyze the potential cost savings to students; and identify barriers to the effective use of open source textbooks;
- WHEREAS, A resolution authored by the Undergraduate Student Government and UConn Public Interest Research Group (UConn PIRG) resulted in the formation of the Open Textbook Initiative, a University-wide committee consisting of student group representatives, librarians, faculty, administrators, and the UConn Co-op Board, to investigate and promote affordable and open course materials at UConn; be it
- RESOLVED, That the University Senate urge faculty to utilize existing procedures to reduce costs to students, including using library-licensed resources; rental programs; course packets; assigning older editions of texts; and complying with textbook request due dates, which provides the bookstore opportunities to provide lower cost options and better buy-back prices; and be it further

¹ The College Board. (2015). *Average Estimated Undergraduate Budgets, 2014-15*. <http://trends.collegeboard.org/college-pricing/figures-tables/average-estimated-undergraduate-budgets-2014-15>

² United States Government Accountability Office. (2013). *College textbooks: Students have greater access to textbook information*. <http://www.gao.gov/assets/660/655066.pdf>

³ Senack, E. & U.S.PIRG. (2014). *Fixing the broken textbook market: How students respond to high textbook costs and demand alternatives*, <http://www.uspirg.org/reports/usp/fixing-broken-textbook-market>

RESOLVED, That the University Senate encourage faculty to continue exploring means to increase the use of high quality, low- or no-cost, accessible instructional materials as replacements for more expensive course materials; and be it further

RESOLVED, That the University Senate support the Open Textbook Initiative and the state-wide pilot program, which will actively raise awareness and provide opportunities for building expertise in the adoption of affordable and accessible course materials.

UConn DIVERSITY

UNIVERSITY SENATE PRESENTATION



UConn

UNIVERSITY OF CONNECTICUT

INTRODUCTORY COMMENTS

- ▶ There have been several diversity task forces over the years
 - See Appendix for more details
- ▶ This is a HISTORICAL document with many voices
- ▶ Diversity is an ongoing conversation and process
- ▶ Task Force very clear on need for smart investment and meaningful accountability
- ▶ It does take a village!

TASK FORCE CHARGE

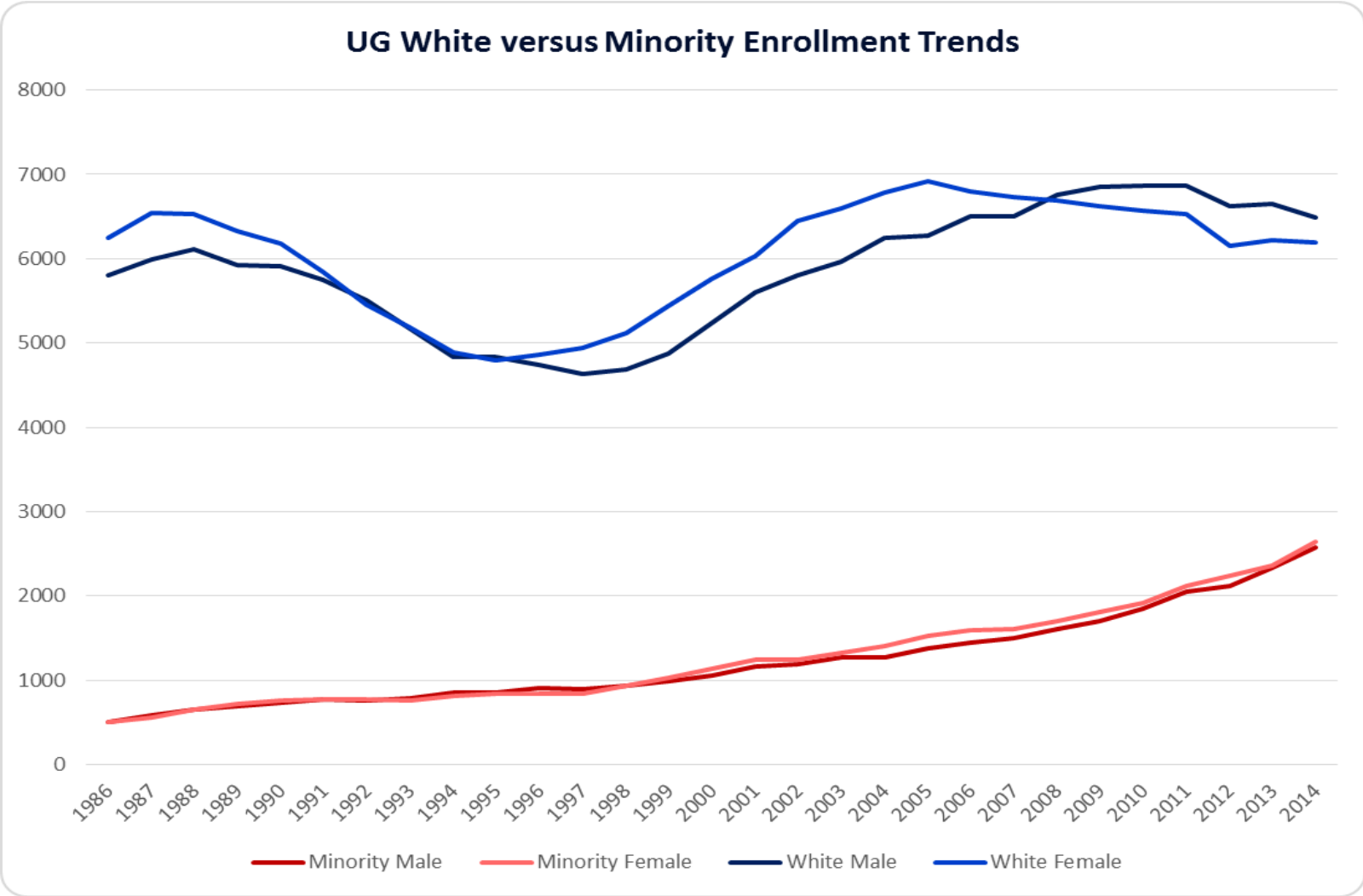
- ▶ Examine the meaning of diversity
- ▶ Review and assess existing strategies and initiatives
- ▶ Challenge the University community with new perspectives and ideas
- ▶ Recommend strategies to improve diversity at UConn
- ▶ Identify creative ways to broaden and strengthen a diverse community
- ▶ Instill UConn's values and commitment to diversity into our strategic choices, activities, policies, programs, and organizational structures.



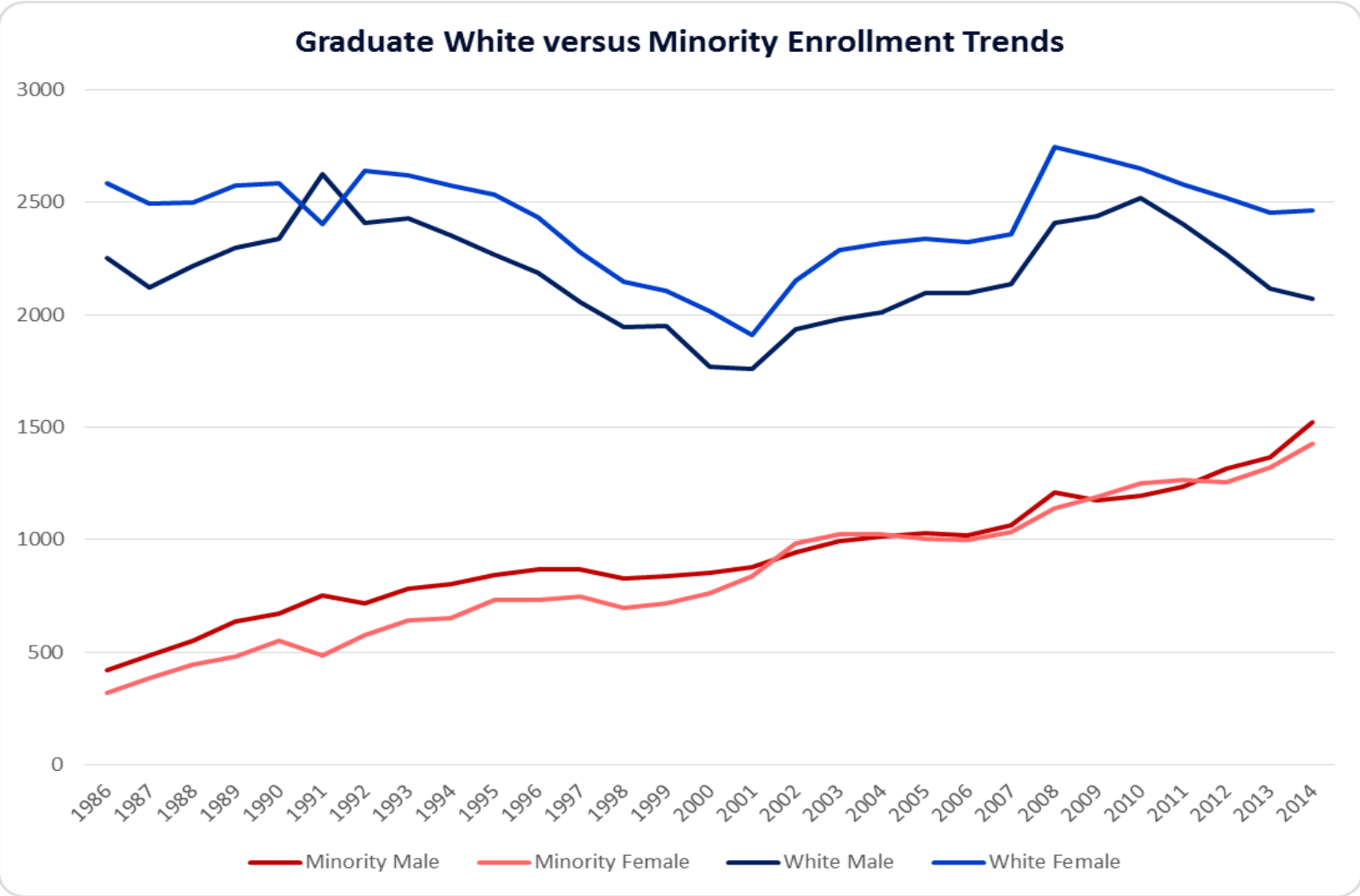
INITIATIVES & PROGRAMMING



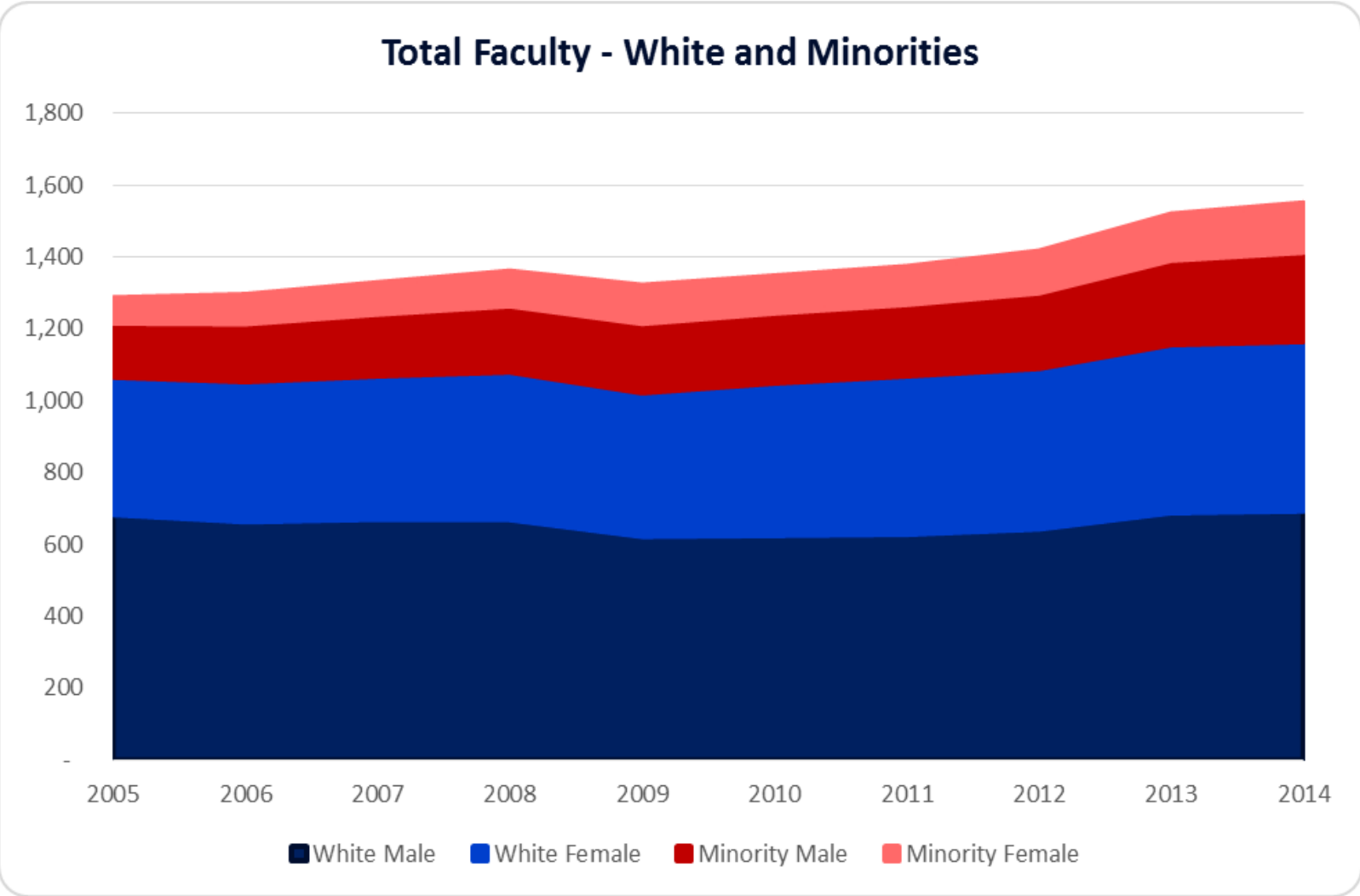
UNDERGRADUATE STUDENTS



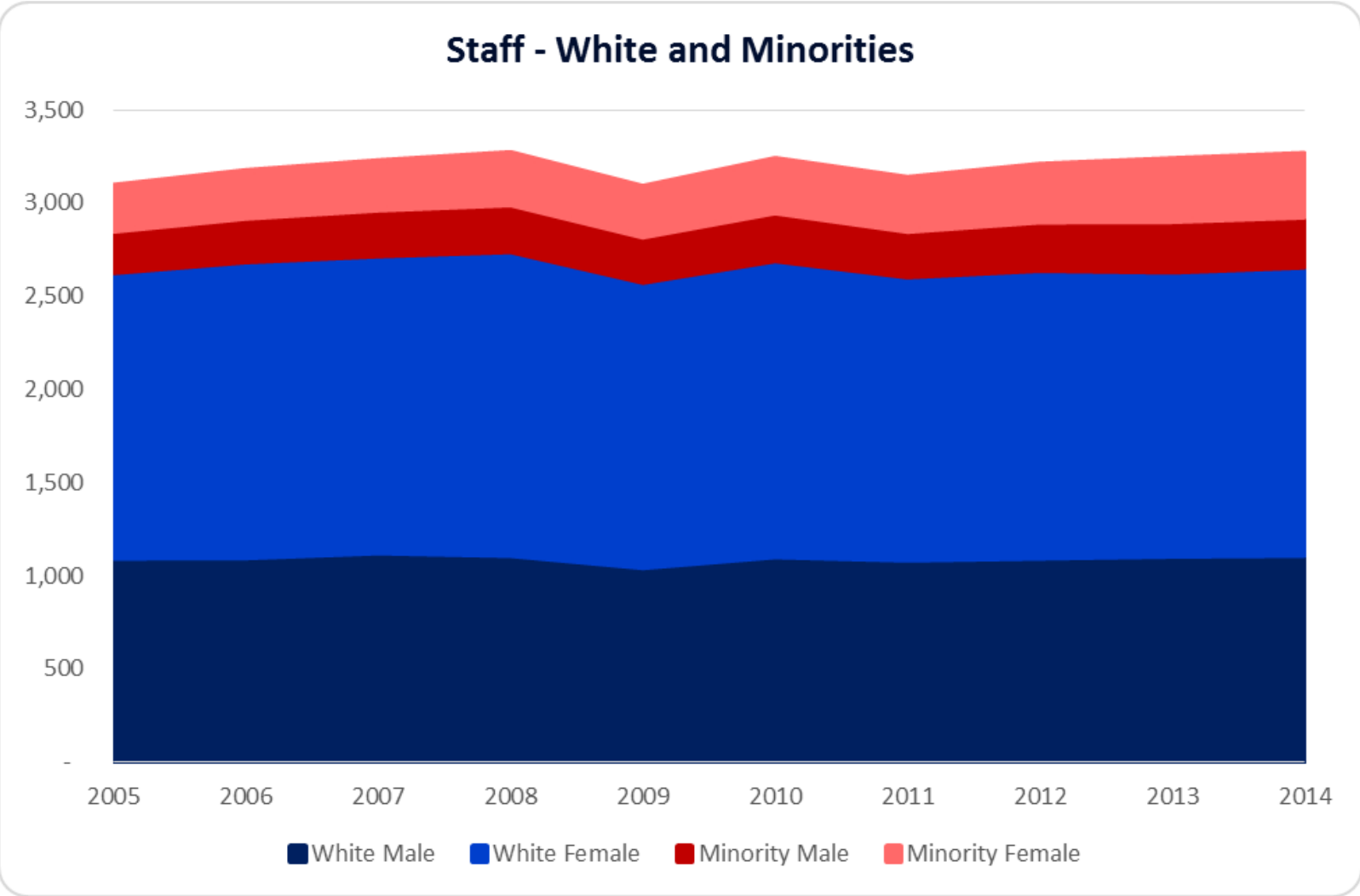
GRADUATE STUDENTS



FACULTY



STAFF



UConn Compared to U.S. News Top 30 Public National Universities, 2015 Edition
Fall 2014 Full-time Tenured and Tenure Track Instructional Faculty

PEER COMPARISON

Compared to U.S. News Top 30
 Public National Universities Fall 2014
 FT Tenured and Tenure Track Faculty

► **Total Minority**

- UConn #16 (at 21.2%)

► **Total Underrepresented Minority**

- UConn #16 (at 8.1%)

Note: Minority includes Asian, Black or African American, American Indian or Alaska Native, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races. For IPEDS reporting, Non-Resident Aliens are reported separately and are not included in this race/ethnicity data.

Note: Underrepresented Minority includes Black or African American, American Indian or Alaska Native, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races. For IPEDS reporting, Non-Resident Aliens are reported separately and are not included in this race/ethnicity data.

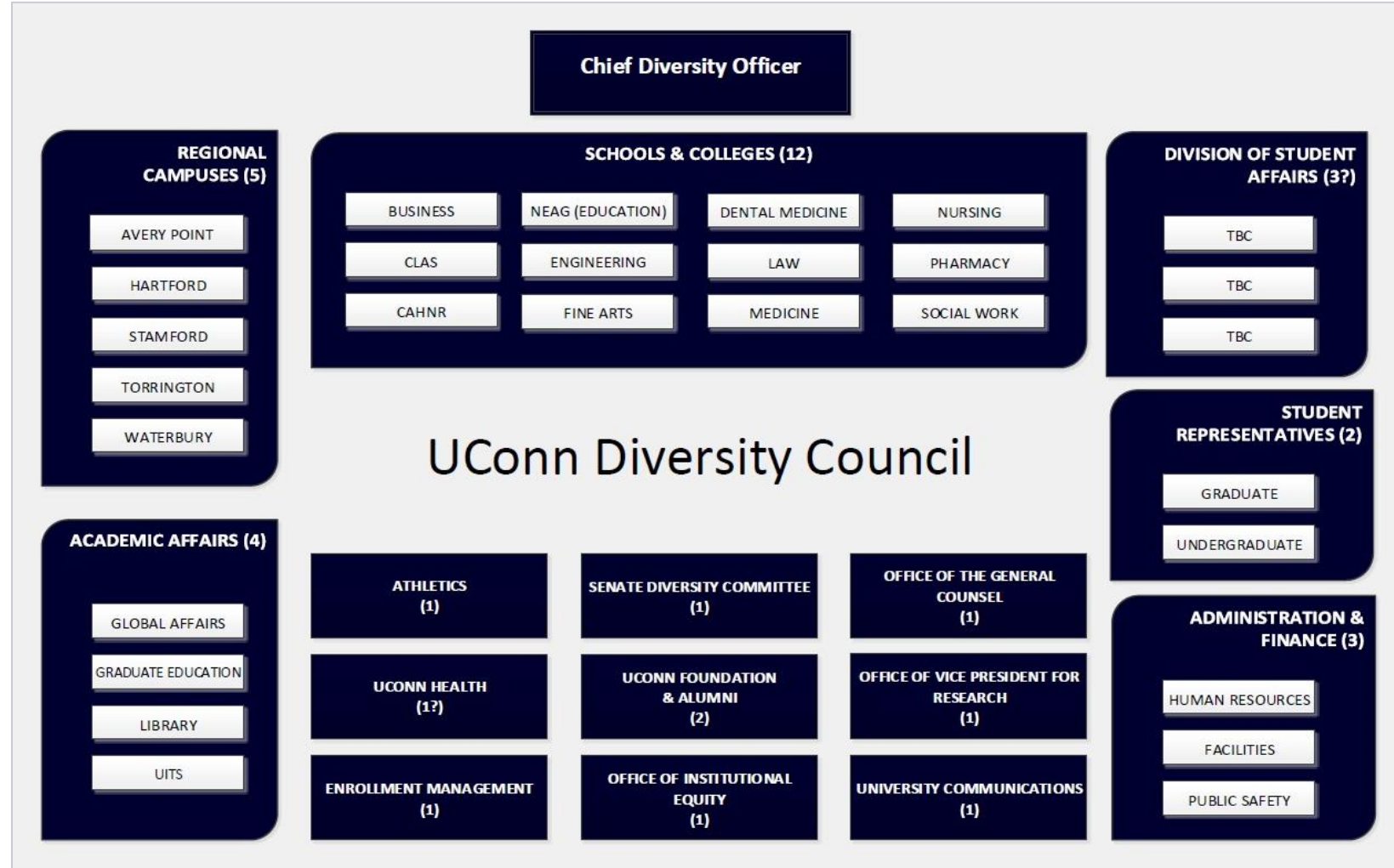
Source: IPEDS Data Center, Fall 2014 Human Resources Survey.

Rank	School	Total Minority
1	Georgia Institute of Technology	29.8%
2	University of California-Irvine	28.1%
3	University of California-Los Angeles	26.7%
4	University of Illinois at Urbana-Champaign	26.4%
5	Purdue University	25.5%
5	Texas A & M University-College Station	25.5%
7	University of Michigan-Ann Arbor	24.6%
8	University of Maryland-College Park	23.5%
9	Michigan State University	23.4%
9	University of Florida	23.4%
11	University of California-San Diego	23.2%
12	University of California-Davis	23.1%
13	University of Pittsburgh	22.5%
14	University of California-Berkeley	22.2%
15	The University of Texas at Austin	21.5%
16	Pennsylvania State University	21.2%
16	UConn excl UCHC	21.2%
18	University of Georgia	21.1%
19	University of California-Santa Barbara	20.9%
20	University of North Carolina at Chapel Hill	20.6%
21	Virginia Tech	19.5%
22	Clemson University	19.4%
23	Rutgers University-New Brunswick	19.3%
24	University of Minnesota-Twin Cities	19.2%
25	Ohio State University	18.7%
25	University of Wisconsin-Madison	18.7%
27	University of Iowa	18.5%
28	University of Virginia	15.5%
29	College of William and Mary	12.4%
30	University of Washington	11.7%

Rank	School	Total Underrep. Minority
1	University of North Carolina at Chapel Hill	11.9%
2	The University of Texas at Austin	11.7%
3	University of Illinois at Urbana-Champaign	11.5%
4	University of California-Los Angeles	11.0%
5	University of Georgia	10.8%
6	University of California-Santa Barbara	10.6%
7	Texas A & M University-College Station	10.1%
7	Michigan State University	10.1%
9	University of Florida	9.8%
9	University of California-Berkeley	9.8%
11	University of Michigan-Ann Arbor	9.7%
12	University of California-Irvine	9.3%
13	University of Maryland-College Park	9.2%
14	Pennsylvania State University	8.9%
15	University of California-San Diego	8.5%
16	UConn excl UCHC	8.1%
17	University of California-Davis	8.0%
18	Virginia Tech	7.6%
19	Ohio State University	7.5%
20	Purdue University	7.2%
20	College of William and Mary	7.2%
22	University of Wisconsin-Madison	7.1%
23	University of Virginia	7.0%
23	University of Iowa	7.0%
25	Rutgers University-New Brunswick	6.9%
26	University of Minnesota-Twin Cities	6.6%
27	University of Washington	6.5%
28	Georgia Institute of Technology	6.2%
29	University of Pittsburgh	6.0%
30	Clemson University	5.7%

RECOMMENDATION #1: BUILD AN EFFECTIVE AND SUSTAINABLE DIVERSITY INFRASTRUCTURE

- ▶ Chief Diversity Officer
- ▶ Diversity Office
- ▶ Diversity Council
- ▶ Change name of Office of Diversity and Equity (ODE) to Office of Institutional Equity (OIE)



RECOMMENDATION #2: IMPROVE FACULTY AND STAFF RECRUITMENT & RETENTION

- ▶ Require each school/college, division and department to have a diversity recruitment and retention plan
- ▶ Create a mentoring program to support underrepresented faculty and staff throughout their career
- ▶ Develop methods to acknowledge and celebrate progress

RECOMMENDATION #3: SUSTAIN AND BUILD UPON STUDENT DIVERSITY SUCCESSES

- ▶ Create peer mentoring programs to match new students with established peers
- ▶ Encourage collaboration among area and ethnic studies institutes, the Center for Students Disabilities, the Women's Center and International Student and Scholar Services
- ▶ Encourage representation on the Diversity Council
- ▶ Enhance need-based scholarships
- ▶ Sustain resources of the Cultural Centers
- ▶ Provide ongoing diversity training for student leaders
- ▶ Work in concert with the Graduate School, including the Graduate Diversity Officer, The Graduate Diversity Task Force and Graduate Programs to enhance graduate student recruitment strategies, and develop relationships with the Graduate Student Advocacy Officer and Graduate Students of Color Association
- ▶ Celebrate UConn as Global and Multicultural Space

RECOMMENDATION #4: PRODUCE CONSISTENT DIVERSITY DATA & INFORMATION TO ESTABLISH TRANSPARENT SYSTEM OF MONITORING, EVALUATION & ACCOUNTABILITY

- ▶ The Office of Institutional Research and Effectiveness (OIRE) is developing a UConn Diversity Portal.

The portal's primary functions will be to:

- 1) Provide publicly available gender, race and ethnicity data on faculty, staff and students;
- 2) Enhance analytical capabilities to understand disparities in gender, race and ethnicity in salary, service load, and career advancement;
- 3) Track diversification progress over time; and
- 4) Provide benchmarking with peer and aspirant institutions.

RECOMMENDATION #5: BUILD UPON, TIE TOGETHER, AND EXPAND DIVERSITY CURRICULA & PROGRAMMING

- ▶ Develop a process to compile and maintain an inventory of educational and intellectual activities that educate faculty, staff and students about life and work in a diverse and globally interconnected society.
- ▶ Establish web and social media presence that enables sharing about programming, courses, and opportunities for student, faculty and staff development related to diversity
- ▶ Appropriately fund and support the Diversity Office for its campus-wide programming
- ▶ Foster educational efforts that support diverse experiences and perspectives, such as:
 - First Year Programming
 - General Education
 - Education Abroad
 - Public Engagement

RECOMMENDATION #6: SIGNIFICANTLY EXPAND DIVERSITY FUNDRAISING

- ▶ Strengthen relationships with external constituencies and alumni to highlight UConn's diversity successes and goals
- ▶ Prioritize fundraising to complement the University's commitment to diversity funding
- ▶ Remember Economic Diversity as a core UConn goal

TASK FORCE MEMBERS

Dan Weiner, (Co-Chair)
Vice Provost for Global Affairs

Dana Wilder (Co-Chair)
*Assistant Vice Provost for Academic Affairs
& Diversity*

William Jelani Cobb
Director Africana Studies Institute

Elizabeth Conklin
*Associate Vice President and Title IX
Coordinator*

Joseph Cooper
*Assistant Professor of Educational
Leadership*

Andrea Dennis-LaVigne
Board of Trustees

Austin Dodd
Undergraduate Student

Terri Dominguez
Environmental Health & Safety Manager

Davita Silfen Glasberg
*Associate Dean for Social Sciences, College
of Liberal Arts & Sciences*

Thulasi Kumar
*Assistant Vice Provost, Office of
Institutional Research and Evaluation*

Kathy Libal
Director, Human Rights Institute

James Lowe
*Assistant Vice Provost for Career
Development*

Joseph Madaus
*Director, Center on Postsecondary
Education and Disability*

Katheryn Maldonado
Undergraduate Student

Erin K. Melton
Assistant Professor of Public Policy

Suresh Nair
Associate Dean, School of Business

Shayla Nunnally
Associate Professor of Political Science

Mark Overmyer-Velazquez
Director, El Instituto

Angela Rola
Director, Asian American Cultural Center

Pamela Schipani
Executive Director, Office of Residential Life

Charmane Thurmand
Program Specialist, Graduate School

QUESTIONS?



New Student Enrollment Update

Nathan Fuerst, Asst VP for Enrollment & Director of Admissions

Storrs Freshmen

	Fall 2013	Fall 2014	Fall 2015	Difference
Applications	27,479	31,280	34,978	+ 11.8%
Enrollees	3,755	3,588	3,774	+ 5.2%
Mean SAT	1233	1234	1233	- 1 point
% Students of Color	26.9%	33.4%	32.3%	- 1.1%
% In State	67.8%	61%	57.5%	- 3.5%
% Out of State	28.4%	32.2%	33.6%	+ 1.4%
% International	3.8%	6.8%	8.9%	+ 2.1%
Honors Students	462	512	519	+ 1.4%

Regional Freshmen

	Fall 2013	Fall 2014	Fall 2015
Enrollees	1104	1406	1,363
Mean SAT	1019	1032	1042
% Students of Color	42.5%	43.0%	41.0%

New Transfers

	Fall 2013	Fall 2014	Fall 2015	Difference
Storrs	786	805	871	+ 66
Regionals	255	226	285	+ 59
Total	1041	1031	1,156	+ 125

New Student Enrollment Summary

	Fall 2015 Target	Fall 2015 Actual
Storrs Freshmen	3,800	3,774
Storrs Transfers	800	871
Regional Freshmen	1,400	1,363
Regional Transfers	250	285
Total	6,250	6,293

Questions?

Fall Open House Dates:

Sunday, September 20th

AND

Sunday, October 18th

Ombuds Office Annual Report

University Senate September 21, 2015



Jim Wohl, DVM, MPA

UConn Ombuds Office

2-191 Babbidge, Unit 1257

369 Fairfield Way

Storrs, CT 06269-1257

TEL: (334) 844-7170

FAX (334) 844-7089

jim.wohl@uconn.edu

www.ombuds.uconn.edu

History of UConn Ombuds Office

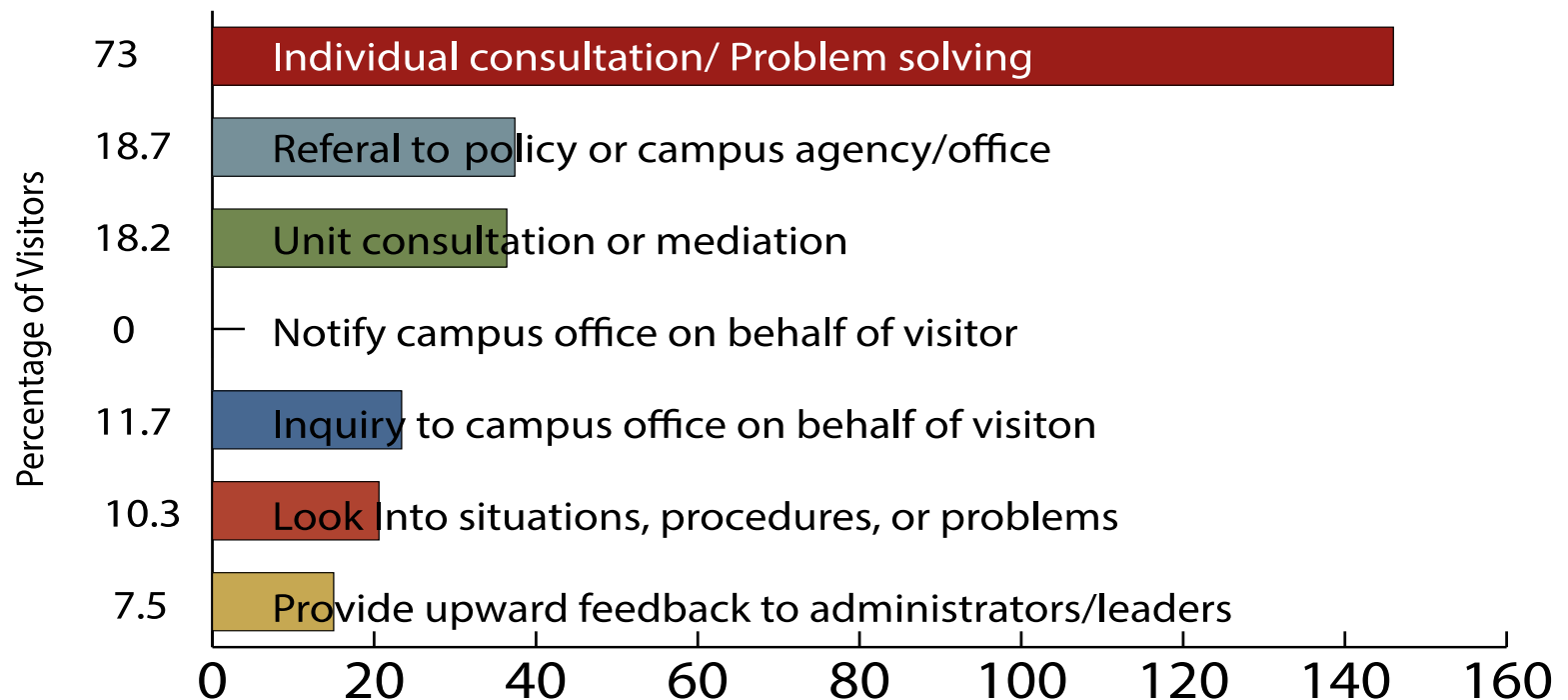
- 1971-1991: Dr. Charles Oliver
- 2011/2012: President Herbst approves proposed reestablishing office
- June 1 2013: Ombuds services launched for faculty, staff and graduate students at Storrs and 5 regional campuses
- Office located in Babbidge Library

Organizational Ombuds

- Informal off-the-record resource to discuss and explore options for addressing a concern affecting one's work or studies.
- IOA standards of Practice and Code of Ethics
 - Confidentiality
 - Informality
 - Independence
 - Neutrality

2nd Annual Report

6/1/14 - 5/31/15



Ombuds Office Annual Report

University Senate September 21, 2015



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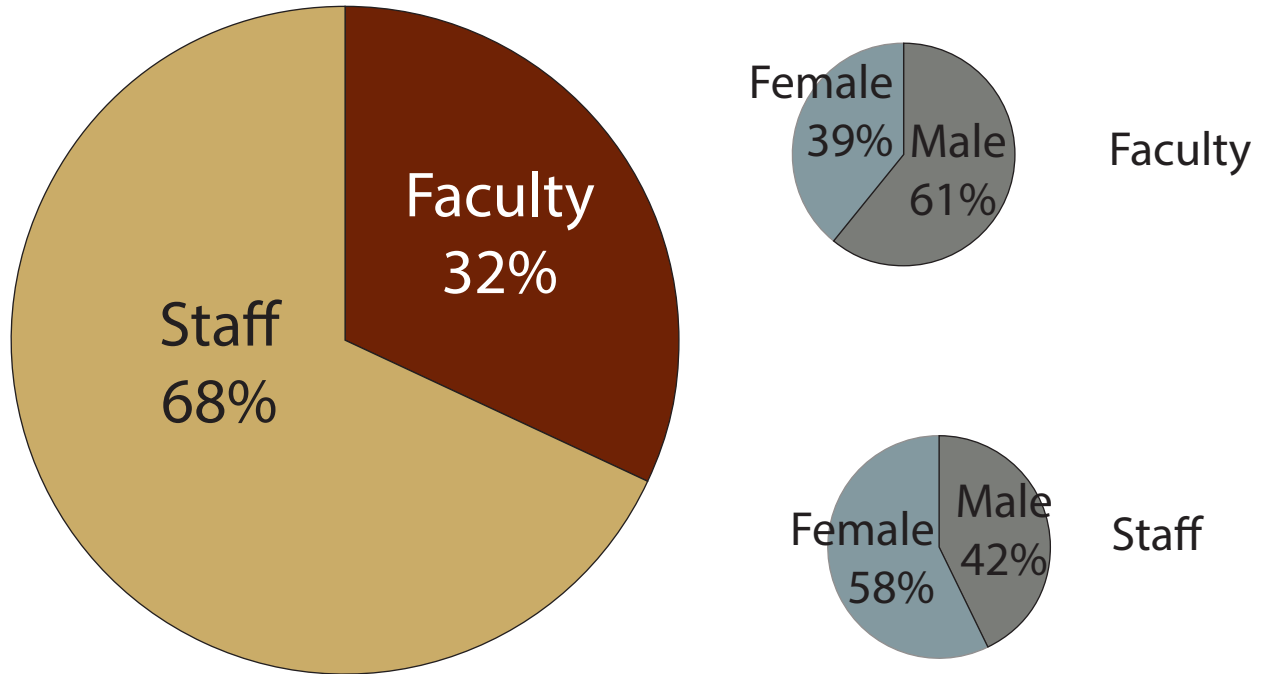
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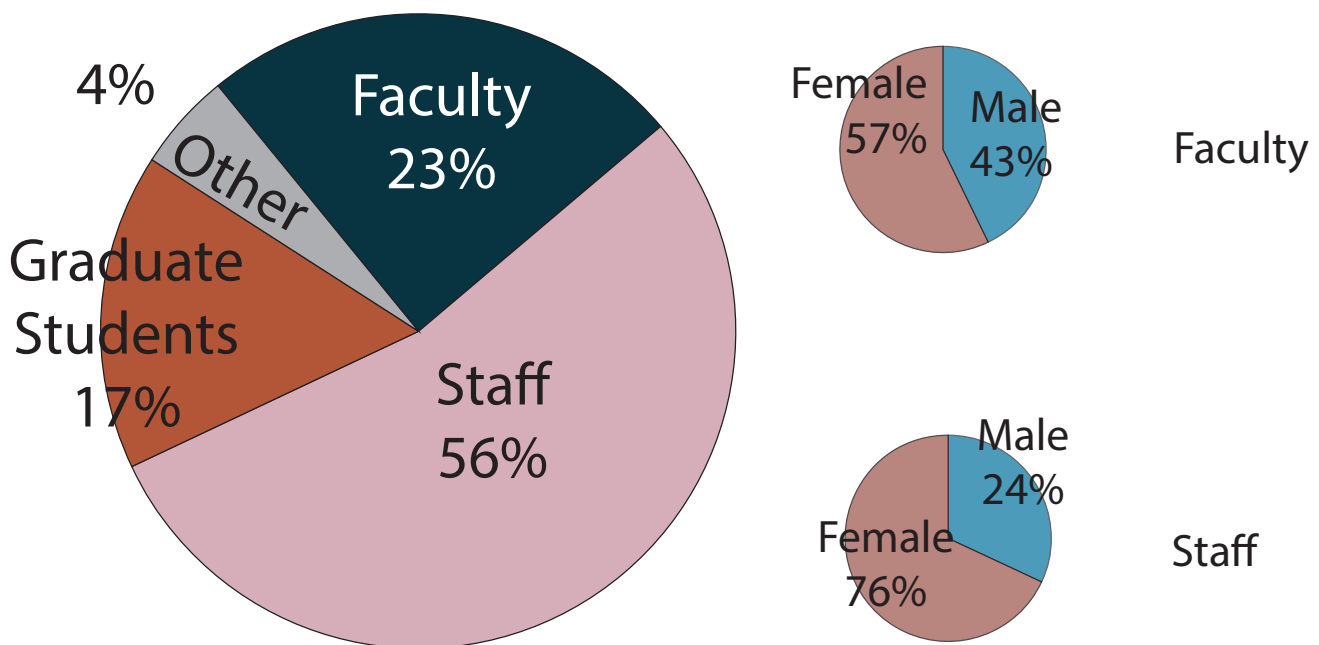
2014-2015 UConn Ombuds Report: Executive Summary

1. Total Estimated Employees ~ 4816



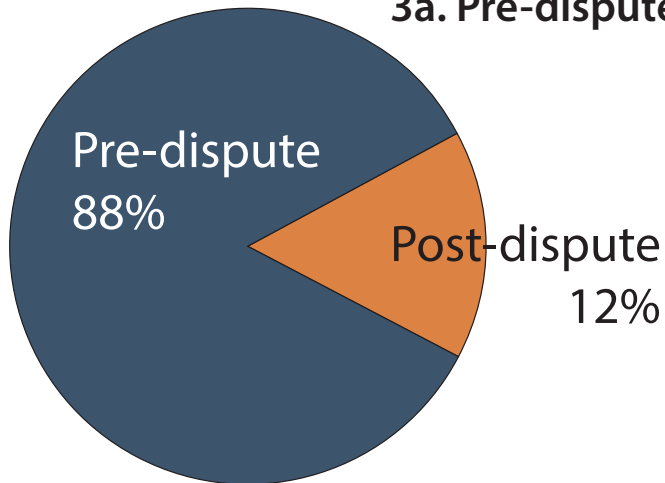
2. Ombuds Office Visitors by Gender & Employee Student Classification

Total visitors = 225



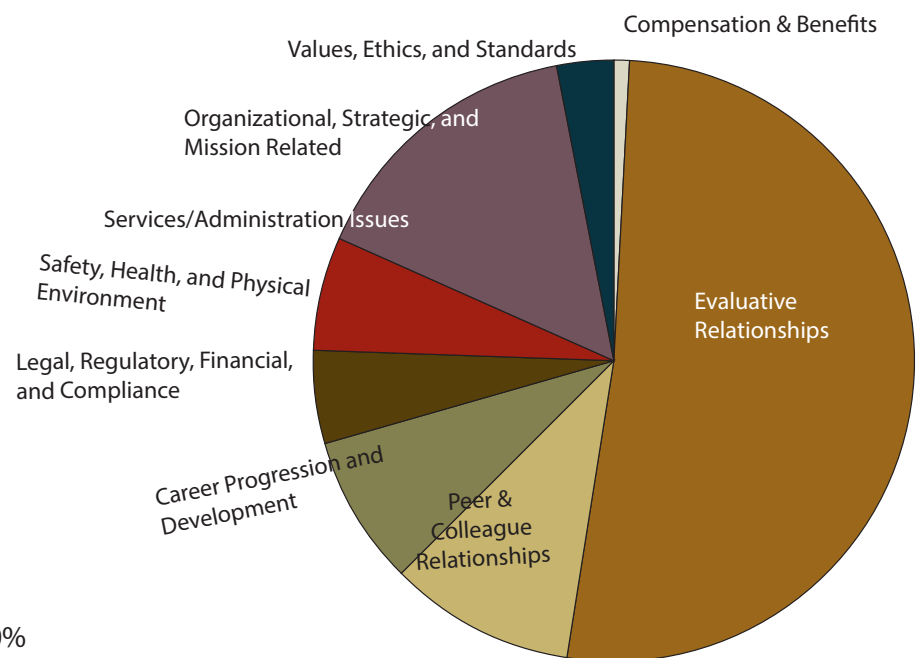
2014-2015 UConn Ombuds Report: Executive Summary

3a. Pre-dispute versus Post-dispute



3b. Total Issues Raised by Visitors — IOA Categories

N = 1160 issues raised by 225 visitors (mean = 5.2 issues per visitor)



IOA Issues Category

- Compensation & Benefits — 1%
- Evaluative Relationships — 51%
- Peer & Colleague Relationships — 10%
- Career Progression and Development — 8%
- Legal, Regulatory, Financial, and Compliance — 5%
- Safety, Health, and Physical Environment — 1%
- Services/Administration Issues — 6%
- Organizational, Strategic, and Mission Related — 15%
- Values, Ethics, and Standards — 3%

2014-2015 UConn Ombuds Report: Executive Summary

4. Ombuds Actions in Response to 214 visitors. (multiple actions may be taken with any given visitor)

