

UNIVERSITY SENATE MEETING
December 7, 2015
ROME BALLROOM, Storrs Campus

1. Moderator Clark called to order the regular meeting of the University Senate of December 7, 2015 at 4:00 pm.

2. Approval of Minutes
Senator Renfro moved acceptance of the 11/2/2015 minutes; Senator Sanner seconded.
Motion to approve passed.

3. Report of the President (presented by Provost Mun Choi)

(Attachment # 17)

Provost Choi opened by thanking everyone for their hard work this semester. He then shared announcements using a PowerPoint presentation. The presentation included 2015 AAAS Fellows, appointment of Dr. Andrew Agwunobi as CEO of UConn Health, FY17 budget projection, administrative proposal for four-year tuition plan and revenue effects of increased enrollment. He noted that the proposed tuition increase plan will be voted on at the December 16, 2015 Board of Trustees meeting.

Moderator Clark invited questions from the floor.

Senator Wang shared concerns about enrollment within the School of Business. He noted that students have been told that they should not enroll in classes that are not required for their major. He asked if there is concern that increasing enrollment will create greater problems for the School of Business. Provost Choi responded that the School of Business had submitted a proposal for additional support for students. It was recognized that more sections are needed and authorization was granted for additional faculty hired support.

4. Report of the Senate Executive Committee (presented by SEC Chair Gary English)

(Attachment #18)

Following the report, Moderator Clark invited questions from the floor.
There were no questions.

5. Consent Agenda

(Attachment #19)

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

The Senate voted to approve the Consent Agenda

6. Report of the Scholastic Standards Committee (presented by SSC Chair Hedley Freake)

(Attachment #20)

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

There were no questions or comments.

B. Presentation to Senate (presented by Senator Freake): Motion to amend the By-Laws, Rules and Regulations of the University Senate II.A, Admissions

Senator Wogenstein noted that in Section A.1 of the current by-laws, requirements are listed in units. He also noted that Section A.1.c was not carried over to the new proposed by-laws. Senator Freake explained that requirements in units covers the eventuality that courses are not always taught in yearly units. A unit is a term that is commonly used in Connecticut schools and is widely understood. He further clarified that the required 15 units of college preparatory work has not changed; the proposed 13 prescribed units and two elective units adds up to the same total as in the current by-laws. Senator Wogenstein also noted a change to the phrase “language of nurture” from the current “language of nature.” Senator Freake noted a trend in admissions across the county to use the new term. The SSC is agreeable to continuing use of the term language of nature if it is preferred by the Senate body.

7. Update on Projects, Design and Planning (presented by Laura Cruickshank)

(Attachment #21)

Following the report, Moderator Clark invited questions from the floor.

Senator Jockusch noted the current space deficit on campus and asked if there is an idea of how well this deficit will be reduced when current projects are complete. L. Cruickshank referred to the Master Plan information available at paes.uconn.edu. The appendix to this report shows final space estimations. She further noted that all current space planning is based on an additional 2500 students.

Senator Bansal asked for an update on the Depot Campus and the former correctional facility. L. Cruickshank shared that there is a significant amount of infrastructure work needed. The former Bergin Correctional Facility is being considered for administrative programs such as commissary. There are many options for the Depot Campus. Grants may be considered to develop that site for possible uses such as graduate school housing or other housing needs.

8. Report of the Vice President of Communication

Presented by Tysen Kendig with Kristen Cole and Bret Eckhardt

(Attachment #22)

K. Cole and B. Eckhardt gave an introduction and overview of the new VideoLink service. Following their opening, T. Kendig joined the meeting live from the Campus Broadcast Studio at the Homer Babbidge Library via the VideoLink service.

Following the report, Moderator Clark invited questions from the floor.

Senator Caira asked how much notice is needed to use the service. K. Cole responded that television stations or networks usually give at least a few hours’ notice, and that is all that is needed with Communications to confirm time in the on-campus studio.

T. Kendig shared that the VideoLink service identifies UConn field or topic experts to media users such as CNN, NBC or other news outlets and helps the university get the word out.

9. New Business

Moderator Clark called for new business being brought to the University Senate.
There was none.

10. Adjournment

Senator Bresciano moved for adjournment; Senator Hubbard seconded.

Motion to adjourn carried.

Respectfully Submitted,

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

The following members were absent from the December 7, 2015 meeting:

Accorsi, Michael
Agwunobi, Andrew
Atkinson-Palombo,
Carol
Beall, JC
Bellini, Sandra
Benson, David
Bradford, Michael
Brown, Stuart
Clokey, David
Coundouriotis, Eleni
Deibler, Cora Lynn

Dennis, Kelly
Desai, Manisha
Dominguez, Teresa
Herbst, Susan
Higgins, Katrina
Jepson, Patricia
Langer, Austin
Lavoie, Dustin
Lillo-Martin, Diane
Lim, Timothy
Locust, Wayne
Loturco, Joseph

McCauley, Paula
Pancak, Katherine
Rios, Diana
Roccoberton, Bartolo
Sanchez, Lisa
Schwab, Kristin
Skoog, Annelie
Sponzo, Stephanie
Tilton, Robert
Wei, Mei
Werkmeister-Rozas,
Lisa



2015 AAAS Fellows



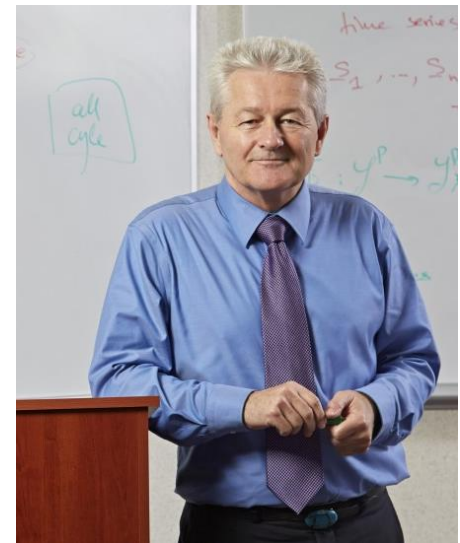
Professor of Marine
Sciences Hans Dam

Professor of Molecular
and Cell Biology Carolyn
Teschke



Emeritus Professor
of Molecular and Cell
Biology Philip Yeagle

Professor of Medicine
Reinhard
Laubenbacher



Name	Induction	Discipline
○ TESCHKE, CAROLYN	2015	Biological Sciences
○ LAUBENBACHER, REINHARD	2015	Mathematical Sciences
○ YEAGLE, PHILLIP	2015	Biological Sciences
○ DAM, HANS	2015	Atmospheric and Hydrospheric Sciences
○ HANDWERKER, W PENN	2013	Anthropology
○ MUKHOPADHYAY, NITIS	2012	Statistics
○ CARTER, C	2011	Engineering
○ PLUCKER, JONATHAN	2011	Education
○ OLIVER, DOUGLAS	2011	Neuroscience
○ DEY, DIPAK	2011	Statistics
○ RAJASEKARAN, S	2009	Engineering
○ KENDALL, DEBRA	2008	Biological Sciences
○ MCBREARTY, SALLY	2007	Anthropology
○ BUDNICK, JOSEPH I	2006	Physics
○ STWALLEY, WILLIAM	2005	Physics
○ HOLSINGER, KENT	2003	Biological Sciences
○ KATZ, LEONARD	1996	Psychology
○ BUCKLIN, ANN	1995	Biological Sciences
○ LAUFER, HANS	1967	Biological Sciences

Andrew Agwunobi, CEO of UConn Health 15/16 - A1104



- Part of outstanding new leadership at UConn Health
- Grow clinical enterprise
- Improve healthcare delivery
- Address health disparity
- Collaborations to grow basic science and clinical research with deans of SOM/SODM and JAX GM

- Current FY17 Projected Budget Gap is \$40.2M
- UConn is bracing for additional cuts in FY16 and a lower appropriation for FY17 due to recent State budget news

Four Year Tuition Plan: Administration Proposal

This plan balances the need for increased revenue with accessibility, affordability, and remaining attractive to students and parents.

	2016-17		2017-18		2018-19		2019-2020	
	Res	Non-Res	Res	Non-Res	Res	Non-Res	Res	Non-Res
Tuition Amount	11,224	33,016	11,999	34,066	12,849	35,216	13,799	36,466
Dollar Increase	\$700	\$950	\$775	\$1,050	\$850	\$1,150	\$950	\$1,250
Revenue	\$15.3M		\$17.0M		\$18.6M		\$20.6M	
Financial Aid	\$2.5M		\$2.8M		\$3.0M		\$3.4M	
Net New Revenue	\$12.8M		\$14.2M		\$15.6M		\$17.2M	

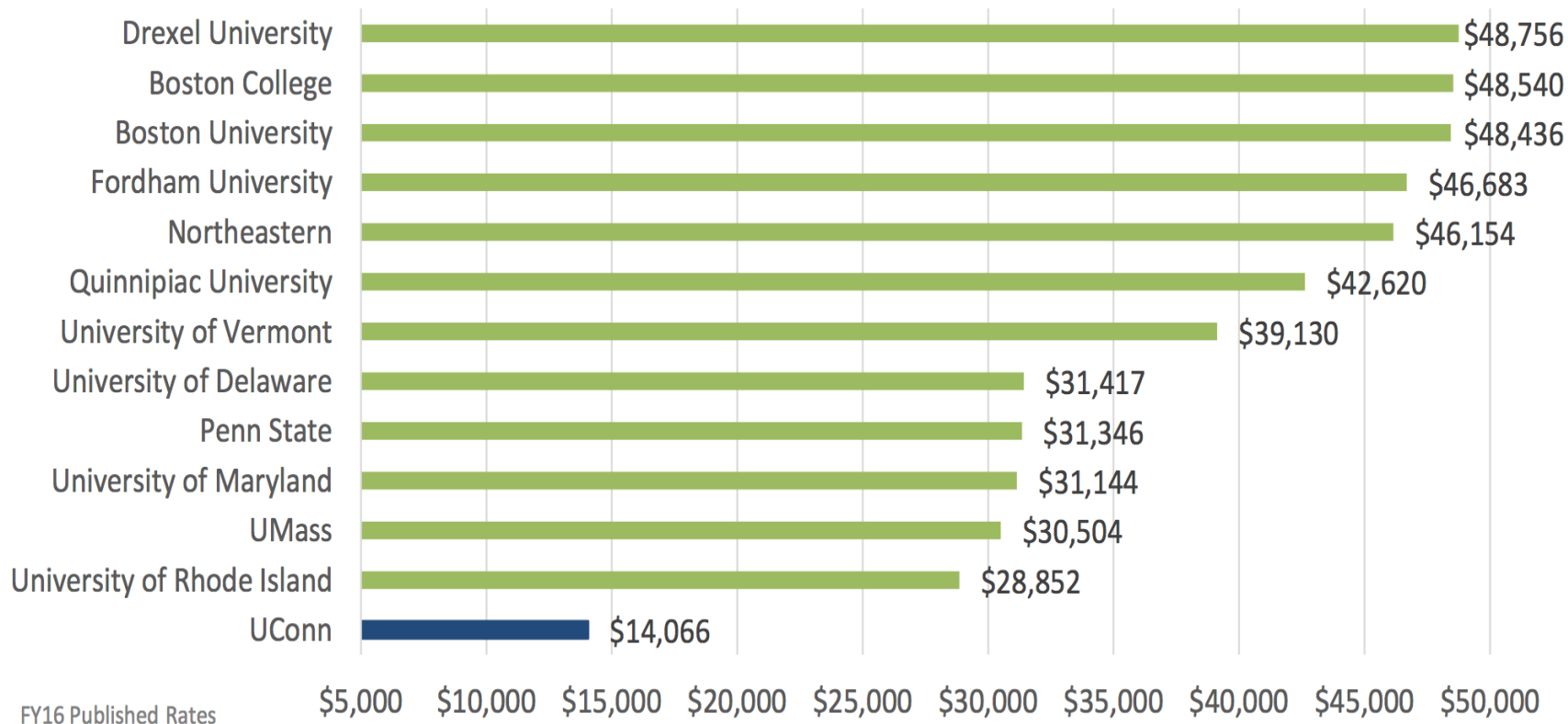
FY17 Projected Budget Gap After Tuition Increases

The proposed tuition increases will only contribute \$12.8M to the FY17 Budget Gap.

	FY17	
Projected Budget Gap	\$40.2M	
Proposed Tuition Increase (New Revenue)	\$12.8M	32%
FY17 Remaining Budget Gap	\$27.4M	68%

With 2016-17 Tuition Increase, UConn is still the best value

Comparing UConn's 2016-17 proposed tuition rates to Competitors 2015-16 rates still shows UConn offers the best value for Connecticut Residents.



Increased Enrollment

15/16 - A - 109

- Baseline freshmen enrollment at Storrs has been 3,550 freshmen
- We increased enrollment for Fall 2015 (FY16) to 3,800
- Increased tuition revenue (minus financial aid) ~ \$5.1M
- Net residence hall and dining revenue ~ \$2.1M
- FY16 - \$273K in support to address freshmen enrollment growth
- FY16 - \$750K in support to address sophomore-to-senior enrollment growth
- Doesn't account for expenses for support programs – student health, public safety, etc.

Report of the Senate Executive Committee
To the University Senate
December 7, 2015

Good Afternoon,

The SEC has met twice since the last Senate meeting. On November 20 we met as a group followed by a meeting with the Senate committee chairs. We met again on December 4 as a group and then with University Administrators. We also met privately with President Herbst and Provost Choi in separate meetings over the past month.

Our committees have been very active this semester in addressing many of the matters and concerns brought before them. We want to share with you that the Common Schedule Task Force has met three times this semester. A preliminary report is expected from the committee by the end of this month. The committee has reported that they will continue to meet in the spring semester as they are not able to fully answer their charge until more data is collected.

We are pleased to share that the UConn Foundation Office of Alumni Relations will be administering the Annual Faculty Excellence Awards. These awards will recognize the outstanding contributions and achievements of UConn Faculty. Information about the awards and process can be found on the website noted on the slide. The deadline to submit nominations is January 30, 2016.

The Senate Nominating Committee has issued a call for nominations for the position of General Education Oversight Committee (GEOC) Chair. The chair of the GEOC is responsible for the management of the General Education course proposal review process and the continued oversight of the curriculum. The chair reports to both the University Senate and the Vice Provost of Undergraduate Education, serves one three-year term and shall not be re-appointed. Because the GEOC is a subcommittee of a Senate committee, the chair need not be a Senator. Nominations and self-nominations in the form of an email of interest should be forwarded to Cheryl Galli by December 15, 2015. More information on this position can be found on the Senate website.

Finally, the SEC has been observing the University Administration and AAUP negotiations as they move forward. The SEC has discussed the various proposals available online and remains committed to various issues of faculty and shared governance imbedded in University practice and the existing AAUP contract.

Thank you all for your work on the Senate this semester. We wish everyone a happy holiday and a restful winter break.

Respectfully submitted,

Gary English, Chair
Senate Executive Committee

University Senate Curricula and Courses Committee
Report to the Senate
December 7, 2015

- I. The Curricula and Courses Committee recommends approval to ADD the following new 1000- or 2000-level courses:**
- A. ECON 2312 Empirical Methods in Economics II
Proposed Catalog Copy
ECON 2312. Empirical Methods in Economics II
Three credits. Prerequisite: ECON 2311.
Analysis of economic time series, estimation of single- and simultaneous-equation economic models, and statistical decision theory.
- B. GEOG 2410 New Digital Worlds of Geographic Information
Proposed Catalog Copy
GEOG 2410. New Digital Worlds of Geographic Information Science
Three credits. The role of geospatial technologies in science and society; how these technologies address environmental issues; how further development of these technologies may impact lives in the future. Provides a strong conceptual and scientific foundation for further coursework and includes discussion of career opportunities in GIScience.
- II. The Curricula and Courses Committee recommends approval to REVISE the following 1000- or 2000-level courses:**
- A. ECE 2000 Electrical Engineering Principles (adding pre-reqs)
Current Catalog Copy
ECE 2000. Electrical and Computer Engineering Principles
(Formerly offered as ECE 3002.) Three credits. Prerequisite: PHYS 1502Q, which may be taken concurrently. Recommended preparation: MATH 2410Q. This course and ECE 2001W may not both be taken for credit. Intended for non-ECE majors.
Basic concepts of circuit analysis as applied to electronic circuits and electromechanical devices, including measuring instruments.
- Revised Catalog Copy*
ECE 2000. Electrical and Computer Engineering Principles
(Formerly offered as ECE 3002.) Three credits. Prerequisite: PHYS 1502Q or 1230 or 1530, which may be taken concurrently. Recommended preparation: MATH 2410Q. This course and ECE 2001W may not both be taken for credit. Intended for non-ECE majors.
Basic concepts of circuit analysis as applied to electronic circuits and electromechanical devices, including measuring instruments.
- B. ENGR 1000 Orientation to Engineering
Current Catalog Copy
ENGR 1000. Orientation to Engineering (changing S/U grading to letter grading)
One credit. Fifteen class periods of lecture, and eight seminar and discussion periods. Not open

to Junior or Senior students in the School of Engineering. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

A series of orientation lectures on the many fields of engineering, followed by a series of seminars and discussions in engineering discipline-specific sections on engineering topics.

Revised Catalog Copy

ENGR 1000. Orientation to Engineering

One credit. Fifteen class periods of lecture, and eight seminar and discussion periods. Not open to Junior or Senior students in the School of Engineering.

A series of orientation lectures on the many fields of engineering, followed by a series of seminars and discussions in engineering discipline-specific sections on engineering topics.

C. MATH 1060Q. Precalculus

Current Catalog Copy

MATH 1060Q. Precalculus

Three credits. Recommended preparation: MATH 1011Q or the equivalent, and a qualifying score on the mathematics placement assessment. Not open for credit to students who have passed MATH 1120, 1125Q, or 1131Q. Students may not receive credit for this course and MATH 1040Q.

Preparation for calculus. Review of algebra. Functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and Trigonometric functions.

Revised Catalog Copy

MATH 1060Q. Precalculus

Three credits. Prerequisite: A qualifying score on the mathematics placement assessment. Not open for credit to students who have passed MATH 1120Q, 1125Q, or 1131Q. Students may not receive credit for this course and MATH 1040Q.

Preparation for calculus. Review of algebra. Functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and Trigonometric functions.

III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following 3000- or 4000-level courses for inclusion in the Writing (W) Competency:

A. WGSS 3718/W Feminism and Science Fiction

Proposed Catalog Copy

WGSS 3718. Feminism and Science Fiction

Three credits. Recommended Preparation: Any WGSS course.

Feminist approaches to science fiction. Human and non-human embodiments—humans, aliens, and cyborgs—and the social issues their interactions raise: reproduction and colonization; racial, sexual, and gender apartheid; “human” rights and the rule of law.

WGSS 3718W. Feminism and Science Fiction

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Recommended Preparation: Any WGSS course.

IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend revision of the following 3000- or 4000-level courses in the Writing (W) Competency:

A. NRE 3345W. Wildlife Management Techniques

Current Catalog Copy

NRE 3345. Wildlife Management Techniques

(Formerly offered as NRME 3345.) Four credits. Two class periods and two 2-hour laboratories. Prerequisite: NRE 3335; open to juniors or higher. One or more field trips will be required. Based upon understanding and applying ecological principles, technology and science based information to fulfill human goals for wildlife resources and their habitats. Use of literature, development of basic field and laboratory skills, and application of management and research principles are integral. Collection and reporting of biological data upon which wildlife conservation decisions are based are emphasized. Designed for pre-professional students and meets professional certification requirements.

Revised Catalog Copy

NRE 3345. Wildlife Management Techniques

(Formerly offered as NRME 3345.) Four credits. Three class periods and one 3-hour laboratory. Prerequisite: NRE 2345; open to juniors or higher; open only to majors; others by consent. Recommended preparation: STAT 1100, MATH 1060Q, and MATH 1110Q or higher, and EEB 2244. One or more field trips will be required.

Design and implementation of projects for wildlife research and monitoring that address conservation and management issues. Topics include capture and handling of animals, population estimation, wildlife-habitat relationships, resource selection, and space use. This course is designed for pre-professional students and meets professional certification requirements.

NRE 3345W. Wildlife Management Techniques

Four credits. Three class periods and one 3-hour laboratory. Prerequisites: ENGL 1010 or 1011, or 2011; and NRE 2345; open to juniors or higher; open only to Majors; others by consent. Recommended preparation: STAT 1100, MATH 1060Q, MATH 1110Q or higher, and EEB 2244. One or more field trips will be required.

B. MARN 3801W. Coastal Studies Seminar

Current Catalog Copy

MARN 3801W. Coastal Studies Seminar

Second semester (Avery Point). Two credits. Prerequisite: MARN 2002 and 3001 or instructor consent; ENGL 1010 or 1011 or 2011. Vaudrey Scientific analysis of coastal zone issues and their interdisciplinary implications. Written analysis and discussion of primary literature.

Revised Catalog Copy

MARN 3801W. Marine Sciences and Society

Second semester (Avery Point). Three credits. Prerequisite: MARN 2002 and 3001 or instructor consent; ENGL 1010 or 1011 or 2011.

Scientific analysis of coastal zone issues and their implications for society. Written analysis and discussion of primary literature.

V. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 1 – Arts and Humanities:

1. HIST/AFRA 3206 Black Experience in the Americas

Current Catalog Copy

HIST 3206. Black Experience in the Americas

(Also offered as AFRA 3206.) Three credits. Recommended preparation:

AFRA/HIST/HRTS 3563; AFRA/HIST 3564, 3620; or HIST/LLAS 3609. Pappademos Major themes in recent scholarship of African-descended communities in the Americas and their interconnection beyond geopolitical boundaries; race, gender, class, religion, cultural movements and practices, slavery, political economy, political movements, and African consciousness, from historical perspective.

Revised Catalog Copy

HIST 3206. Black Experience in the Americas

(Also offered as AFRA 3206.) Three credits. Open to sophomores or higher. Recommended preparation: AFRA/HIST/HRTS 3563, AFRA/HIST 3564, AFRA/HIST 3620, or

HIST/LLAS 3609. Pappademos

Major themes in recent scholarship of African-descended communities in the Americas and their interconnection beyond geopolitical boundaries; race, gender, sexuality, class, religion, cultural movements and practices, slavery, political economy, political movements, and African consciousness, from historical perspective.

VI. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 2 – Social Sciences:

A. ANTH 2400 Honors Core: Analyzing Religion

B. LLAS 1000 Introduction to Latina/o Studies

VII. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 4 – Diversity and Multiculturalism:

A. WGSS 3718/W Feminism and Science Fiction

VIII. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 4 – Diversity and Multiculturalism - International:

A. GEOG 2400 Introduction to Sustainable Cities

B. HIST/AFRA 3206 Black Experience in the Americas

IX. Revised 3000- or 4000-level S/U graded courses:

A. HCMI 4891 Internship in Healthcare Management (changing from letter graded to S/U graded)

Current Catalog Copy

HCMI 4891. Internship in Health Care Management

(Formerly offered as HSMG 4891.) One to three credits. Hours by arrangement. Prerequisite:

Open only to Business majors of junior or higher status; consent of instructor and Program

Director required prior to beginning the internship.

Supervised field work in a health care organization where students work with health care professionals to expand their expertise in solving health systems problems and increase their awareness of the issues involved in the day to day operations of a health care institution. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student.

Revised Catalog Copy

HCMI 4891. Internship in Health Care Management

(Formerly offered as HSMG 4891.) One to three credits. Hours by arrangement. Prerequisite:

Open only to Business majors of junior or higher status; consent of instructor and Program

Director required prior to beginning the internship.

Supervised field work in a health care organization where students work with health care professionals to expand their expertise in solving health systems problems and increase their awareness of the issues involved in the day to day operations of a health care institution. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

X. For the information of the University Senate and the Senate Curricula and Courses Committee, the General Education Oversight Committee approved the following course for offering in Intensive Session:

A. GEOG 1200 The City in the Western Tradition

B. GEOG 2000 Globalization

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

11/3/15, 11/17/15, and 12/1/15

**Nominating Committee Report
to the University Senate**
December 7, 2015

1. We move to appoint Steve Zinn to the General Education Oversight Committee (GEOC).

Respectfully submitted,

Andrea Hubbard, Chair
Janine Caira
Teresa Dominguez

Cameron Faustman
Hedley Freake
Katharina von Hammerstein

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
December 7, 2015

1. Add/drop regulations

A. Background

When the Senate recently changed the By-laws regulating the adding and dropping of courses the following sentence was removed.

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

Omission of this sentence might mislead students to think erroneously that the requirement of some courses for instructor consent is waived during the add/drop period. Therefore the sentence should be reinserted.

B. Current Relevant By-Laws

Old bylaws

II.B.10. Adding or Dropping Courses

Instructions for adding and dropping courses appear in the 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 should consult with their academic advisor prior to adding or dropping courses.

Students may add courses during the first ten class days of a semester without special permissions. In exceptional circumstances only, a student may add courses after the tenth day of classes 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.

C. Proposal to Senate: Motion

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

II.B.10. Adding or Dropping Courses

Instructions for adding and dropping courses appear in the 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 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 ten class days of a semester without special permissions. In exceptional circumstances only, a student may add courses after the tenth day of classes 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.

UNIVERSITY OF CONNECTICUT**Senate Scholastic Standards Committee****Report to the University Senate****December 7, 2015****2. Admissions****A. Background**

The Admissions section of the By-Laws is out of date and does not reflect desired or current practice.

B. Current Relevant By-Laws

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

II. RULES AND REGULATIONS**A. Admissions**

The University does not discriminate in admissions on the basis of sex, race, color, religion, or national origin. This is in accordance with the Civil Rights Act of 1964 as amended, and the Higher Education Act of 1972.

The University does not enter into any *quid pro quo* contracts, either explicit or implied, with admitted students. Services expected shall not be a consideration in admission.

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

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

1. Minimum Requirements

Except as specified in Section II.A.2, the following are the minimum requirements for admission to the freshman class in all undergraduate schools and colleges with the exception of the Ratcliffe Hicks School of Agriculture:

a. Each applicant shall have graduated from, or have completed 16 units in, an approved secondary school.

b. All applicants for admission to undergraduate degree programs are required to provide official transcripts of their high school grades and their scores on the Scholastic Aptitude Tests of the College Entrance Examination Board. In exceptional circumstances, the Director of Admissions may waive the S.A.T. requirement for mature individuals who show promise of satisfactory performance. Although scholastic performance in high school and S.A.T. scores serve as the primary basis for evaluation, supplementary information and recommendations are also sought and used by the Admissions Office. Admission is determined principally by the applicant's likelihood of success; those applicants with the promise of satisfactory scholastic performance are accepted. Specific minimum requirements for admission will be established by the Senate.

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

Tabular Presentation of Phase-In of Requirements

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

d. Exceptions to the requirements of paragraph II.A.1.c. may be made by the Director of Admissions, with the approval of the Senate Committee on Admissions, for individuals in the following categories: (a) applicants who have completed secondary school at least three years prior to the date of matriculation, (b) educationally disadvantaged students, including those from schools with inadequate course offerings, (c) applicants with highly specialized talents or backgrounds appropriate to a particular program of study, or (d) applicants with exceptionally high combined high school standing and S.A.T. scores.

2. Admission of Gifted Students

The University admission officers are authorized to admit a small number of students who do not meet the ordinary requirements for admission but who show unusual promise of success at college work. Such students shall meet the following requirements:

- a. Each applicant must be certified by the principal of his or her secondary school as being outstanding in scholastic ability. While the principal should feel free to use his or her judgment, and no specific rules are laid down to hamper him or her, nevertheless the University wants to make it clear that it expects to admit under this program only students who appear to be unusual intellectual leaders and who can be expected to be honor students in the University after admission. Each applicant shall further be certified by his or her principal to be of sufficient maturity and stability to make him or her a reasonable scholastic risk as compared with the average graduate of his or her preparatory school.
- b. Each applicant shall have completed a minimum of 12 units in an approved high school, of which at least 9 must be college preparatory in nature.
- c. The preparatory units should ordinarily include at least three units of English, two of mathematics and one of natural science. Any or all of such units may be satisfied by performance on an achievement test administered by the University, under the jurisdiction of the Committee on Curricula and Courses, and may constitute partial fulfillment of the requirements set forth in paragraph b.
- d. Each applicant shall be required to demonstrate outstanding ability by performance on admissions tests. Such tests shall include both general aptitude tests and achievements tests covering subject matter specified in paragraph c, and shall be administered under the jurisdiction of the Committee on Admissions who will make periodic reports to the University Senate on the techniques and procedures used.

3. New England Regional Program

First priority on admission to the University's undergraduate program is given to qualified residents of the State of Connecticut. In line with the policy of developing certain specialized centers at New England Land Grant Universities on a regional basis in order to secure improved quality at reduced cost, the University gives second priority for admission to qualified applicants from the other New England states who are identified as seeking admission to programs which have been approved as regional programs by the Board of Trustees. Those out-of-state undergraduate students admitted to and actively enrolled in an approved regional program will be considered Connecticut residents for purposes of fees and tuition.

4. Transfer of Credit

Students whose records are acceptable may be admitted from other collegiate institutions having requirements similar to those of the University of Connecticut. The number of transfer credits such students receive depends upon the character, quantity, and quality of the work they have done. Each applicant for admission with advanced standing must present a complete official transcript of all work, which he or she has previously taken at other colleges or secondary schools.

Transfer credit will be given only for courses in which the student earned a "C" grade or higher (2.0 on a 4.0 scale). Transfer students shall be required to meet the scholastic standards of their semester classification. The grade point average of transfer students will be computed on the work taken at the University of Connecticut only.

Work done in other collegiate institutions is evaluated by the University Examiner.

New students must submit complete transcripts of all work taken at other institutions as a part of their admission procedure whether or not they desire credit for such work, and students who take such work after their admission to this University must submit transcripts covering it as soon as the work is completed whether or not they desire credit for the work.

In addition to other procedures, and with the approval of the appropriate department and the President or designated representative, College Entrance Examination Board (C.E.E.B.) Advanced Placement or College-Level Examination Program Tests or other examinations may be used as a basis for granting advanced standing to students at the time of admission. In such cases, the Admissions Office shall forward the records compiled by the C.E.E.B. or the Bureau of Educational Research to the department teaching the subject matter covered by the test. The department, having examined the materials submitted, shall determine whether the student (1) is to be granted full credit for a specified course as a transfer course, or (2) is to be permitted to use a specific course in meeting prerequisite requirements for more advanced courses or in fulfilling course requirements for graduation, or (3) neither of the preceding alternatives.

Students registered at the University who desire to take work in other collegiate institutions to be applied toward their degrees at the University should obtain approval from the University Examiner before taking such work. Work of college grade given in or under the direction of an accredited college or university as part of one of the armed services' programs will be accepted for credit on the same basis as other transfer work.

5. Advanced Standing for Superior High School Students

The President, or an administrative officer assigned this task, may designate selected secondary schools in which specially selected members of the secondary school staff will offer regular University courses at the freshman-sophomore level to superior students. The program is limited to students whose past scholastic records have been outstandingly good and who have been admitted by the President or by another designated administrative officer.

The content of the courses will be determined by the appropriate University department and the examinations must be approved by those departments. Students who successfully complete such courses will receive the regular University credit for them.

Students may withdraw from a course or from the program at any time; also the University or the secondary school may require withdrawal from specific courses or from the entire program at any time.

No grade lower than C shall receive credit toward a degree or be entered into the student's permanent University record.

6. Unclassified Undergraduate Students

- a. Persons who wish to pursue a minimal amount of college work without being formally admitted as candidates for an undergraduate degree at the University may register for courses with unclassified status. Such persons must have been graduated from an approved secondary school or hold a state high school equivalency diploma.
- b. Unclassified students may register for courses at the main campus during the last day of registration for the semester or at the regional campuses at times specified by the regional

campus registrar. Registration is on a space-available basis and limited to two courses totaling not more than eight (8) credits in a semester. The Registrar must verify the grade point average of continuing unclassified students (see d. below).

- c. Applicants who wish to enroll as unclassified students must submit an unclassified status form together with a residence affidavit to the Director of Admissions at the main campus or to the Registrar at a regional campus where the applicant intends to enroll. Approval for unclassified status and the determination of residence status will be made by the Director of Admissions at the main campus and by the Registrar at the regional campus.
- d. Continued enrollment of an unclassified student is dependent upon the student's maintaining a minimum cumulative grade point average of 2.0 after having registered for 12 credits. This determination is to be made by the Dean of Students.
- e. An unclassified student who wishes to become a degree candidate at the University of Connecticut must apply for admission in the same way as any other prospective student.
- f. When an unclassified student is admitted to regular status, a determination will be made by the Undergraduate Transfer Admissions Office as to whether those credits earned as an unclassified student may be counted toward the degree. Unclassified students who have previously earned credits at institutions other than the University of Connecticut do not receive a transfer credit evaluation of this work unless or until they are admitted to regular status.

C. Proposal to Senate: Motion

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

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

A. Admissions

~~The University does not discriminate in admissions on the basis of sex, race, color, religion, or national origin. This is in accordance with the Civil Rights Act of 1964 as amended, and the Higher Education Act of 1972.~~ The University of Connecticut Office of Admissions follows the formal Non-Discrimination Policy Statement and makes admissions decisions in accordance with this policy.

The University does not enter into any *quid pro quo* contracts, either explicit or implied, with admitted students. Services expected shall not be a consideration in admission.

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

~~The rules for admission as regular students to the various schools and colleges apply to students enrolling in credit courses in Extension and in Summer Session. Students may be admitted with unclassified status under the conditions stated below. Students may be admitted with non-degree status under the conditions stated below.~~ The rules for admission apply to freshman and transfer students who seek to matriculate, i.e. be admitted as degree candidates. The minimum requirements for admission to the University are listed below; the specific requirements for admission to the several schools and colleges are provided in the University Catalog online. Separate admissions requirements may apply to the University's articulation agreements with other Connecticut public colleges and universities.

1. Minimum Requirements

Except as specified in Section II.A.2, the following are the minimum requirements for admission to the freshman and transfer class in all undergraduate schools and colleges with the exception of the Ratcliffe Hicks School of Agriculture:

- a. Each applicant shall have graduated from, ~~or~~ AND have completed 16 units (or the equivalent) in; an approved secondary school.

As a part of the 16 units in the typical U.S. four-year secondary school program, candidates for admission shall present 15 units of college preparatory work. This college preparatory work must include:

- Four units of English (composition and literature)
- Three units of mathematics (one unit of each of the following or their equivalents: algebra I, algebra II, geometry)
- Two units of laboratory science
- Two units of social science or history

- Two units of a single foreign language or the equivalent
- Three units of electives (two units must be college preparatory)

Students attending secondary school programs outside of the United States that do not follow the typical US model of secondary education will have their curriculum evaluated within the context of the educational system in which they attend.

b. All applicants for admission to undergraduate degree programs are required to provide official transcripts of their high school grades and their relevant test scores, on the Scholastic Aptitude Tests of the College Entrance Examination Board including the College Board SAT or the ACT. English proficiency scores, such as the iBT (Internet Based TOEFL) or IELTS, must be presented by students for whom English is not the language of nurture. In exceptional circumstances, the Director of Admissions may waive the S.A.T. requirement for mature individuals who show promise of satisfactory performance. Although scholastic performance in high school and S.A.T. scores serve as the primary basis for evaluation, supplementary information and recommendations are also sought and used by the Admissions Office. All applicants for admissions are holistically reviewed, which includes an applicant's personal statement/essay, secondary school transcript, test scores, student involvement/activities, letters of recommendation and any other information the student presents as part of the application process. Admission is competitive and is determined principally by based on the applicant's likelihood of success.; those applicants with the promise of satisfactory scholastic performance are accepted. Specific minimum requirements for admission will be established by the Senate.

c. Transfer applicants are required to provide official transcripts from all colleges or universities where they have attempted collegiate coursework.

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

Tabular Presentation of Phase-In of Requirements

1984	1985	1986	1987	1988
------	------	------	------	------

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

d. Exceptions to the requirements of paragraph II.A.1.ea. may be made by the Director of Admissions, with the approval of the Senate Committee on Admissions, for individuals in the following categories: (a) applicants who have completed secondary school at least three years prior to the date of matriculation, (b) educationally disadvantaged students, including those from schools with inadequate course offerings, (c) applicants with highly specialized talents or backgrounds appropriate to a particular program of study, or (d) applicants with exceptionally high combined high school standing and S.A.T. test scores. The Director of Admissions may also waive test scores for students who demonstrate maturity and show promise of success.

e. Each applicant may be called upon to provide supplementary information, if it is deemed necessary.

2. Admission of Gifted Students

~~The University admission officers are authorized to admit a small number of students who do not meet the ordinary requirements for admission but who show unusual promise of success at college work. Such students shall meet the following requirements:~~

~~a. Each applicant must be certified by the principal of his or her secondary school as being outstanding in scholastic ability. While the principal should feel free to use his or her judgment, and no specific rules are laid down to hamper him or her, nevertheless the University wants to make it clear that it expects to admit under this program only students who appear to be unusual intellectual leaders and who can be expected to be honor students in the University after admission. Each applicant shall further be certified by his or her principal to be of sufficient maturity and stability to make him or her a reasonable scholastic risk as compared with the average graduate of his or her preparatory school.~~

~~b. Each applicant shall have completed a minimum of 12 units in an approved high school, of which at least 9 must be college preparatory in nature.~~

~~c. The preparatory units should ordinarily include at least three units of English, two of mathematics and one of natural science. Any or all of such units may be satisfied by performance on an achievement test administered by the University, under the jurisdiction of the Committee on Curricula and Courses, and may constitute partial fulfillment of the requirements set forth in paragraph b.~~

~~d. Each applicant shall be required to demonstrate outstanding ability by performance on admissions tests. Such tests shall include both general aptitude tests and achievements tests covering subject matter specified in paragraph c, and shall be administered under the jurisdiction of the Committee on Admissions who will make periodic reports to the University Senate on the techniques and procedures used.~~

23. New England Regional Program

First priority on admission to the University's undergraduate program is given to qualified residents of the State of Connecticut. In line with the policy of developing certain specialized centers at New England Land Grant Universities on a regional basis in order to secure improved quality at reduced cost, the University gives second priority for admission to qualified applicants from the other New England states who are identified as seeking admission to programs which have been approved as regional programs by the Board of Trustees. Those out of state undergraduate students admitted to and actively enrolled in an approved regional program will be considered Connecticut residents for purposes of fees and tuition. As a member of the New England Board of Higher Education (NEBHE), the University of Connecticut provides residents of other NEBHE member states a tuition reduction when the student is enrolled in an approved degree program (as identified by NEBHE) that is not available at a public institution in their home state.

34. Transfer of Credit

~~Students whose records are acceptable may be admitted from other collegiate institutions having requirements similar to those of the University of Connecticut. The number of transfer credits such students receive depends upon the character, quantity, and quality of the work they have done. Each applicant for admission with advanced standing must present a complete official transcript of all work, which he or she has previously taken at other colleges or secondary schools.~~

~~Transfer credit will be given only for courses in which the student earned a "C" grade or higher (2.0 on a 4.0 scale). Transfer students shall be required to meet the scholastic standards of their semester classification. The grade point average of transfer students will be computed on the work taken at the University of Connecticut only.~~

The Office of Admissions, in consultation with academic departments, will evaluate coursework completed by students at ~~Work done in~~ other collegiate institutions, as well as military credit as a result of years of service or training, is evaluated by the University Examiner for eligibility for awarding transfer credit. The number of transfer credits such students are awarded depends upon the character, quantity, and quality of the work they have done. Transfer credit will be given only for courses in which the student earned a "C" grade or higher (2.0 on a 4.0 scale). Transfer credit will not be computed in a student's University of Connecticut GPA.

~~New students must submit complete transcripts of all work taken at other institutions as a part of their admission procedure whether or not they desire credit for such work, and students who take such work after their admission to this University must submit transcripts covering it as soon as the work is completed whether or not they desire credit for the work.~~

In addition to other procedures, and with the approval of the appropriate department and the ~~President~~ Provost or designated representative, College Entrance Examination Board (C.E.E.B.) Advanced Placement ~~or College-Level Examination Program Tests~~ or other examinations may be used as a basis for granting advanced standing to students at the time of admission. In such cases, the Admissions Office shall forward the ~~records~~ materials compiled by these ~~C.E.E.B. or the Bureau of Educational Research~~ testing agencies to the department(s) teaching the subject matter(s) covered by the test. The department(s), having examined the materials submitted, shall determine whether the ~~student~~ materials are sufficient to (1) ~~is to be granted~~ grant a student full credit for a specified course as a transfer course, and/or (2) ~~is to be permitted~~ permit a student to use a specific course in meeting

prerequisite requirements for more advanced courses or in fulfilling course requirements for graduation, ~~or (3) neither of the preceding alternatives.~~

Students registered at the University who desire to take work in other collegiate institutions to be applied toward their degrees at the University should obtain approval from the University Examiner Office of Admissions before taking such work. ~~Work of college grade given in or under the direction of an accredited college or university as part of one of the armed services' programs will be accepted for credit on the same basis as other transfer work.~~

45. ~~Advanced Standing for Superior High School Students~~ High School Students and Credit Bearing Courses

The issuance of UConn credit to high school students is overseen by the Office of Early College Programs (OECF). High school students may enroll in UConn courses either through the dual-enrollment Early College Experience Program (ECE), or with permission, as independent non-degree students.

Students enrolled in high school who want to take UConn courses as non-degree students should contact the OECF prior to registration.

~~The President, or an administrative officer assigned this task, may designate selected secondary schools in which specially selected members of the secondary school staff will offer regular University courses at the freshman-sophomore level to superior students. The program is limited to students whose past scholastic records have been outstandingly good and who have been admitted by the President or by another designated administrative officer.~~

UConn departments are responsible for ensuring the equivalence of ECE courses taught in high schools and at UConn. The content of the courses will be determined by the appropriate University department and the examinations must be approved by those departments. Instructors must be certified by the University department to teach ECE courses and must follow accreditation criteria established by OECF and NEASC.

University departments offering their courses through ECE are responsible for monitoring grading practices and ensuring that they are comparable to practices in the department. ~~Students Completed ECE courses will be recorded on a non-degree UConn transcript with grade. who successfully complete such courses will receive the regular University credit for them.~~

- Students who earn a grade of C or higher receive University credit.
- ~~No~~ Students who earn a grade lower than C shall not receive credit toward a degree or be entered into the student's permanent University record; the course grade will appear as "audit" on the student's transcript.

Upon matriculation, ECE students will be provided the opportunity to move non-degree coursework to the undergraduate record (see 5. below).

Students may withdraw from a course or from the ECE program at any time; also the University or the secondary school may require withdrawal from specific courses or from the entire ECE program at any time, per policies designated in the UConn ECE Policies and Procedures Guide.

65. *Non-Degree Undergraduate Students*

- a. ~~Persons who wish to pursue a minimal amount of college work without being formally admitted as candidates for an undergraduate degree at the University may register for courses with as non-degree students status. Such persons must have been graduated from an approved secondary school or hold a state high school equivalency diploma.~~
- b. ~~Non-degree students may register for Spring or Fall courses two weeks prior to the beginning of classes, at the main campus during the last day of registration for the semester or at the regional campuses at times specified by the regional campus registrar. Registration is on a space-available basis and limited to two courses totaling not more than eight (8) credits in a semester. The Registrar must verify the grade point average of continuing non-degree students (see d. below). Requests for exceptions to this policy may be made to the director or designee of non-degree programs. Students who have been dismissed from the University must seek permission to take coursework with non-degree status from the dean or designee of the school or college from which the student was dismissed. They are not eligible for exceptions to course and credit limits.~~
- c. ~~Applicants who wish to enroll as non-degree students must submit a non-degree status form together with a residence affidavit to the Director of Admissions at the main campus or to the Registrar at a regional campus where the applicant intends to enroll. Approval for non-degree status and the determination of residence status will be made by the Director of Admissions at the main campus and by the Registrar at the regional campus.~~
- d. ~~Continued enrollment of a non-degree student is dependent upon the student's maintaining a minimum cumulative grade point average of 2.0 after having attempted 12 credits or having been enrolled for two semesters. ~~after having registered for 12 credits. This determination is to be made by the Dean of Students.~~~~
- e. ~~A non-degree student who wishes to become a degree candidate at the University of Connecticut must apply for admission in the same way as any other prospective student.~~
- f. ~~When a non-degree student is admitted to regular status matriculates, the student will, in conjunction with the dean or designee of his or her school or college, or the director or designee of his or her program, determine whether or not credits earned as a non-degree student will be applied to the degree. a determination will be made by the Undergraduate Transfer Admissions Office as to whether those credits earned as an unclassified student may be counted toward the degree. Non-degree students who have previously earned credits at institutions other than the University of Connecticut do not receive a transfer credit evaluation of this work unless or until they are admitted to regular status. Students who have coursework on their non-degree record that has not been assessed may seek approval by their school or college's dean or designee to have that coursework evaluated and moved to the undergraduate record. Once courses have been moved to the undergraduate record they cannot be removed, unless under exceptional circumstances, permission is given by the Vice Provost of Academic Affairs.~~

University Senate Process & Project Updates



Planning, Architectural & Engineering Services
paes.uconn.edu

Laura Cruickshank, FAIA
University Master Planner & Chief Architect

December 7, 2015

Agenda

PAES

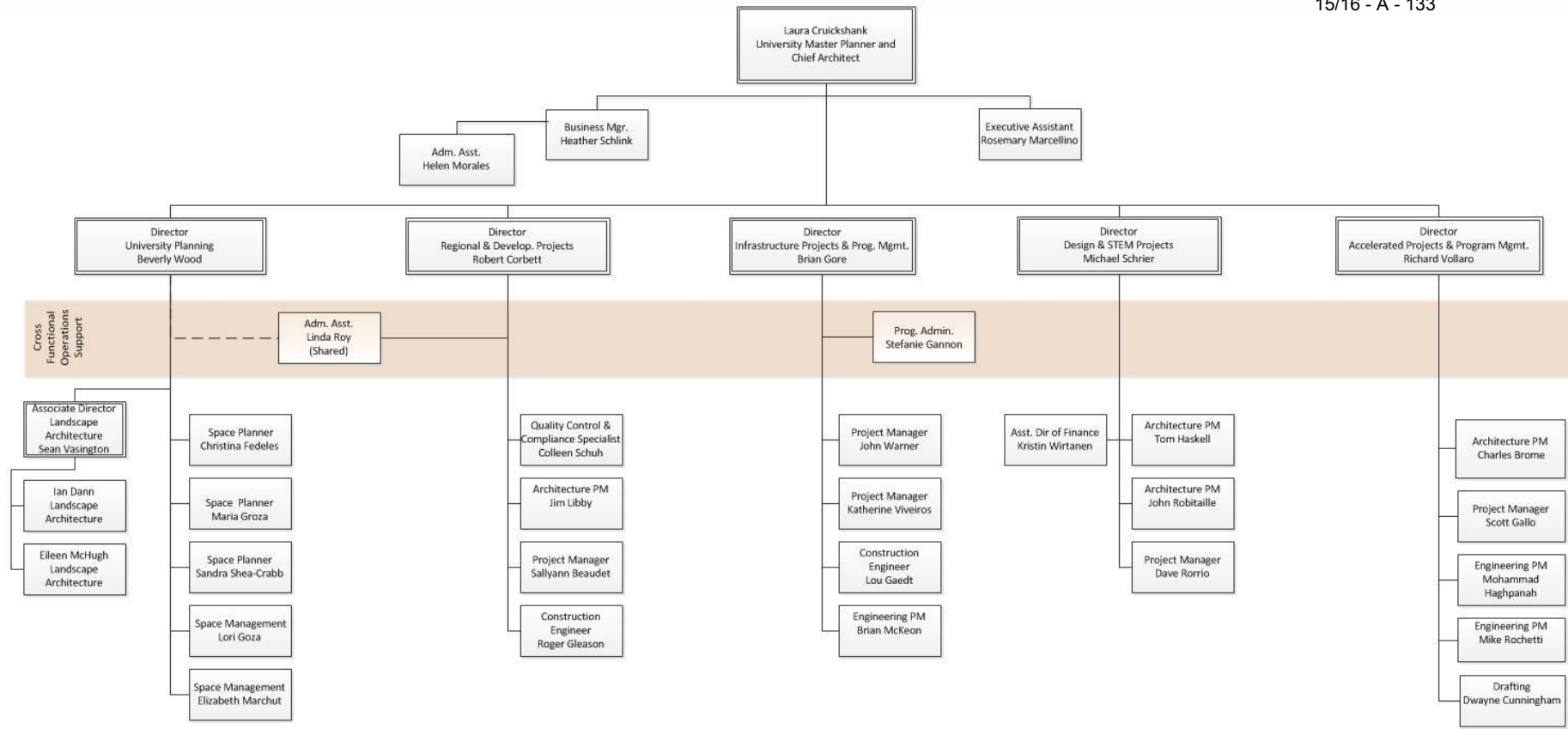
- Who we are and what we do

Process Updates

- QA/QC Initiatives

Project Updates

- Projects Recently Completed & in Construction
- Projects in Design
- Projects in Planning



QA/QC Initiatives

1. Project Management Oversight (PMO) Support

- Gilbane Building Company started providing PMO Support in early June 2015
- Supplemental staff to provide field oversight, assist project managers, supplement procurement and move management
- Software upgrades to an integrated project management system





2. Design Guidelines and Performance Standards

- 12 month process to complete new Guidelines has been completed and new Guidelines have been adopted and posted on the website paes.uconn.edu/designstandards

3. Public Outreach

- Presentations for PWC (Professional Women in construction), ACECC (American Council of Engineering Companies of Connecticut), CI (Construction Institute), CBC (Connecticut Building Congress)

LEGEND

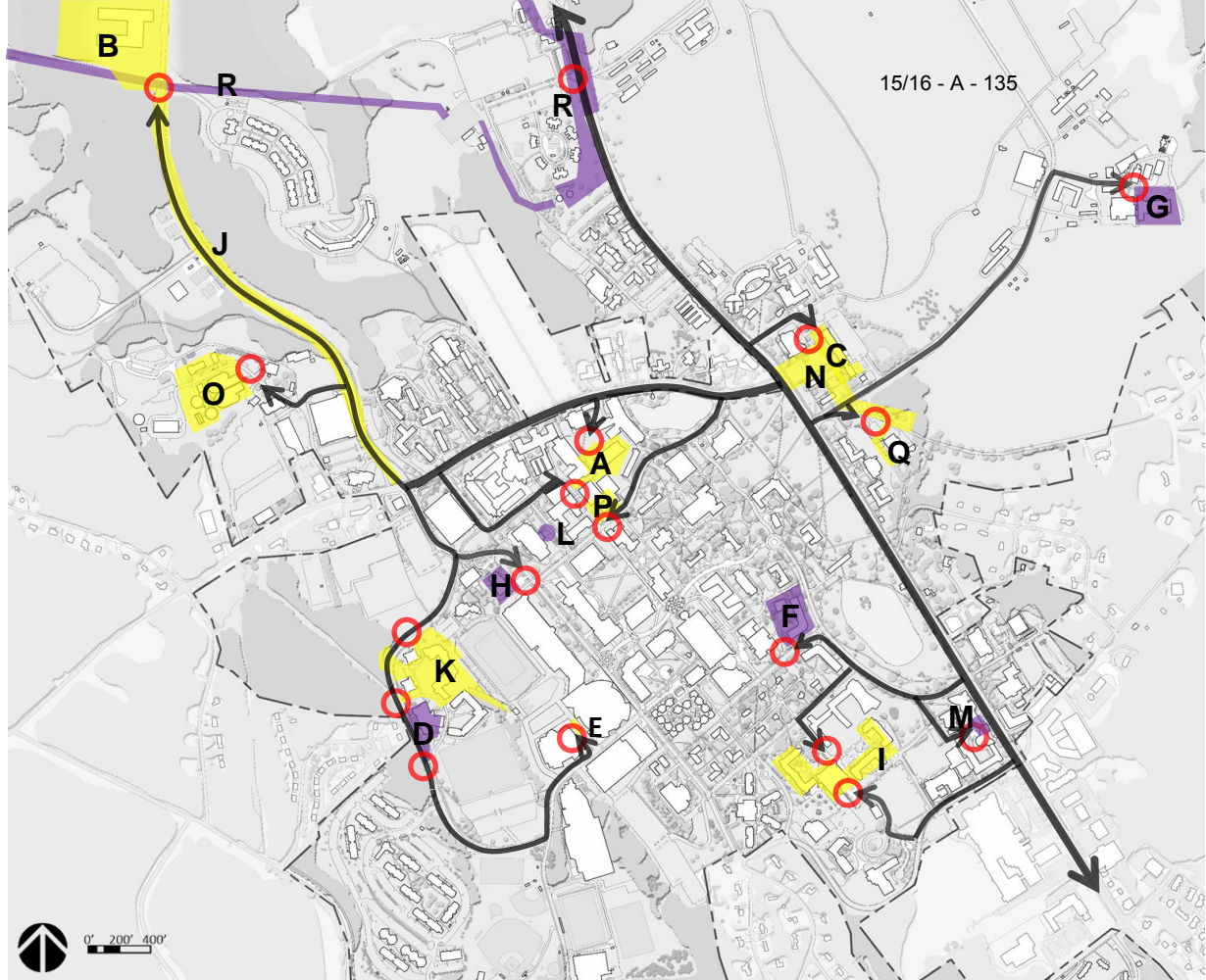
- Construction Traffic 
- Construction Entrance 
- Fall Projects 
- Ongoing from Summer 2015 

Building & Site Projects







- A Engineering Science Building (Ongoing)
- B Innovation Partnership Building (Ongoing)
- C Young Building Envelope (Begin/End)
- D Putnam Refectory Renovation (Begin)
- E Gampel Cooling Towers/Chiller (Ongoing)
- F Monteith Renovation (Begin)
- G Bio 4 Roof Repair (Begin)
- H Tasker Renovation (Begin)
- I S. Campus Residence Hall Repairs (Ongoing)
- J N. Hillside Road Extension (Ongoing)
- K STEM Residence Hall (Ongoing)
- L Jorgensen Steps (Begin/End)
- M Fine Arts Dean's Renovation (Begin)

Utility Projects

- N Young Quadrangle Utility Replacement (Begin/End)
- O Water Pollution Control Facility Repair (Ongoing)
- P CUP Upgrades (Ongoing)
- Q Sewer Replacement at Storrs Road (Ongoing)
- R Water Line Replacement Phase II (Begin)



LEGEND

- Construction Traffic 
- Construction Entrance 
- Spring Projects 
- Summer Projects 
- Fall Projects 
- Ongoing from 2015 

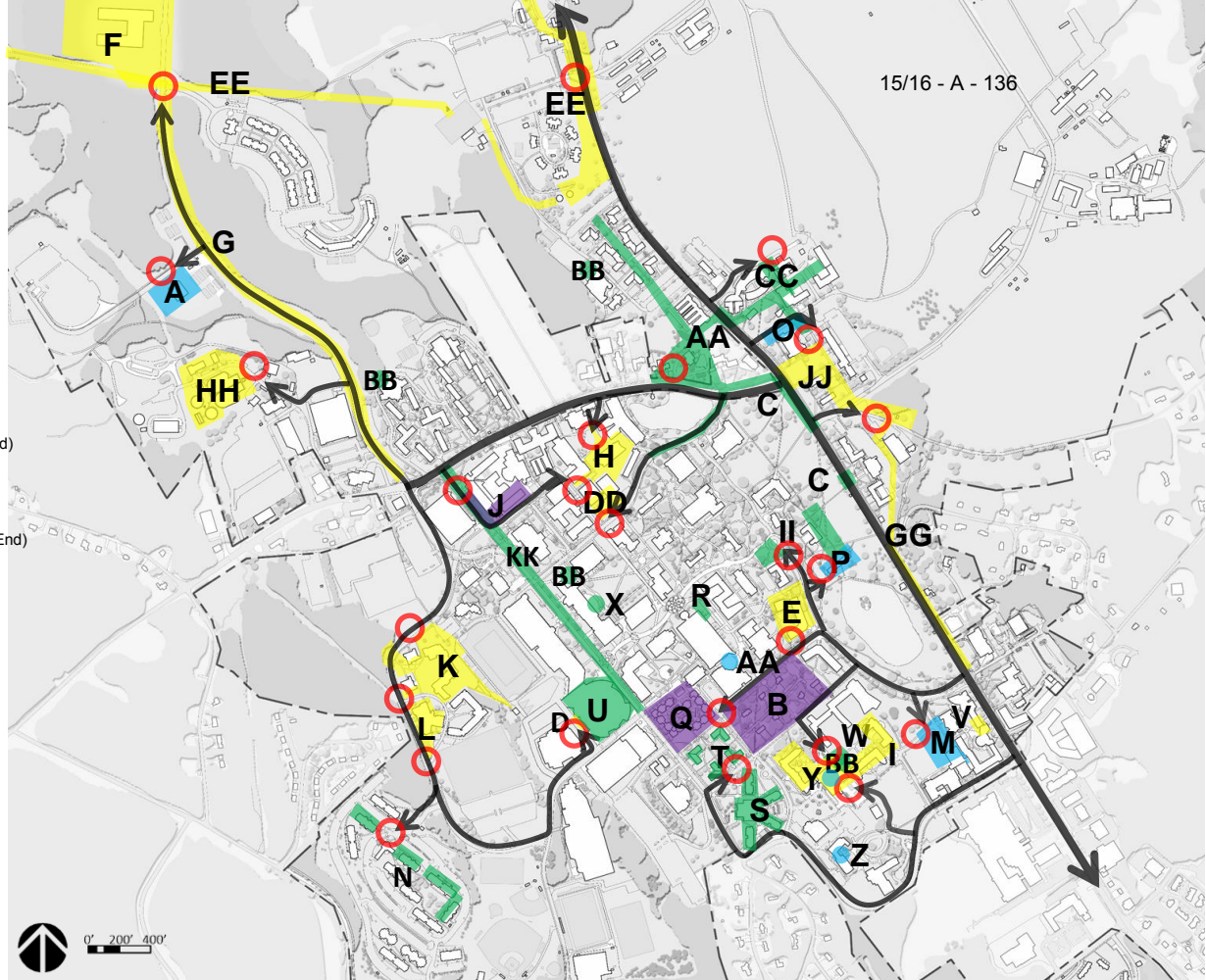
Building & Site Projects

- A** Main Accumulation Area (Begin)
- B** South Commons (Begin/End)
- C** 195 Signals @ Whitney & N. Eagleville (Begin/End)
- D** Gampel Cooling Towers / Chiller (End)
- E** Monteith Renovation (End)
- F** Innovation Partnership Building (Ongoing)
- G** N. Hillside Road Extension (End)
- H** Engineering Science Building (Ongoing)
- I** S Campus Residence Hall Repairs (End)
- J** Gant South Renovation (Begin)
- K** STEM Residence Hall (End)
- L** Putnam Refectory Renovation (End)
- M** Fine Arts Production Facility (Begin)
- N** Hilltop Apartment Repairs (Begin/End)
- O** Ratcliffe Hicks Retaining Wall (Begin/End)
- P** Manchester Hall Electrical and Drainage Repairs (Begin/End)
- Q** CT Commons Demolition (Begin/End)
- R** Babbidge Electrical Service
- S** Alumni Dorm Roofing (Begin / End)
- T** West Campus Bathroom Renovations (Begin/End)
- U** Gampel Roof Repair (Begin/End)
- V** Fine Arts Dean's Renovation (End)
- W** South Campus Steps (Begin/End)
- X** Student Union East Façade (Begin/End)
- Y** Rome Hall HVAC Replacement (Begin/End)
- Z** Phillips HVAC Repair (Begin/End)
- AA** Dodd Center Steps (Begin/End)

Utility Projects

- BB** Dining Hall FOG (Begin/End)
- CC** Emergency Power, NE Quad (Begin)
- DD** CUP Upgrades (Ongoing)
- EE** Water Line Replacement Phase II (End)
- FF** N. Eagleville Rd Infrastructure Repair (Begin/End)
- GG** Sewer Replacement at Storrs Road (End)
- HH** Water Pollution Control Facility Repair (Ongoing)
- II** Historic Campus Steam (Begin/End)
- JJ** Young Quadrangle Utility Replacement (End)
- KK** ESPC Steamline (Begin)

15/16 - A - 136



Completed / in Construction

Project Updates: **\$575M+** currently in Construction

- Young Building Renovation/Addition Envelope Repairs
- North Eagleville Road Infrastructure, Phase II
- Gurleyville Road Pump Station & Sewer Replacement
- North Hillside Road
- Next Generation CT Residence Hall
- Putnam Refectory Renovation
- Hartford Campus Relocation
- Innovation Partnership Building
- Engineering and Science Building
- Monteith Renovation
- Main Accumulation Area (chemical waste transfer facility)
- Gampel Cooling Towers

Young Building Renovation / Addition - Envelope Repairs

15/16 - A - 138

- Scope: Exterior masonry restoration –
 - Site work improvements, new granite stairs, and landscaping
 - Membrane roof replacement and selective slate roof replacement
- Budget: on budget \$5M
 - CM GMP project delivery
- Schedule:
 - Construction Started April 2015
 - Complete construction January 2016



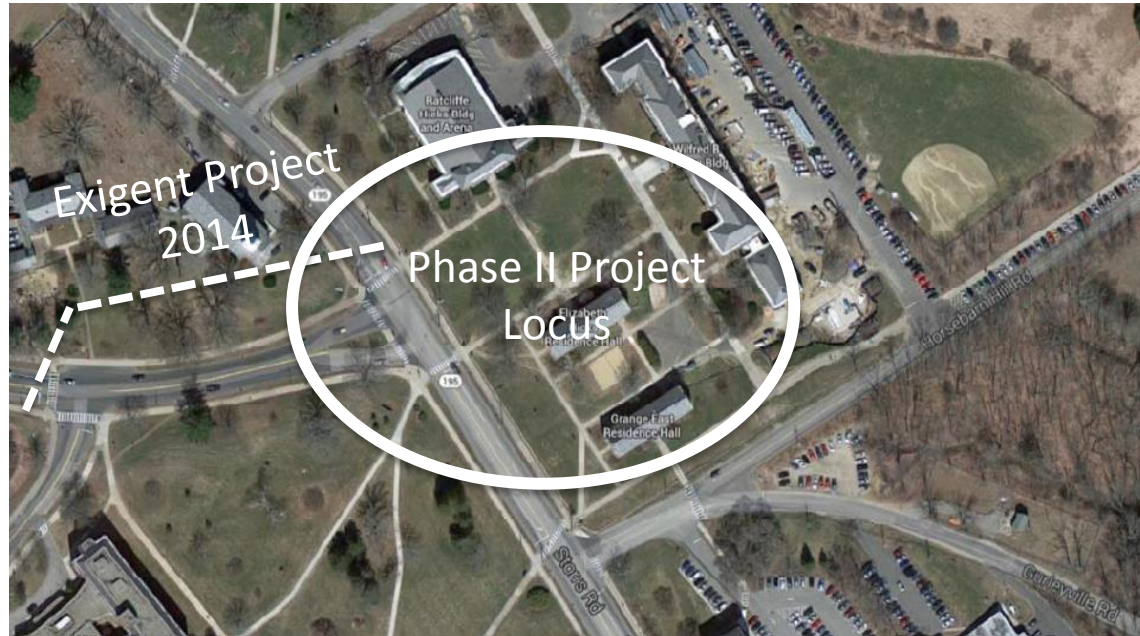
*West façade of Young Building, top
East façade of Young Building, bottom*

North Eagleville Road (NER), Phase II

15/16 - A - 139

North Eagleville Rd Infrastructure Upgrades Phase II

- Scope:
 - Young Quadrangle Utility Replacement
- Budget: on budget \$5.25M Final phase
- Schedule:
 - Start Construction June 2015
 - Complete Construction December 2015



Young Building Quad

Gurleyville Road Pump Station

15/16 - A - 140

Gurleyville Rd Pump Station & Sewer Replacement

- Scope:
 - Upgrade sewer on Rte. 195 from Mansfield Rd to Pump Station
 - Renovate pump station
 - Upgrade to accept additional flow from Res Hall and D'town Storrs
- Budget: \$5M Final phase
- Schedule:
 - In Construction
 - Complete Construction July 2016



Sewer pipe location along 195 and behind residence halls

Next Generation CT Residence Hall

15116 - A - 141

- Scope: 212,000 GSF, 8 stories above grade
 - 725 beds + staff and director apartments
 - Includes 22,000 GSF Learning & Innovation Center
 - HPBC, anticipate LEED Silver
- Budget: On budget at \$105M
 - Design Build project delivery
- Schedule: On expedited schedule
 - Started construction Nov 2014
 - Complete construction July 2016
- Key Issues: None at this time



Views looking West 11

UConn Hartford

15/16 - A - 142

- Scope: 180,000 GSF, 5 floors
- Budget: \$140M
- Schedule:
 - Demolition started Summer 2015
 - Site Prep & Utility work started
 - Draft GMP November 2015
 - Construction start Dec 2015, delayed 2 ½ months to rebid
 - Complete construction July 2017
- Key Issues:
 - 75% of packages were re-bid
 - GMP ready for signature



Construction on the Hartford Times Building

Innovation Partnership Building

15/16 - A - 143

- Scope: 114,000 GSF, 3 floors + Penthouse
 - Includes 25,000 SF shelled tenant lab space
 - Core Additive Manufacturing and Advanced Characterization (Imaging)
 - HPBC, anticipate LEED Silver
- Budget: on budget \$162.3M
 - CM GMP project delivery
- Schedule:
 - Started construction June 2015
 - Complete construction June 2017
- Key Issues: None at this time



Engineering and Science

15/16 - A - 144

- Scope: 115,000 GSF, 5 floors + penthouse
 - HPBC, anticipate LEED Silver
- Budget: Budget: \$95M
 - CM GMP project delivery
- Schedule: On schedule
 - In Construction
 - Complete construction Spring 2017
- Key Issues: None at this time



North Hillside Road Extension

15/16 - A - 145

- Scope: Extension of North Hillside Rd from Charter Oak Complex entrance to Route 44
- Budget: Budget: \$20.365M
 - GC Unit Price project delivery
- Schedule: On schedule
 - In Construction – 75% complete
 - Open to traffic mid-Dec 2015 (landscape in Spring/Summer 2016)
- Key Issues: None at this time



Final Paving in Progress

Monteith Renovation

- Scope: 73,000 GSF renovation, 4 floors
 - New home for Department of Math, starts to vacate Gant
 - Targeting LEED Silver
- Budget: \$25M Construction Document phase
 - GC Lump Sum project delivery
- Schedule: On schedule
 - In construction
 - Complete construction July 2016
- Key Issues: aggressive schedule



Project Updates: **\$325M+** currently in Design

- Fine Arts Production Addition
- Gant Building Renovation
- Student Recreation Center
- Gampel Pavilion Renovation
- Infrastructure Projects
 - Main Water Line Replacement, Ph II
 - North Eagleville Rd Infrastructure, Ph III A&B
 - Framework for Campus Infrastructure – BVH and CDM Engineers
 - Student Recreation Center – Analysis and design
 - Soccer, Baseball & Softball Stadia – Analysis and design

Main Water Line, Phase II

15/16 - A - 148

Main Water Line Phase II

- Scope:
 - Final phase replacement of Main Water line from Willimantic Well Field
 - Connection to future CT Water supply from Tolland
- Budget: \$6M Design phase
- Schedule:
 - Design in process
 - Start Construction Dec 2015
 - Complete Construction Fall 2016



North Campus Site Plan

Fine Arts Production Addition

15/16 - A - 149

- Scope: 30,000 GSF Addition
 - Production facility, including paint, scenery, and welding shops
 - New entry and connectivity
- Budget: \$21.6M Design Development phase
- Schedule:
 - Bidding in Spring 2016
 - Start construction Summer 2016
 - Complete construction Winter 2017
- Key Issues: Timing of EIE Approval



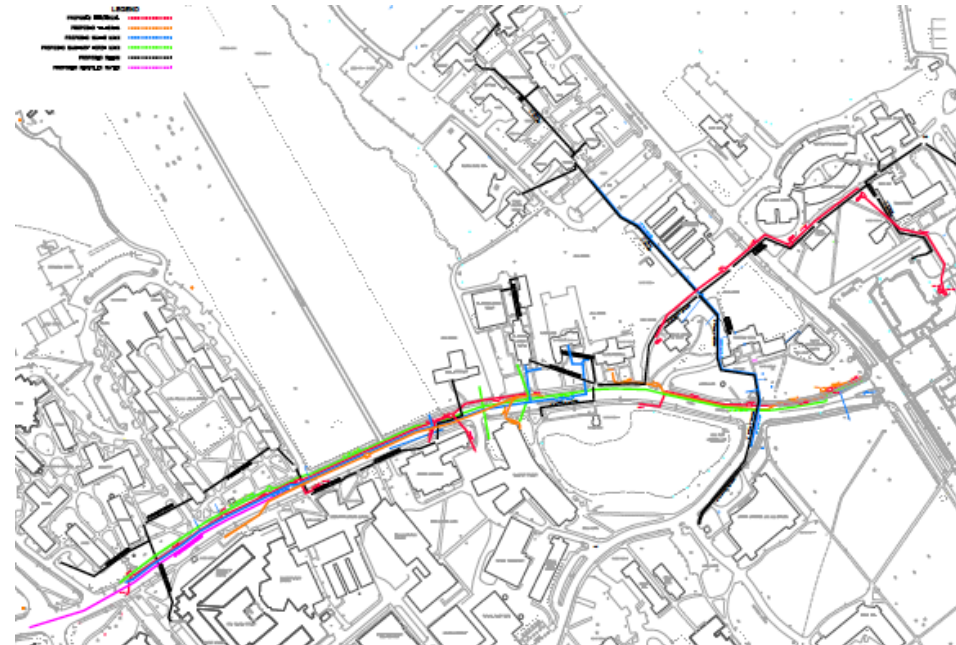
Site Plan, Bolton Rd to bottom & 195 to right 19

North Eagleville Road (NER) Phase III

15/16 - A 1100

North Eagleville Rd Infrastructure Upgrades Phase III A & B

- Scope:
 - Replace steam/condensate, electric, water, storm, sanitary gravity/force main, & telecom
 - Area: 195/No Eagleville to NW Res Hall; north to Towers; east to CAHNR
- Budget: \$20M Design Phase III A
- Schedule: Design in process, Ph III A & B
 - Ph III A - Start Construction May 2016
 - Ph III A - Complete Construction Dec 2016
 - Ph III B construction Summer/Fall 2017

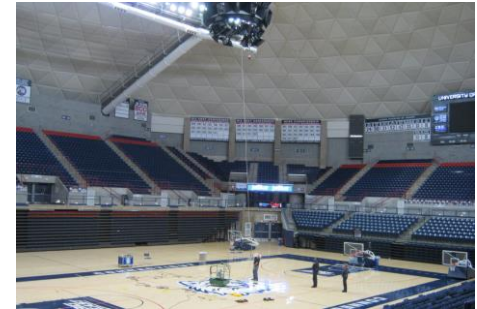


Gampel Pavilion Dome & Roof Repair

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Gampel Pavilion Dome & Roof Repair

- Scope:
 - Repair the interior and exterior dome roof
 - Address code issues
 - Upgrade Infrastructure for network broadcast cabling
- Budget: \$10M Design phase
- Schedule:
 - Design in process
 - Start Construction Spring 2016
 - Complete Construction Fall 2016



Interior



Exterior

Gant Building Renovation - STEM

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- Scope: 285,000 GSF Renovation
 - Teaching labs, faculty offices and support space upgrades
 - Infrastructure and Envelope Upgrades
 - Targeting LEED Gold
- Budget: \$ 140M – 170M Revised Planning
- Schedule:
 - Pre-Design in Process
 - Start construction Spring 2017
 - Complete construction Summer 2021
- Key Issues: Schedule for programming & design



Gant Building, looking East

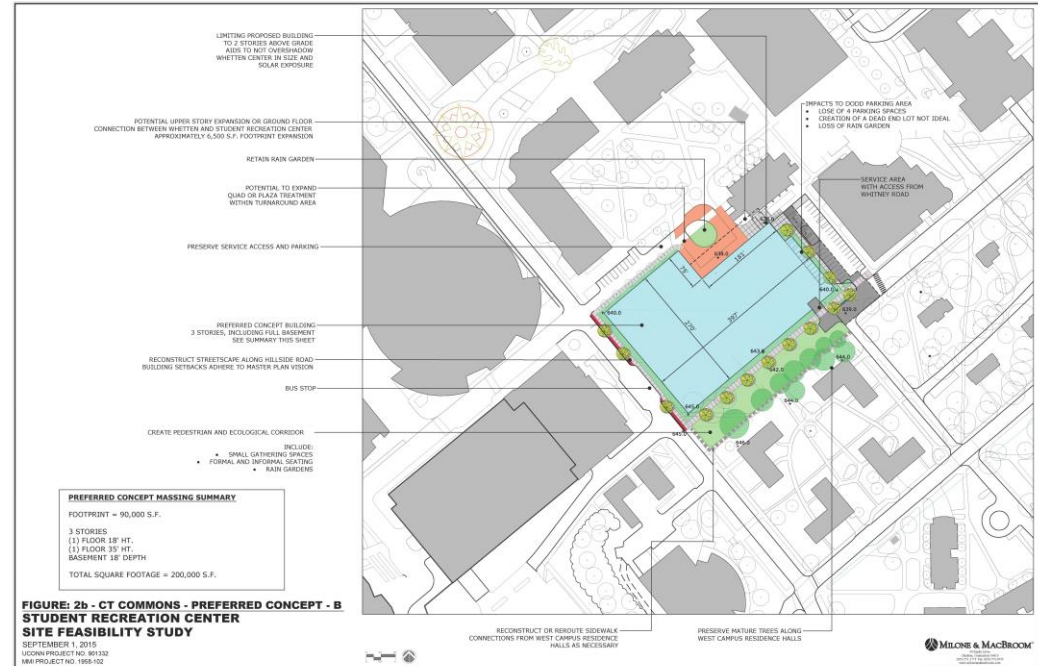
Goody Clancy & Mitchell Giurgola Architects
CM on board

Student Recreation Center

15/16 - A - 153

- **Scope:** new Student Recreation Center
 - 200,000 GSF building program
- **Budget:** \$100M, Planning phase
 - JCJ/Moody-Nolan Architects
- **Schedule:**
 - Design Fall 2016
 - Bidding Winter 2017
 - Complete construction Summer 2019
- **Key Issues:** Timing of enabling utility projects and EIE

Architect identified; CM on board Dec 2015



Student Recreation Center location on Hillside, near Gampel

in Planning

15/16 - A - 154

Project Updates: **\$375M+** currently in Planning

- Science Facilities Space Planning - on schedule to be complete by January 2016
- Science 1 Building – Architect interviews in early Spring 2016
- Student Health Services – begin programming
- Framework Engineer for Campus Infrastructure
- Infrastructure Projects
 - Northwest Quad – possible supplemental utility plant
 - South Campus
 - Central Campus
- On-going Planning Activities

Science Facilities Space Planning

15/16 - A - 155

Current Status:

- Evaluation of Current Space Needs – complete
- Formulation of Gant Renovation Strategy – complete
- Forecast of Future Space Requirements – in process
- Development of an Implementation Strategy that Includes Both Renovation and New Construction - in process

The Science Space Planning is on schedule to be complete in January 2016 to start the design process for the Science 1 Building in the NW Quad

On-Going Planning

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- Capital Projects Planning Support
- Library Facilities Master Plan
- Demonstration Classroom Planning
- Depot Campus Redevelopment Planning
- Gateway and Wayfinding Planning
- Space Inventory Data Collection and Updates

Campus Broadcast Studio



In response to growing media interest in UConn experts, the University opened a television studio that enables faculty to do live broadcast interviews with networks around the world 24 hours a day.

University Communications oversees the operation of the new studio, connecting the media with sources, scheduling interviews, and advising faculty on site throughout the process. UConn contracted with VideoLink, a Boston-based company, to manage the connection between studio and network.

Requests for more information:

Kristen Cole

Director of News and Editorial Communications

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Where is the studio?

Centrally located on the Storrs campus in the Homer Babbidge Library on the basement level, Room B155, the remodeled space is soundproofed and features seating as well as an electronic backdrop with a selection of custom UConn images. By the time a faculty member enters the studio, the set lights will be on, the backdrop lit, and the microphone and earpiece connected. The studio also offers a teleprompter, should a broadcast necessitate it.

The library was selected because of its extensive hours of operation, enabling interviews to take place on weekends and weeknights, and ensuring all requests can be met.

Who do I contact when asked to do a broadcast interview?

Instruct the reporter or producer to contact University Communications to work out the details. A News Office representative will connect with the network then contact you to discuss the process and share such information as broadcast cues and on-camera attire. The representative will meet you at the studio 30 minutes prior to an interview to attach the microphone and earpiece and remain with you to troubleshoot throughout the broadcast.

How can I become more comfortable in front of the camera?

University Communications provides individual broadcast media training in the on-campus studio. Whether you want to focus on how to prepare for a scheduled interview or for recurring interviews within your area of expertise, support is available. Studio time will likely include filming a mock interview for critique.