

**UNIVERSITY SENATE MEETING**  
 March 7, 2016  
 ROME BALLROOM, Storrs Campus

1. Moderator Clark called to order the regular meeting of the University Senate of March 7, 2016 at 4:01pm. He announced a change in the order of the agenda noting that items 6 and 7 would be reversed.

2. Approval of Minutes

Senator Bansal moved acceptance of the 2/1/2016 minutes; Senator Makowsky seconded.  
**Motion to approve passed** with one abstention.

3. Report of the President (presented by President Herbst)

President Herbst shared that she will provide updates in four areas; budget, labor negotiations, chief diversity officer search, and enrollment management.

The legislative session ends in early May. The University will be made aware of our appropriations at that time. UConn continues to present our case to lawmakers. The State is in a difficult budget situation with a \$500 million deficit this year and an anticipated \$1 billion shortfall next year. At this time, we don't know the extent of cuts to our budget. Administration will look closely at all areas to determine what can be reduced without cutting our academic mission or affecting health and safety. The Board of Trustees has asked for scenarios showing specific proposed cuts and the effects of those cuts.

The University will work at generating greater revenue in two specific areas: athletics and clinics/health center. Dave Benedict was recently introduced as the new Athletic Director. Mr. Benedict was chosen from a group of well-qualified candidates because of his finance and revenue generating experience. The goal of the athletics program will be not only to cover expenses but also to earn a surplus to return to the University. On the fundraising side, UConn Foundation President and CEO Josh Newton continues to seek out opportunities to increase donations. The President noted that she feels it is an important part of her role to participate in fundraising activities. She remarked that in peer institutions the President may spend up to 80% of time actively engaging in fundraising efforts.

President Herbst then addressed labor relations issues and the recent activity with the UCPEA contract. She noted that negotiations with UCPEA were a model for collective bargaining. The contract was good but it is doubtful that the legislation will consider or pass any collective bargaining agreements during this session. President Herbst called upon Senator Sanner for her input as UCPEA President. Senator Sanner shared that the UCPEA membership will gather for a meeting on Tuesday, March 8 to consider its next step. The UCPEA members will decide whether to withdraw the contract or to resubmit. President Herbst stressed that we, as state employees, will not be painted as fiscally responsible as has happened in the past.

President Herbst offered an update on the search for the new chief diversity officer. The three finalists have all interviewed on campus and presented to the University community. The search committee values input from all faculty and staff. All are urged to participate in the process by viewing the public forums and participating in the survey.

President Herbst was pleased to announce that applications for fall 2016 are at our highest level ever, both in number of applications and quality of applicants. We remain tuition competitive with our peer institutions. We remain below the national average for average student debt when a student leaves our institution. Initial offers to prospective fall 2016 freshman have been made.

Moderator Clark invited questions from the floor.

Senator Bansal inquired if the scenarios presented to the Board of Trustees will be made public. President Herbst replied in the affirmative.

Senator Atkinson-Palombo referred to the carbon tax topic presented at a recent Edwin Way Teale lecture in asking if this type of program may be something Connecticut would consider. President Herbst noted that this type of program would need to be considered at the state level, not University, though she will talk to our government affairs representatives about the topic.

4. Report of the Senate Executive Committee (presented by SEC Member Mark Boyer)

(Attachment #29)

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

5. Consent Agenda

(Attachment #30)

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

**The Senate voted unanimously to approve the Consent Agenda**

6. Presentation from Office of Emergency Management

Presented by Captain Chris Renshaw (UCFD) & Sergeant Jason Hyland (UConn Police Community Outreach Unit)

(Attachment #31)

Captain Renshaw and Sergeant Hyland presented information via a PowerPoint presentation (attached) and by referencing the website at OEM.UCONN.EDU

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

Senator Brown thanked the OEM for a recent helpful presentation at the Waterbury Campus. He then expressed concern about the Emergency Closing Policy and whether regional campuses and OEM are being consulted as is stated in the policy. Captain Renshaw clarified that OEM has a minor consultation role through the Office of Public Safety. Senator Brown asked that University leaders and representatives from regional campuses meet to discuss the February 5 and February 8 cancellations while the events are still fresh in our minds. He stressed that regional campus directors should have a more active role in the decision making process. Provost Choi shared that our regional campuses are part of the consult process; however, not

enough information was gathered from Waterbury in a timely manner. The policy going forward will be to gather information from those who are physically in each area.

Senator Jain asked what safety and security apps or assistance may be available to those on campus late into the evening. Captain Renshaw shared that the University escort service, Husky Watch, provides concerned students with a walking escort home. Husky Rides, offered by UConn Transportation, is also available to students, faculty and staff. He also stated that the blue emergency phones on campus are tested electronically daily and routinely tested physically.

Senator Sanchez shared concerns about the ability to lock classrooms from the inside noting that many doors do not have this capability. Moderator Clark recognized Chief O'Connor who shared that, through a joint effort with Facilities, all classroom doors and alternative space at Storrs and regional campuses are being currently assessed. She anticipates that locks will be installed in all areas by the end of this semester.

7. Annual Report on Research (presented by Vice President for Research Jeff Seemann)  
(Attachment #32)

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

8. Annual Report of the Dean of the Graduate School (presented by Vice Provost for Graduate Education and Dean of the Graduate School Kent Holsinger)  
(Attachment #33)

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

Senator Hertel referred to the "Virtual PhD" software program when asking if there is a way to provide access to those who do not have a current NetID. Specifically, she is concerned for post-doctoral fellows who are still working with an advisor but have submitted their dissertations and, therefore, have lost use of their NetID. Dean Holsinger noted that they can join Virtual PhD on their own though the access may be limited. He agreed to look further into alternative options.

Senator Caira asked for an update on the graduate union summer employment agreement. Dean Holsinger acknowledged that VP Seemann is the contact person for the GA contract. VP Seemann was not available to respond. Dean Holsinger explained that the GA contract included a "re-opener" clause surrounding summer employment of graduate students. Initially the sides were far apart though they are drawing closer in negotiations. The issue is time sensitive as the agreement will need to be filed with the State Legislature by April 1. Prior to that, any agreement will need to be ratified by the Graduate Student Union and approved by the Board of Trustees. If an agreement is not reached and approved, past practice for summer employment will apply.

9. New Business  
Senator Fernandez presented a motion on behalf of the Senate Diversity Committee.  
(Attachment #34)

**The Senate voted unanimously to approve the motion as presented.**

10. Adjournment

Senator Rios moved adjournment of the meeting; Senator Hubbard seconded.  
The meeting was adjourned at 5:24 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 March 7, 2016 meeting:

Accorsi, Michael	Kendig, Tysen	Siegle, Del
Agwunobi, Andrew	Langer, Austin	Silbart, Lawrence
Aindow, Mark	Lavoie, Dustin	Simsek, Zeki
Bedore, Pam	Lim, Timothy	Sponzo, Stephanie
Benson, David	Locust, Wayne	Teitelbaum, Jeremy
Bradford, Michael	Love, Cathleen	Tilton, Robert
Clokey, David	McManus, George	Wagner, David
Cobb, Casey	Mellone, Barbara	Wang, George
Desai, Manisha	Nair, Suresh	Wei, Mei
Dey, Dipak	Nanclares, Gustavo	Weiner, Daniel
English, Gary	Reis, Sally	Weidemann, Gregory
Faustman, Cameron	Rocoberton, Bartolo	Wogenstein, Sebastian
Gilbert, Michael	Schwab, Kristin	Zack, John
Jockusch, Elizabeth		

Report of the Senate Executive Committee  
To the University Senate  
March 7, 2016

Good Afternoon,

As mentioned in the SEC report to the Senate last month, Gary English is away until mid-April. It is my pleasure to serve as acting Chair of the SEC during his absence.

The SEC met with Senate committee chairs on February 26<sup>th</sup> to review committee activities. The Senate Growth & Development Committee has followed the SEC's request to review the Senate election constituencies. This review has resulted in several recommendations that will come to the full Senate as a motion at our next meeting. The Senate Faculty Standards Committee has been working on areas of teaching performance and a statement on free speech & civility. They expect to share their findings and recommendations at an upcoming Senate meeting.

Our Curricula and Courses committee has shared that the General Education Task Force has established focus groups. Surveys will be mailed to faculty, students and alumni. The SEC urges all to take an active role in the assessment of our General Education program by participating in the survey.

The SEC, as part of their monthly meeting schedule, also met separately with President Herbst, Provost Choi and the Senior Administrative Team.

A reminder that the annual PTR Forum will be held on Friday, April 1, 3:00-5:00pm in the Student Union. Finally, we congratulate Jaci Van Heest on her election to the President's Athletic Advisory Committee.

Jaci will serve a two year term beginning in September. The Committee of Three election is currently underway. Voting is open to all elected faculty and professional Senators through Wednesday, March 9.

Our next Senate meeting will be held on Monday, April 4.

Respectfully Submitted,

Mark Boyer, Member  
Senate Executive Committee

**Nominating Committee Report  
to the University Senate**

March 7, 2016

1. We move to appoint Eric Schultz to a three-year term as Chair of the General Education Oversight Committee (GEOC) effective 8/24/2016 through 8/23/2019

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**  
**March 7, 2016**

- I. The Curricula and Courses Committee recommends approval to ADD the following 1000- or 2000-level courses:**
- A. BUSN 1801 Contemporary Issues in the World of Business  
*Proposed Catalog Copy*  
 BUSN 1801. Contemporary Issues in the World of Business  
 Hours and credits by arrangement up to a maximum of 3 credits. May be repeated in different sections for up to three credits maximum. Prerequisite: Open to freshmen and sophomores; others with consent of instructor. May not be used to satisfy Junior-Senior level major requirements of the School of Business.  
 The world of business has changed. No longer can we refer to the cliché “business as usual.” Today’s business world is a complex, challenging and exciting place. Each section of this course will capture some aspect of that challenge and excitement. Students will be exposed to undercurrents that challenge and perplex today’s managers and executives around the globe. Students should consult the scheduling booklet for specific topics offered.
- B. BUSN 2891 Foreign Study Internship  
*Proposed Catalog Copy*  
 BUSN 2891. Foreign Study Internship  
 One to six credits. Hours by arrangement. Prerequisite: Open only to School of Business students; consent of Associate Dean for Undergraduate Programs required. 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).  
 Provides students the opportunity to be engaged in meaningful professional activity without the expectation of a significant level of prior academic experience in business
- C. COMM 2100 Professional Communication  
*Proposed Catalog Copy*  
 COMM 2100. Professional Communication  
 Three credits. Prerequisite: COMM 1000. Recommended: COMM 1100  
 The principles of communication in business and professional environments. Focus on the refinement of communication skills necessary to succeed in professional contexts.
- D. COMM 2940 Fundamentals of Digital Production  
*Proposed Catalog Copy*  
 COMM 2940. Fundamentals of Digital Production  
 Three credits. Prerequisite: COMM 1000.  
 Fundamentals associated with the production of digital video, audio, and images to communicate with various audiences. Students rotate through various roles of pre-production, production, and post-production processes in the creation of multimedia projects.
- E. EDLR 1162 Health and Education in Urban Communities



*Proposed Catalog Copy*

## EDLR 1162. Health and Education in Urban Communities

1 credit. Historical and social forces that shape health and education in Connecticut's urban communities. Poverty, culture, and identity; their impacts on children's health, nutrition, schooling, and opportunities for success. Analysis of social policies, norms, and beliefs; their impact on issues of justice. Includes service learning.

## F. EDLR 2001 Contemporary Social Issues in Sport

*Proposed Catalog Copy*

## EDLR 2001 Contemporary Social Issues in Sport

3 credits. Socio-cultural, economic, political, and other related issues in sport. Sport as a social institution, the impact of sport in American culture, and the impact of American culture on sport. Sport at the youth, intercollegiate, professional, and international levels; how sport at these levels is experienced differently by individuals, communities, organizations, and society. Issues in sport relative to gender, race (ethnicity), differing physical and intellectual ability, sexual identity, and gender identity.

## G. ENGR 2215 Principles of Manufacturing Engineering

*Proposed Catalog Copy*

## ENGR 2215. Principles of Manufacturing Engineering

3 Credits.

Introduction to engineering aspects of modern manufacturing processes and systems with a focus on commercial-scale conversion of materials into components and components into products. Casting; forming and shaping; cutting and machining; joining; surface engineering; optical materials engineering; additive manufacturing; computer-integrated manufacturing; automation; and special manufacturing processes such as chemical and biological systems. Includes case studies.

## H. ECON/LLAS 2474 Economic Development in Latin America and the Caribbean

*Proposed Catalog Copy*

## ECON 2474. Economic Development in Latin America and the Caribbean.

(Also offered as LLAS 2474.) Three credits. Prerequisites: ECON 1200 or both ECON 1201 and 1202.

Survey of the economic history of Latin America and the Caribbean. Analysis of present-day development issues in the region, including economic growth, poverty, education, and health.

## LLAS 2474. Economic Development in Latin America and the Caribbean.

(Also offered as ECON 2474.) Three credits. Prerequisites: ECON 1200 or both ECON 1201 and 1202.

Survey of the economic history of Latin America and the Caribbean. Analysis of present-day development issues in the region, including economic growth, poverty, education, and health.

## I. SOCI 1993 International Study

*Proposed Catalog Copy*

## SOCI 1993. International Study

One to fifteen credits. Hours by arrangement. Prerequisite: Consent of Program Director

required, normally to be granted before the student's departure. May be repeated for credit. Special topics taken in an Education Abroad program.

J. SOCI 2993 International Study

*Proposed Catalog Copy*

SOCI 2993. International Study.

One to fifteen credits. Hours by arrangement. Prerequisite: Consent of Program Director required, normally to be granted before the student's departure. May count toward the major with consent of the advisor up to a maximum of 6 credits. May be repeated for credit.

Special topics taken in an Education Abroad program.

K. SOCI 2995 Special Topics

*Proposed Catalog Copy*

SOCI 2995. Special Topics

Credits and hours by arrangement. Prerequisite: Open to sophomores and higher. With a change in content, may be repeated for credit.

A lecture course. Topics vary by semester

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

A. BADM 2710 Principles of Managerial Accounting (Revise enrollment restrictions)

*Current Catalog Copy*

BADM 2710. Principles of Managerial Accounting

(210) (Formerly offered as BADM 3710.) Three credits. Prerequisite: ACCT 2001. Not open to students who have passed or are taking ACCT 2101. May substitute for ACCT 2101 for students who enter the School of Business.

A survey of internal reports to managers for use in planning and controlling operating systems, for use in decision-making, formulating major plans and policies, and for costing products for inventory valuation and income determination.

*Revised Catalog Copy*

BADM 2710. Principles of Managerial Accounting

(210) (Formerly offered as BADM 3710.) Three credits. Prerequisite: ACCT 2001. Open only to non-business students of sophomore or higher status. Not open for credit to students who have passed or are taking ACCT 2101. May substitute for ACCT 2101 for students who enter the School of Business.

A survey of internal reports to managers for use in planning and controlling operating systems, decision-making, formulating major plans and policies, and costing products for inventory valuation and income determination.

B. BADM 2891 Foreign Study Internship (Revise enrollment restrictions)

*Current Catalog Copy*

BADM 2891. Foreign Study Internship

One to six credits. Hours by arrangement. Prerequisite: Open only to School of Business students; consent of Associate Dean for Undergraduate Programs required. 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).

Provides students the opportunity to be engaged in meaningful professional activity without the expectation of a significant level of prior academic experience in business.

*Revised Catalog Copy*

BADM 2891. Foreign Study Internship

One to six credits. Hours by arrangement. Prerequisite: Consent of Associate Dean for Undergraduate Programs required. 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).

Provides students the opportunity to be engaged in meaningful professional activity without the expectation of a significant level of prior academic experience in business.

C. UNIV 2100 The McNair Scholar (Title and description)

*Current Catalog Copy*

UNIV 2100. The McNair Scholar

One credit. Prerequisite: acceptance into the McNair Scholars Program during the fall semester prior to course enrollment.

Immersion of McNair Scholars in STEM (science, technology, engineering, and mathematics) undergraduate research projects and academic research assignments to prepare for graduate school.

*Revised Catalog Copy*

UNIV 2100. Preparation for STEM Academic Research.

One credit. Spring.

Preparation for STEM (science, technology, engineering, and mathematics) undergraduate research projects and academic research assignments to prepare for graduate school.

D. DRAM 1800 Exploration of Movement (Level Change)

*Current Catalog Copy*

DRAM 1810. Exploration of Movement Three credits.

Two 2-hour periods. A course in using the human body as a tool for creativity, problem solving, communication, collaboration, and story telling.

*Revised Catalog Copy*

DRAM 2800. Exploration of Movement Three credits.

Two 2-hour periods. Use of the human body as a tool for creativity, problem solving, communication, collaboration, and story-telling.

E. BIOL 1102 Foundations of Biology (enrollment restriction)

*Current Catalog Copy*

BIOL 1102. Foundations of Biology

(102) Four credits. Three class periods and one 2-hour laboratory period. Not open for credit to students who have completed a year of advanced biology in high school. Students may not receive more than 12 credits for courses in Biology at the 1000's level.

A laboratory course designed for non-science majors; surveys major biological principles with emphasis on their importance to humans and modern society. A fee of \$10 is charged for this course. CA 3-LAB.

*Revised Catalog Copy*

BIOL 1102. Foundations of Biology

(102) Four credits. Three class periods and one 2-hour laboratory period. Students may not receive more than 12 credits for courses in Biology at the 1000 level. Not open to students who passed BIOL 1107, 1108 or 1110.

Major biological principles with emphasis on their importance to humans and modern society; designed for non-science majors. A fee of \$10 is charged for this course. CA 3-LAB.

F. SOCI 2705 Sociology of Food (enrollment restriction)

*Current Catalog Copy*

SOCI 2705. Sociology of Food

Three credits. Prerequisite: Open to sophomores or higher. Recommended preparation: SOCI 1001

Social factors shaping the industrial food system, as well as a social analysis of viable alternatives.

*Revised Catalog Copy*

SOCI 2705. Sociology of Food

Three credits. Prerequisite: Open to sophomores or higher. Not open for credit to students who have passed SOCI 3271 when offered as Food. Recommended preparation: SOCI 1001

Social factors shaping the industrial food system, as well as a social analysis of viable alternatives.

G. SOCI 3411 Work and Occupations (level change)

*Current Catalog Copy*

SOCI 3411. Work and Occupations

Three credits. Prerequisite: Open to juniors or higher.

Occupations, jobs, careers, and the professions, and their effects on the division of labor, on the workplace, and on individuals in the labor force.

*Revised Catalog Copy*

SOCI 2411. Work and Occupations

(274) (Formerly offered as SOCI 3411.) Three credits. Prerequisite: Open to sophomores or higher.

Occupations, jobs, careers, the professions, and their effects on the division of labor, on the workplace, and on individuals in the labor force.

**III. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend inclusion of the following courses in Content Area 1 – Arts and Humanities:**

A. CHIN 3270 Chinese Film

B. HIST 3607 Latin America in the Colonial Period

**C. HIST/AFRA/LLAS 3619 History of the Caribbean***Current Catalog Copy*

HIST 3619. History of the Caribbean

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

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

*Revised Catalog Copy*

HIST 3619. History of the Caribbean

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

Topics may include encounter experience; slavery and freedom; colonialism/anti-colonialism; citizenship and nation building; political economy, cultures and movements; and migration/immigration from historical perspective. CA 1.

**IV. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend inclusion of the following courses in Content Area 3 – Science and Technology, non-Lab:**

- A. GEOG 2410 New Digital Worlds of Geographic Information Science

**V. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend inclusion of the following courses in Content Area 4 – Diversity and Multiculturalism – non-International:**

- A. LLAS 1000 Introduction to Latina/o Studies

- B. ENGL 3611 Women's Literature 1900 to the Present (also add cross-listing)

*Current Catalog Copy*

ENGL 3611. Women's Literature 1900 to the Present

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

Modern and contemporary works written by women from different countries.

*Revised Catalog Copy*

ENGL 3611. Women's Literature 1900 to the Present

(Also offered as WGSS 3611.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Modern and contemporary works written by women from different countries. CA 4.

WGSS 3611. Women's Literature 1900 to the Present

(Also offered as ENGL 3611.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Modern and contemporary works written by women from different countries. CA 4.

**VI. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend revision of the following courses in Content Area 4 – Diversity and Multiculturalism – non-International:**

## A. ENGL 3609 Women's Literature (add cross-listing)

*Current Catalog Copy*

ENGL 3609. Women's Literature

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

Works written by women from different countries and centuries. CA 4.

*Revised Catalog Copy*

ENGL 3609. Women's Literature

(Also offered as WGSS 3609.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Works written by women from different countries and centuries. CA 4.

WGSS 3609. Women's Literature

(Also offered as ENGL 3609.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Works written by women from different countries and centuries. CA 4.

## B. ENGL 3613 Introduction to LGBT Literature (add cross-listing)

*Current Catalog Copy*

ENGL 3613. Introduction to LGBT Literature

Three credits.

An introduction to themes of sexual diversity in literature, related to lesbian, gay, bisexual, and transgender issues. CA 4.

*Revised Catalog Copy*

ENGL 3613. Introduction to LGBT Literature

(Also offered as WGSS 3613.) Three credits.

An introduction to themes of sexual diversity in literature, related to lesbian, gay, bisexual, and transgender issues. CA 4.

WGSS 3613. Introduction to LGBT Literature

(Also offered as ENGL 3613.) Three credits.

An introduction to themes of sexual diversity in literature, related to lesbian, gay, bisexual, and transgender issues. CA 4.

**VII. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend inclusion of the following courses in Content Area 4 – Diversity and Multiculturalism - International:**

- A. HIST 3607 Latin America in the Colonial Period
- B. HIST/AFRA/LLAS 3619 History of the Caribbean

**VIII. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend addition of the following 3000- or 4000-level course in the Writing (W) Competency:**

- A. EDCI 3100/W Multicultural Education, Equity, and Social Justice  
*Proposed Catalog Copy*  
EDCI3100W. Multicultural Education, Equity, and Social Justice  
Three credits. Prerequisite: ENGL 1010, 1011 or 2011. Open only to juniors in the Integrated Bachelor's/Master's Teacher Preparation program.  
Introduction to multicultural education. Examines the nature and purposes of schooling, the relationship between diversity, schooling and society, and the concepts and practices of multicultural education and equity pedagogy.

**IX. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend revision of the following 3000- or 4000-level course in the Quantitative (Q) Competency:**

- A. STAT 3375Q Introduction to Mathematical Statistics (Pre-req and title change)  
*Current Catalog Copy*  
STAT 3375Q. Introduction to Mathematical Statistics  
Three credits. Prerequisite: MATH 2110Q or 2130Q. Students may not receive credit for both STAT 3345Q and 3375Q, or both STAT 3375Q and 5585.  
The mathematical theory underlying statistical methods. Probability spaces, distributions in one and several dimensions, generating functions, limit theorems, sampling, and parameter estimation. Neyman-Pearson theory of hypothesis testing, correlation, regression, analysis of variance.

*Revised Catalog Copy*

STAT 3375Q. Introduction to Mathematical Statistics I

Three credits. Prerequisite: A grade of C+ or better in MATH 2110Q or 2130Q. Students may not receive credit for both STAT 3345Q and 3375Q, or both STAT 3375Q and 5585.

The mathematical theory underlying statistical methods. Probability spaces, distributions in one and several dimensions, generating functions, and limit theorems.

**X. Add 3000- or 4000-level S/U graded courses:**

- A. BUSN 4891 Field Study Internship  
*Proposed Catalog Copy*  
BUSN 4891. Field Study Internship  
One to six credits. Hours by arrangement. Prerequisite: Open to juniors or higher; consent of the Associate Dean for Undergraduate Programs required; open only to students admitted to the School of Business. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).  
Provides students with an opportunity for field work relevant to one or more major areas within the School. Students will work under the supervision of one or more professionals in the specialty in question. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student.
- B. MKTG 4892 Practicum in Professional Sales  
*Proposed Catalog Copy*  
MKTG 4892. Practicum in Professional Sales

Three credits. Hours by arrangement. Prerequisite: MKTG 3101 and consent of instructor; open only to School of Business students of junior or higher status. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Provides students with an opportunity for supervised field work in professional sales. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student.

## **XI. Revise 3000- or 4000-level S/U graded courses:**

### **A. BADM 4891 Field Study Internship (Revise enrollment restrictions)**

*Current Catalog Copy*

BADM 4891. Field Study Internship

One to six credits. Hours by arrangement. Prerequisite: Open to juniors or higher; consent of the Associate Dean for Undergraduate Programs required; open only to students admitted to the School of Business. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Provides students with an opportunity for field work relevant to one or more major areas within the School. Students will work under the supervision of one or more professionals in the specialty in question. 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*

BADM 4891. Field Study Internship

One to six credits. Hours by arrangement. Prerequisite: Open to juniors or higher; consent of the Associate Dean for Undergraduate Programs required. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Provides students with an opportunity for field work relevant to one or more major areas within the School. Students will work under the supervision of one or more professionals in the specialty in question. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report, submitted by the student.

### **B. DMD 4015 Degree Exhibition (change to S/U grading and repeatability)**

*Current Catalog Copy*

DMD 4015. Degree Exhibition

One credit. Prerequisite: Open to Digital Media and Design majors with the consent of the instructor.

Preparation of a project or portfolio for presentation in the Digital Media & Design Department's Degree Exhibition. May be taken in conjunction with the B.F.A. internship or senior project or B.A. senior thesis.

*Revised Catalog Copy*

DMD 4015. Degree Exhibition

One credit. Open only to majors, juniors and higher, with instructor consent. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). May be repeated once for a maximum of two credits.

Preparation of a project or portfolio for presentation in the Digital Media & Design Department's Degree Exhibition. May be taken in conjunction with the B.F.A. internship or senior project or B.A. senior thesis.



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, George McManus, Suzanne Wilson, Dan Weiner, Alexander Karl (student rep)

2/3/16, 2/17/16, and 3/2/16 meetings

# UConn

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**OFFICE OF EMERGENCY  
MANAGEMENT**

**University Senate | March 7, 2016**

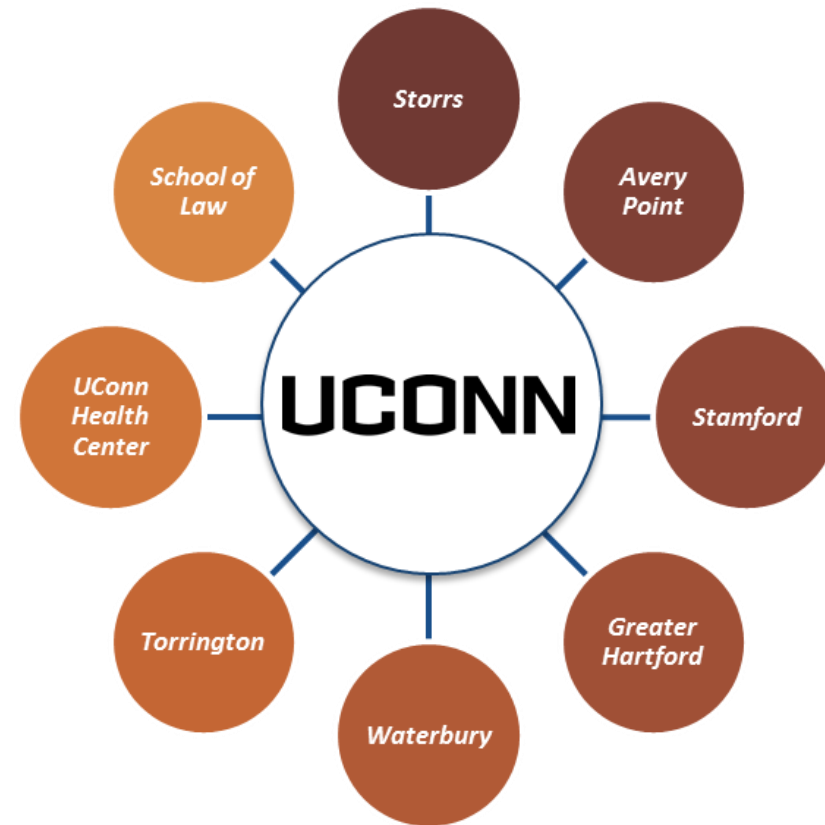
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“The mission of the University of Connecticut Office of Emergency Management is to utilize a proactive and comprehensive leadership approach in all-hazard preparedness, response, recovery, and prevention planning. The coordination of these resources thereby ensure assistance and support for the protection of life and property, incident stabilization and business continuity to the University’s campuses and communities.”

- **DIVISION OF PUBLIC SAFETY**
  - 126 North Eagleville Road
- **2 Civilian Staff**
  - Blaize Levitan
  - Mary Rose Duberek
- **2 Division Liaisons**
  - Lieutenant Chris Casa, UConn Police
  - Captain Chris Renshaw, UConn Fire

# Core Components

- Emergency Operations Plan
- Continuity of Operations Plan
- Recovery Plan
- Executive Policy Group
- Emergency Operations Team
- Training
- Collaboration



**UCCONN**  
**READY**

# UConn RE!DY

## Publications

- Online Planning Tool
- Hazard Guide
- OEM BULLETIN

- 










Seconds For Safety

### EMERGENCY HAZARD GUIDE

[oem.uconn.edu](http://oem.uconn.edu)

From an active shooter to a lab explosion, emergencies come in all shapes and sizes. Read the UConn hazard guide to learn how to prepare for and respond to different types of emergencies.

 <b>ACTIVE SHOOTER / ACTIVE THREAT</b>	 <b>ALL CLEAR</b>	 <b>BOMB THREAT</b>
 <b>EVACUATION</b>	 <b>LOCKDOWN</b>	 <b>POWER OUTAGE</b>
 <b>SHELTER-IN-PLACE</b>		





# Seconds For Safety



# Seconds for Safety

## Active Shooter

If there is an active shooter in your vicinity, you should do the following:

### **RUN**

- Have an escape route and plan in mind.
- Leave your belongings behind.
- Keep your hands visible.

### **HIDE**

- Hide in an area out of the shooters view.
- Block entry to your hiding place and lock the doors.
- Silence your cellphone or other electronic devices.

### **FIGHT**

- *As a last resort and only when your life is in danger.*
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Call 9-1-1 when it is safe to do so and give the location of the active shooter, the number of shooters, physical description of the shooter, and the number of potential victims if possible. Always take note of the two nearest exits in any facility you visit. Remember, victims will often be selected at random.

# UConn RE!DY

#UConnReady

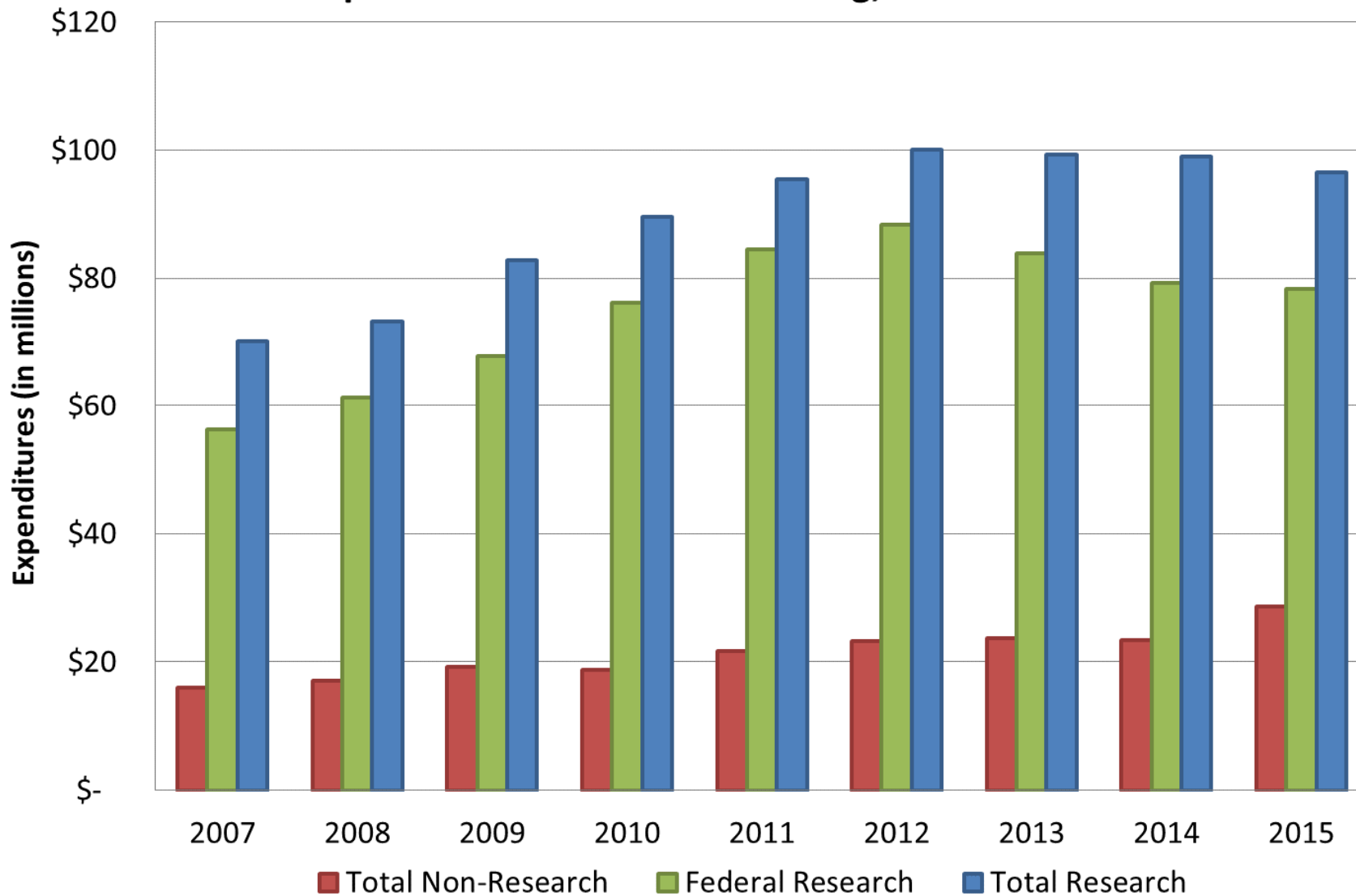


[www.oem.uconn.edu](http://www.oem.uconn.edu)





## University of Connecticut (Storrs) Expenditures of External Funding, FY2007- FY2015



# Initiatives to Grow Research & Support Faculty Success



## More/Better Internal Funding Programs

- Revamped Internal Grants Program at Storrs (Research Excellence Program & Scholarship Facilitation Fund)
- New Internal Grants Program at UCH
- New UConn SPARK Technology Commercialization Fund (Storrs & UCH)
- Support for Tier 1 Academic Plan proposals
- Support for SURF awards in the Office of Undergraduate Research
- NSF I-Corps Funding for Technology Commercialization Development (Storrs & UCH)

# Initiatives to Grow Research & Support Faculty Success cont'd



## Increasing Grant Buying Power

- Return of 50% of Grad Tuition Charges on Grants
- First ever IDC Return to Faculty at UCH
- Return of 10% of Non-Research IDCs
- Fringe Rate Mitigation Program

# Initiatives to Grow Research & Support Faculty Success cont'd



## Increased Proposal Preparation Support

- Grant Writing Workshops & Grant Mentorship Programs
- Grant Writing Toolkits
- Online Access to Funding Databases (PIVOT, Foundation Directory, RSS Feeds)
- Hanover Research Grant Development Support
- Faculty Services (Proposal/Award Support)

# Initiatives to Grow Research & Support Faculty Success cont'd



## New & Improved Technology Support

- Two new BBC Research Cores (MARS & Proteomics)
- Lincus web-based software for understanding/visualizing faculty research programs and connections (Storrs & UCH)
- New, upgraded electronic/software systems for grant support, research compliance, and effort reporting, FCOI, etc. (Storrs & UCH)

# UConn (Storrs) Faculty Research Success Metrics

	FY2013	FY2014	FY2015	FY13-FY15 % Change
<b>Number of Research Proposals Submitted</b>	1,215	1,486	1,726	+42%
<b>Dollar Value of Proposals</b>	\$511,158,087	\$638,240,373	\$695,115,217	+36%
<b>Number of Awards Received</b>	355	389	457	+29%
<b>Dollar Value of Awards*</b>	\$78,996,467	\$83,869,308	\$120,245,566	+52%
<b>Faculty (TT/NTT)</b>	1,377	1,485	1,517	+10%
<b>STEM Faculty (TT)</b>	525/525**	546/610**	584/671**	+11%

\* Represents full dollar value of award.

\*\* Original NextGen CT Goal.



# University of Connecticut Graduate School Annual Report to the University Senate March 7, 2016

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

Research, scholarship, and creative activity at the University of Connecticut have a national and international impact, and excellence in these areas is inseparable from excellence in graduate education. The University of Connecticut is a great research university because it has both world-class scholars and world-class graduate programs, awarding 17 graduate degrees (4 research doctorates, 2 clinical doctorates, 11 masters) in nearly 80 fields of study. In addition to these degree programs, the University of Connecticut offers more than 60 post-baccalaureate and graduate certificate programs. The Graduate School administers admissions, maintains records, manages registration, and confers degrees for all of these programs (nearly 7000 students).

With the Graduate Faculty Council and its Executive Committee, The Graduate School ensures the academic integrity of graduate programs, oversees the development of new programs, and develops new ideas and new approaches to graduate education. In addition, the Graduate School provides financial support for graduate students through fellowships administered by individual graduate programs and through our own Giolas/Harriot, Crandall/Cordero, and Outstanding Scholar programs. We are responsible for resolving cases of academic misconduct that are referred to us, and we work with the Graduate Student Senate and the Graduate Students of Color Association to enhance support for the graduate student community at the University.

The Graduate School's academic plan articulates our role as the heart of graduate and postdoctoral education. We commit ourselves to nurturing a vibrant **community** of graduate students and postdoctoral scholars, fostering **collaboration** across departments, programs, and campuses in research and



teaching, and facilitating the **preparation** of graduate students and postdoctoral scholars for their future careers. We look forward to working with faculty throughout the University in realizing these goals.

## Highlights of activities in 2015/2016

- We continued our commitment to **enhancing the diversity** of graduate students and postdoctoral scholars at the University.
  - We represented the University at national meetings for recruitment of underrepresented minorities, e.g., SACNAS, ABRCMS, the Compact for Faculty Diversity, and the Institute for Recruitment of Teachers.
  - Charmane Thurmand, our graduate diversity officer, now chairs the Deans Advisory Council of the Institute for Recruitment of Teachers.
- We led a variety of **activities for graduate students and postdoctoral scholars** focusing on discipline-independent, transferable skills and professional preparation.
  - Sponsored “Lessons learned,” Distinguished Faculty Lecture Series
  - Sponsored workshops on health and wellness, including mental health awareness
  - Guided establishment of a UConn chapter of the National Postdoctoral Association
- We funded a Coordinator for Graduate Writing Support in the Writing Center.
  - Hosted writing retreats ranging from 2 hours to 4 days
    - \* 6 full-day writing retreats on weekends
    - \* 3 dissertation bootcamps
    - \* 4 Monday morning writing retreats
  - Taught 5-week seminar on academic writing for graduate students 3 times per year — 32 graduate students, 20 departments
  - Coordinated 1-on-1 tutoring for graduate students
- We work closely with the Center for Career Development to ensure that graduate students have access to programs and materials that help them prepare for a wide variety of post-graduation careers.

- Co-sponsored “The academic job search—Brown bag lunch & learn series” — 6 part series plus one-day boot camp
  - Workshop on public speaking — co-sponsored with the Graduate Student Senate
  - Major presentations by invited speakers — Dan Beaudry, *Navigating the US job market* (in collaboration with International Students and Scholar Services); Sue Bassalla, *What are you going to do with that?*; Zach Marks, *Oystir*, business and industry networking and job matching
  - Co-funding “The Versatile PhD”: Login with NetID from <http://career.uconn.edu/graduate-students/>
- We collaborated with the Office of Public Engagement to establish Graduate Student Fellowships in Engaged Scholarship.
    - Awarded to graduate students in any academic department expressing an interest in community-based engaged scholarship
    - Didactic sessions, individual meetings with a mentor, monthly fellow cohort group meetings, 3-5 hours per week working with the Office of Public Engagement
    - 6 students funded this year, masters and doctoral: Environmental Engineering, Human Development and Family Studies, International Studies; Learning, Leadership, and Education Policy; Women’s, Gender, and Sexuality Studies
  - We worked with the Office of Diversity and Equity to introduce diversity awareness and sexual harassment prevention training for graduate assistants and sexual assault prevention training for graduate students.

## Recruitment

In 2006 The Graduate School received only 7823 applications. In 2015 we received 11,261, and we are projecting nearly 13,000 this year, an increase of more than 60% over the last 10 years (Table ??). The number of applications from international students has shown a similar increase, from 2948 in 2006 to 5656 in 2015. Among U.S. citizens and permanent residents the largest increase in applications coming from those who self-identify as an underrepresented minority (70% among underrepresented minorities *versus* 1%

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Applications	7823	8326	9145	9105	9794	9708	9899	9722	10274	11,261	12,788*
Admissions	3164	3262	3410	3282	3414	3380	3635	3755	4053	4591	
% admitted	40	39	37	36	35	35	37	39	39	41	
New enrollments	2840	2787	2878	2817	2818	2829	2738	2669	2920	3070	
% yield	90	85	84	86	83	84	75	72	72	67	

\*Projected

Table 1: Applications and admissions for graduate study from 2006 through 2016.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Non degree	733	891	857	871	811	872	813	654	469	460	406
Certificate	182	193	201	229	230	236	233	228	206	324	423
Masters	3137	3159	3298	3403	3456	3445	3406	3428	3470	3611	3751
Doctoral	2204	2163	2160	2182	2234	2325	2356	2461	2548	2586	2528
Total	6256	6406	6516	6685	6731	6878	6808	6771	6693	6981	7108

Table 2: Enrollment in graduate programs by degree program from Fall 2005 through Fall 2015.

in whites and 49% in Asian-Americans).<sup>1</sup> The fraction of applicants offered admission has hovered around 40% since 2006 (Table ??). The combination of increasing applications, a roughly constant admission rate, and a decreasing yield<sup>2</sup> resulted in a 8% increase in new graduate enrollments from Fall 2005 through Fall 2015 (the columns for 2006 and 2016, respectively, in Table ??).

## Enrollment

The University of Connecticut enrolled 7108 graduate students in Fall 2015.<sup>3</sup> Of these, 423 were enrolled in certificate programs, 3751 were enrolled in masters programs, and 2528 were enrolled in doctoral programs (Table ??). Enrollments in certificate and degree programs have shown relatively continuous growth over the past decade, with enrollment in certificate programs showing an especially large increase over the last two years. The number of non degree students has declined from a high of 891 in Fall 2006 to 406 in Fall 2015.

The number of international students enrolled in graduate programs in-

<sup>1</sup>Underrepresented minorities include those who self-identify as black, Hispanic, Native American, or Pacific Islander, or who self-identify in multiple categories. Roughly 350-450 applicants decline to indicate a racial/ethnic status each year.

<sup>2</sup>The ratio of new enrollments to admission fell from 90% for Fall 2006 to 67% for Fall 2014.

<sup>3</sup>The University of Connecticut Fact Sheet a total of 6945. The discrepancy arises because the Fact Sheet uses a headcount, while the figures reported here are enrollments. They differ because a graduate student might be simultaneously enrolled in two different degree programs or in a degree program and a certificate program. Such students are counted only once in the headcount, but they are counted twice if they are enrolled in two degree programs.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Asian	255	294	306	342	345	361	364	357	334	366	365
Minority*	540	562	626	630	667	691	708	691	713	743	790
White	3619	3751	3791	3957	4046	4082	3835	3737	3623	3614	3522
International	1125	1114	1118	1170	1168	1201	1278	1396	1527	1763	1970

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

Table 3: Enrollment in graduate programs by race and national origin from Fall 2004 through Fall 2014

creased markedly from 1527 in Fall 2013 to 1970 in Fall 2015 (Table ??). The number of U.S. citizens and permanent residents self-identifying as Asian was almost the same in Fall 2015 as it was in Fall 2014, after growing substantially from 2005 to 2010. U.S. citizens and permanent residents self-identifying as an underrepresented minority continues to show a steady increase, while the number of U.S. citizens and permanent residents self-identifying as white has continued to decline since reaching a peak in 2010.<sup>4</sup>

## Retention and training

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

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

These activities help students and postdoctoral scholars acquire the knowledge, skills, and abilities they need for success in the next stage of their career. For example, The Graduate School supported programs to enhance the written

<sup>4</sup>The decline in number of students identifying themselves as white cannot be attributed to a change in the number of students choosing to identify their racial/ethnic identity. The number of students choosing not to identify their racial/ethnic identity declined from 543 to 461 over the same period.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Certificate	89	103	106	115	147	130	134	172	140	155	196
Masters	1469	1374	1426	1417	1504	1443	1478	1575	1533	1641	1666
Doctorate	261	306	339	285	267	313	323	341	340	342	372

Table 4: Certificates and degrees conferred from 2005 through 2015.

and oral communication skills of graduate students. We continue to provide funding support to the Writing Center that enables it to offer programs specifically for graduate students.

The Graduate School continues to work closely with the graduate career officer in the Center for Career Development to offer a variety of programs to help graduate students prepare for life after graduate school. In particular, we co-sponsored and co-led a brown bag series on “The academic job search,” and we are co-funding *The Versatile PhD*, a web site that provides resources for graduate students seeking non-academic careers.

In Fall 2014, The Graduate School worked with many partners across campus to offer an orientation for incoming students. The orientation program, which was offered during the week before the start of classes in August and again just before classes began in January, involved Global Affairs, the Institute for Teaching and Learning, Environmental Health & Safety, the Office of Diversity and Equity, and the Graduate Student Senate. In Fall 2016, we will continue this work, but we also anticipate introducing a series of “first-year experience” workshops for newly arrived graduate students.

## Degrees

The Graduate School offers graduate degrees in almost 80 subject areas, representing 4 research doctorates, 2 clinical doctorates, 11 masters degrees, and more than 60 post-baccalaureate and graduate certificates. The Graduate School is responsible for verifying that students meet all of the applicable degree requirements and conferring the degrees. We awarded more than 2200 degrees and certificates in 2014/2015 (Table ??). In 2005 the University awarded about 1800 degrees and certificates. Since then the number of certificates awarded increased by 120%, the number of masters degrees increased by 13%, from 1469 to 1666, and the number of doctoral degrees awarded increased by nearly 42%, from 261 to 372.

**UNIVERSITY OF CONNECTICUT**  
**Senate Diversity Committee**  
**Motion to the University Senate**  
**March 7, 2016**

**Proposal to Add Diversity Statement to the University By-Laws Preamble**

**A. Background**

In light of the recent recommendations of the Taskforce on Diversity and the University's renewed commitment to Diversity, the Senate's Diversity Committee thinks it important that this commitment be reflected in the Preamble of the University By-Laws.

**B. Current Preamble**

The University of Connecticut is the state's premier public university with a reputation for excellence in all of its missions: teaching, research, and service, including clinical care and outreach. It has highly-qualified and successful students, strong undergraduate programs, a growing research portfolio, and emerging strengths in its graduate, professional, and pre-professional programs. As a research-intensive university, it prizes excellence not only in teaching and learning, but also in scholarly endeavor, scientific research, and artistic production. As a land and sea grant institution, it is committed to active engagement with the larger community. In its goal to be recognized as one of the nation's top-20 public research universities, the University of Connecticut's policies, processes, and standards of performance in all of its missions should be comparable to those among which it aspires to be ranked. The University of Connecticut By-Laws and those of its constituent units should be interpreted and applied in this light and should also be regularly assessed to ensure that they are commensurate with those of the nation's top-20 public research universities.

**C. Proposal to Senate: Motion**

We recommend adding the highlighted statement to the University By-Laws Preamble.

The University of Connecticut is the state's premier public university with a reputation for excellence in all of its missions: teaching, research, and service, including clinical care and outreach. It has highly-qualified and successful students, strong undergraduate programs, a growing research portfolio, and emerging strengths in its graduate, professional, and pre-professional programs. As a research-intensive university, it prizes excellence not only in teaching and learning, but also in scholarly endeavor, scientific research, and artistic production. As a land and sea grant institution, it is committed to active engagement with the larger community. **The University continuously aims to become a more inclusive institution that explicitly promotes respect and understanding, broadens participation among under-represented groups, advances cultural competence, celebrates intellectual openness and multiculturalism, and welcomes varied perspectives, experiences, and**

**backgrounds.** In its goal to be recognized as one of the nation's top-20 public research universities, the University of Connecticut's policies, processes, and standards of performance in all of its missions should be comparable to those among which it aspires to be ranked. The University of Connecticut By-Laws and those of its constituent units should be interpreted and applied in this light and should also be regularly assessed to ensure that they are commensurate with those of the nation's top-20 public research universities.