

**MINUTES OF A MEETING OF THE UNIVERSITY SENATE  
September 10, 2007**

1. Provost Nicholls officially called the regular meeting of the University Senate of September 10, 2007 to order at 4:03 PM in Room 7 of the Bishop Center.
2. Election of the Moderator - Senator DeWolf nominated Susan Spiggle as Moderator and Gary English as an Alternate Moderator for the 2007/2008 academic year. The motion was seconded by Senator Caira. The Senate approved by voice vote without dissent.
3. In the absence of Moderator Spiggle, Senator English took the chair for the remainder of the meeting.
4. Election of the Secretary - Senator Hiskes nominated Robert Miller as Secretary of the Senate for 2007/2008 academic year. The motion was seconded by Senator Bansal. The Senate approved by voice vote without dissent. Secretary Miller was presented to the Senate.
5. Moderator English requested Senators introduce themselves and state their department affiliation.
6. Approval of the Minutes

Moderator English presented the minutes from the regular meeting of April 30, 2007 for review.

The minutes were approved without modification.

7. Report of the Provost

Provost Nicholls welcomed Senators back for another academic year. Provost Nicholls expressed his thanks to the members of the Senate who were involved in the Presidential search and affirmed his enthusiasm for the appointment of President Hogan.

Provost Nicholls announced the appointment of four new deans and their confirmation by the Board of Trustees of the University. They are as follows: Jeremy Paul, Dean of the School of Law; Mun Choi, Dean of the School of Engineering; Christopher Early, Dean of the School of Engineering; and Anne Bavier, Dean of the School of Nursing. Provost Nicholls announced that during the academic year four additional Dean's searches will be conducted for the College of Agriculture and Natural Resources, the College of Liberal Arts & Sciences, School of Social Work, and the Vice Provost for Research & Graduate Education and Dean of the Graduate School. An executive search firm may be engaged to assist in these searches.

Provost Nicholls reported efforts at refinement of the University Academic Plan are continuing and encouraged participation by the various constituencies of the University.

Provost Nicholls announced approximately 40 additional new faculty members were hired for the Fall of 2007. These positions comprise a mixture of both tenure/tenure track, and assistant professors in residence. Some of the funding for these positions was the result of the Legislative action in the founding a new Center for Entrepreneurship at the University. Additional positions were made possible through the careful husbandry of resources by the schools and colleges. In addition, the University has received \$1M in additional resources from the Connecticut Legislature to add even more lines for next year. Reallocations within the University have resulted in the identification of a further \$2M for the addition of tenure/tenure track positions and will be spread across the university. The Deans have been asked to submit requests for these positions. These positions will be used to assist in accomplishing the goals of the academic plan.

Provost Nicholls announced the University has identified about \$2M for one time expenses in an equipment competition for large scale equip purchases which will be used by multiple faculty members. A general

announcement concerning this competition will follow shortly. The Provost stated separate equipment money has been distributed to the Deans for equipment purchases such as the replacement of lab computers.

Provost Nicholls reported that the UConn/Dubai Project has been canceled due to the advice of the Attorney General until the Legislature passes legislation authorizing such ventures. Provost Nicholls stated that the University will continue to encourage this legislation and so that it can eventually pursue other programs with foreign nations.

Senator Tuchman rose to speak about water demands and the problems with intoxicated pedestrians. This was prompted by the university's plan to approve water and sewer services for new privately owned housing developments to be located just off campus. Senator Tuchman spoke of the difficulties these developments might cause and asked that the university and town declare a moratorium on such approvals until such time as two problems are addressed: the University's water system and its capacity; and the problem of intoxicated students and their safety. The Provost outlined the present university position on water conservation and mentioned progress in student safety especially on Hunting Lodge Road and North Eagleville Road. He stated a report would be presented later in the Senate meeting concerning water issues.

Senator Mannheim inquired if the new faculty amounted to 40 new lines or just the replacement of retired faculty. The Provost replied that it is head count and is in part based on the retirement of senior faculty who were replaced by more than one junior faculty members.

A follow up question from Senator Mannheim concerned the make up of the new faculty. He asked if there had been a radical revision of the strategic plan with new emphasis on teaching rather than research. The Provost flatly stated that is not the case. He reiterated that the additional 30 positions for next year is another step towards the needed 175 positions the University has previously documented.

8. Senator DeWolf presented the Report of the Senate Executive Committee. (Attachment #1)
9. Senator Hiskes presented the Report of the Senate Nominating Committee. (Attachment #2)
  - a. The Committee moves the following faculty/staff deletions to the named standing committees:
    - Casey Cobb from the Student Welfare Committee
    - Susan Eisenhandler from the Student Welfare Committee
    - Ian Hart from the University Budget Committee
    - Robin Simmons from the Student Welfare Committee
  - b. The Committee moves the following faculty/staff additions to the named standing committees:
    - Keith Barker to the Curricula & Courses Committee, ex-officio, non-voting member
    - Laurie Best to the Growth & Development Committee as representative of the Curricula & Courses Committee
    - Tracie Borden to the Growth & Development Committee as representative of the University Budget Committee
    - Karen Bresciano to the Growth & Development Committee as representative of the Student Welfare Committee
    - Bruce DeTora to the University Budget Committee, ex-officio, non-voting member
    - Dolan Evanovich to the Enrollment Committee, ex-officio, non-voting member
    - Gerald Gianutsos to the Growth & Development Committee as representative of the Scholastic Standards Committee
    - Lynne Goodstein to the Scholastic Standards Committee, ex-officio, non-voting member

Faquir Jain to the Growth & Development Committee as representative of the  
 UConn Foundation Board of Directors  
 Gaye Tuchman to the Growth & Development Committee as representative of the  
 Faculty Standards Committee  
 Dana Wilder to the Growth & Development Committee, ex-officio, non-voting member  
 Lee Williams to the Student Welfare Committee, ex-officio, non-voting member

- c. The Committee moves to add Shannon O'Reilly, undergraduate student, to the Student Welfare Committee.

**a, b, & c were presented as one motion.**

**The motion carried.**

- d. For the information of the Senate, the Undergraduate Student Government has named Robert Casapulla, Jana Lanza, and Robert Ryan McHardy to membership on the Senate for a one-year term.
- e. For the information of the Senate, the Graduate Student Senate has named Anastasios Maurudis and R. Brooke Morrill, Jr. to membership on the Senate for a one-year term.

10. Senator Makowsky, Vice Provost for Undergraduate Education, presented a report on Undergraduate Education and Instruction and a brief update on the Teaching, Learning, and Assessment Task Force.

(Attachment #3 & #4)

Senator Cairra questioned the new paperwork required for field trips and asked if these were only legal documents or if they had an additional purpose. She also inquired as to what to do with all the forms once they are filled out. Dr. Makowsky replied that these are primarily legal documents and that no central repository for them presently exists. She will make inquiries concerning their disposition in the future. For the present it is assumed, she said, that faculty will retain them in their files.

Senator Mannheim asked how many staff would be needed to implement the Vice Provost's plans as outlined in her report. She replied that about 12 staff would suffice but the real need is in faculty lines.

Senator Schultz inquired about growth in the Honors Program. He asked about the future of the program and support for undergraduate research. Senator Makowsky replied that the Honors Program is under review to see if it should be any bigger; but the present feeling is that it is now about the right size. In terms of undergraduate research there is a funding need, especially for the Summer Undergraduate Research Fund ("SURF) program. Some additional money has been found but not nearly enough to fund all the worthy proposals. Senator Makowsky pointed out the many voluntary sources she presently taps to fund the program and reiterated the need for a permanent allocation.

11. Barry Feldman, Vice President and Chief Operating Officer presented a report concerning the development of campus emergency procedures and communications. After the Virginia Tech tragedy last year, a committee was formed to look at the problem of our procedures and protocols for communication with students, faculty, and staff in the case of an emergency. A new set of procedures was developed over the summer the equipment necessary to implement those procedures was specified and installed. That equipment is now operational. The protocol is that emergency incidents are to be reported through the Emergency Dispatch Center. Once an incident is reported, the Chief of Police makes the decision about whether or not the situation is of significant enough magnitude to warrant an emergency response. If that is a positive decision, it is at this point the new public address siren system would be activated and a tone and spoken message would be provided both over outdoor campus loudspeakers and within each building. The announcement would ask community members to check their cell phones and email. Our new system "R-911" ('Reverse 911) sends text messages to cell phones and refers people to a dedicated web site for further information. Discussions are continuing concerning the kinds of

emergencies eligible for this treatment. There is still work to be done but great progress has been made since last April. Notification is voluntary, but more than 14,000 people have so far signed up for notification through the system.

Senator Feldman was asked if there is anything being done to notify faculty of proper procedures for activating the system in the event of emergency. Senator Feldman responded the proper response for faculty is to call 911—that is the number for the Emergency Dispatch Center.

Senator Freake encouraged that weather alerts be added. Debate ensued. There was feeling that too many messages might encourage people not to participate.

Senator Sanner inquired about the appropriateness of 911 service, concerned that those calls might go elsewhere if they were made from a cellular phone. Police Chief Hudd responded that most of the cell phone systems now relay directly to UConn for cell calls placed from campus. Others (mainly on fringe areas of the campus) may go to the Tolland Emergency Dispatch Center, but these would then immediately be re-routed to the UConn system. The University has “enhanced” 911 service which can identify the location of anyone dialing the number even if no one speaks. The present policy of sending help will be sent to that phone will continue to be followed.

Chief Hudd reported that additional training has been given to university police officers concerning response to active shooters. New protocols and procedures were put in place in consideration of last spring’s shootings at Virginia Tech. He also announced that improvements have been made to the Celeron Path in terms of lighting and patrols.

Chief Hudd discussed the reluctance to install cameras with active surveillance, citing privacy concerns. He did, however, point out that there are already a number of cameras around campus, in convenience stores and so on, and that these have been consulted by UConn police in the past. He announced in addition to surveillance the installed cameras may soon be made to record activities within major intersections and large parking lots.

Chief Hudd reported a strategic study has been undertaken to determine our levels of service, equipment, and staffing. Like all American emergency services, the University relies on mutual assistance from emergency services in surrounding towns. A new assessment needs to be made, however, concerning how ready the community may be to help. There is some thought that the readiness of surrounding agencies may have changed.

12. Margaret Lamb, Director of Individualized and Interdisciplinary Studies Program presented a report on INTD courses.

(Attachment #5)

Senator Mannheim asked if every course with an INTD label is recognized by every college and school against the 120 credits required for graduation stating that this situation is presently cloudy. Director Lamb responded students have not been advised that these INTD credits may not count and stated that clarifications are being undertaken.

13. Senator Feldman introduced Tom Callahan, Associate Vice President for Administration & Operation Services, to address water issues and the approval of new off campus housing. T. Callahan reported the university now “lotteries” off campus 1000 students per year. It is very lucrative in Mansfield to buy single family homes and rent them to students. Some long-term neighborhoods are being destabilized by this as investors purchase single-family homes with the intention of renting them to groups of students. The town and university have adopted a strategy that will encourage landlords to deliver services that are due to students. Mansfield has enacted new inspection and code requirements for housing.

T. Callahan also reported the University has invested heavily in the Willimantic well field to relieve potential stress on the Fenton River. Citing water problems of the past, Callahan pointed out that water has not been pumped from the Fenton River well field since July 26, 2007. The University has hired a professional manager

for its water system. The University and Town of Mansfield have begun examine more carefully requests for connections to water and sewer system. Water usage is considerably down over previous years, demonstrating the efficacy of these changes. The following decisions have been made in conjunction with Mansfield: The privately owned Knollwood Apartments complex has been approved to connect to our sewer system; Carriage House management applied for similar connection and was denied; Celeron Square management has asked to extend its lease and would like the University to provide water and sewer and clean up the old dump on its leasehold. Negotiations concerning this issue continue. The Mansfield Town Center is still in development. The proposed Keystone Development (“Ponde Place”) on Hunting Lodge Road (some 600 beds) is under continuing discussion. The present position is that if development is consistent with the Town’s planning, can be serviced properly by the University, and is approved by the Town Zoning and Planning Commission, then the university will proceed with that project. The application from Ponde Place has presently been withdrawn until all other factors are in place, but it is anticipated that a new application will soon follow.

Senator Tuchman asked why would the University and town give the appearance of trying to circumvent it’s own rules for this project? Mr. Callahan reiterated that the University and town are working together, examining the project and its potential impact and that a final decision has not yet been reached.

14. Senators Hedley Freake and Katharina von Hammerstein presented the Annual Report of the General Education Oversight Committee.

(Attachment #6)

15. New Business – None

16. There was a motion to adjourn.

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

The meeting adjourned at 5:56 PM.

Respectfully submitted,  
Robert F. Miller  
Secretary of the University Senate

The following members and alternates were absent from the September 10, 2007 meeting:

Armstrong, Lawrence  
Becker, Loftus  
Boyer, Mark  
Deibler, Cora Lynn  
Facchinetti, Neil  
Givens, Jean  
Holzworth, R.J.  
Jain, Faquir  
Kelly, Kristin

Korbel, Donna  
Kurland, Michael  
Lillo-Martin, Diane  
Lipsky, Sue  
Marsden, James  
Morrill, R. Brooke  
Olson, Sherri  
Reis, Sally  
Schaefer, Carl

Schwab, Richard  
Silander, John  
Spiggle, Susan  
Thorpe, Judith  
Treadwell, Kimberli  
von Munkwitz-Smith, Jeffrey  
Wagner, David  
Woods, David

**ATTACHMENT #1****Report of the Senate Executive Committee  
to the University Senate  
September 10, 2007**

The Senate Executive Committee welcomes the Senators to the beginning of another academic year. We look forward to a year in which we will discuss and debate issues that are before the Senate and in which we will continue our efforts to provide input into the workings of the University.

The Senate Executive Committee has met twice since the April 30<sup>th</sup> meeting of the University Senate. On August 31st the Senate Executive Committee met in closed session with Provost Nicholls. Afterwards the SEC met with the Chairs of the Standing Committees to plan for the agenda of this meeting and to coordinate the activities between the committees. There are a wide variety of issues that are under consideration for discussion and action during the academic year, and I will only mention a few. These include the Teachers for a New Era and need for education students to get degrees in both education and their subject area, the need to adjust the 2008 summer calendar to account for a shortened period between the spring and fall semesters, emergency issues, mental health issues, summer programs, and capital planning issues. Now that the General Education courses are primarily in place, the General Education Oversight Committee is moving into a review phase in which courses will be recertified. There has been much work on the development of a revised submittal process, with a suitable on-line form for courses needed for both GEOC and the Senate Curricula and Courses Committee. The Senate Executive Committee gratefully acknowledges the support from the Provost's Office for this work. The plan is that the on-line submittal process will be broadly applicable to other areas in the University. The Senate Executive Committee submitted a list of faculty to the University Computer Center for a new faculty advisory board that will become active this fall.

On September 7th, the Senate Executive Committee met in closed session with President Austin. Afterwards we met with President Austin, Provost Nicholls, Chief Operating Officer Feldman, and Vice President for Student Affairs Saddlemire. The Senate Executive Committee was pleased to hear that there are 40 new faculty positions that will be filled during the coming year. Other issues discussed included the new dean searches, the start of the semester and the move-in of the students, off-campus student housing, resources available to faculty and staff on student mental health, emergency procedures, and the status of the safety improvements to the dormitories and other safety issues. These are presented so that Senators, and in particular new Senators, gain an idea of the discussions that take place on a monthly basis with the administrators. We appreciate the continued dialog between the Senate and University administrators and feel that this has provided many opportunities for shared governance.

On behalf of the Senate Executive Committee, I wish to acknowledge the leadership and guidance provided by Senator Freake as chair of the General Education Oversight Committee during the past three years. The continued implementation of the General Education Courses has only been possible because of the leadership provided by the Chairs, and Senator Freake has done an outstanding job. We are fortunate that Senator von Hammerstein has agreed to chair this committee for the next three years.

The Senate Executive Committee is grateful to Senators Susan Spiggle and Gary English for serving as moderators of the Senate this academic year and to Robert Miller for serving as secretary.

Respectfully submitted,  
John DeWolf  
Chair, Senate Executive Committee  
September 10, 2007

**ATTACHMENT #2**

**Nominating Committee Report**  
to the University Senate  
September 10, 2007

1. We move the following faculty/staff deletions to the named standing committees:  
  
Casey Cobb from the Student Welfare Committee  
Susan Eisenhandler from the Student Welfare Committee  
Ian Hart from the University Budget Committee  
Robin Simmons from the Student Welfare Committee
  
2. We move the following faculty/staff additions to the named standing committees:  
  
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Gaye Tuchman to the Growth & Development Committee as representative of the  
Faculty Standards Committee  
Dana Wilder to the Growth & Development Committee, ex-officio, non-voting member  
Lee Williams to the Student Welfare Committee, ex-officio, non-voting member
  
3. We move to add Shannon O'Reilly, undergraduate student, to the Student Welfare Committee.
  
4. For the information of the Senate, the Undergraduate Student Government has named Robert Casapulla, Jana Lanza, and Robert Ryan McHardy to membership on the Senate for a one-year term.
  
5. For the information of the Senate, the Graduate Student Senate has named Anastasios Maurudis and R. Brooke Morrill, Jr. to membership on the Senate for a one-year term.

Respectfully submitted,

Anne Hiskes, Chair  
Rajeev Bansal  
Harry Frank

Susan Spiggle  
Robert Tilton  
Jeff von Munkwitz-Smith

**ATTACHMENT #3**

Veronica Makowsky  
September 5, 2007

**Undergraduate Education and Instruction  
Report to the Senate 2006-2007**

**I. Enrichment Programs (Lynne Goodstein)****A. Honors (Lynne Goodstein)**

- The Honors Program grew to 1254, its largest size in the program's history.
- SAT scores for entering Honors students were 1397, an 83-point gain since 1996.
- Incoming honors students were accepted at the following schools and elected to attend UConn Honors: Boston College, Brandeis, Brown, Caltech, Carnegie Mellon, Colby College, Colgate, Columbia, Cornell, Dartmouth, Duke, Johns Hopkins, Lehigh, MIT, McGill, Mount Holyoke, Northwestern, Smith College, Stanford, Trinity, Tufts, Tulane, Rochester, Wisconsin, Berkeley, Michigan, University of Pennsylvania, Texas at Austin, U Virginia, Vanderbilt, Vassar, Wellesley, Wesleyan, Yale.
- 38% of incoming freshmen began with at least second semester standing; 11% began as sophomores.
- 25.7% of incoming honors students were from underrepresented minority groups, higher than the 22.8% for Storrs incoming freshmen overall.
- 144 honors juniors received the Sophomore Honors Certificate, a dramatic increase from 44 receiving the certificate in 1996.
- 186 honors seniors graduated as Honors Scholars, a dramatic increase from 120 in 1996.
- 299 of 301 entering honors freshmen lived in or near the Honors First Year Residential Community in Shippee Hall. One-third (460) of all honors students lived in honors living learning communities overall.
- 169 Honors sections were offered, the largest number since records were kept.
- The Honors Core Curriculum was launched with three new interdisciplinary courses: INTD 170, ECON 108 and MUSI 105. Three additional courses were developed for roll-out in 2007-08.
- The faculty-led Honors First Year Seminar Program offered 17 sections and enrolled 95% of all incoming honors students.
- The Honors Program worked with academic departments to sponsor two signature study abroad/away program in Cape Town, SA, and Washington, D.C.
- The Honors Program administered the signature UConn University Scholars Program and selected 20 students for this program.
- The Honors Program administered the Rowe Scholars Program for students from disadvantaged backgrounds interested in the health professions.
- The Avery Point campus implemented Honors curricula for the Coastal Studies and Marine Sciences majors.
- The Honors Program initiated a Distinguished Alumni Award to be given annually. The first award went to Dr. Carolyn Runowicz, Professor of Medicine at the UConn Health Center and President of the American Cancer Society.

**B. Office of National Scholarships (Jill Deans)**

- Pre-applications for national competitions included: the Carnegie Jr Fellows Program (1); the Goldwater (8); Gates Cambridge (1)\*; Rhodes/Marshall (6); Truman (4); Udall (7); USA Today (1); Elie Wiesel (2)  
\*The Gates Cambridge no longer requires nomination.
- Carnegie nominee Nima Gerami secured a job with the Carnegie Endowment; USA Today nominee Ryan Notti won 3<sup>rd</sup> Team status; Truman candidate Samantha Sherwood was a regional finalist.
- Worked to establish connections with science and engineering faculty to provide research opportunities for potential Goldwater and Udall candidates.

- Continued recruitment efforts through mass mailings to high GPA students, flyers and contact with faculty through department meetings and individual meetings; held workshops for individual classes; gave Honors Council presentations and met individually with top students.
- FYE classes viewed the “Don’t Be That Guy” video developed by ONS & OUR.
- Provided mentoring services, including a workshop through the University Writing Center on writing personal statements and mock interviews for nominees with faculty.
- Administered INTD 298 taught by Professor Richard Langlois on “Controversial Social Issues” to deepen the intellectual climate for potential candidates.
- Last year pre-applications for scholarships needing endorsement declined (from 39 in 2005-06 to 30 in 2006-07). The goal this year is to increase pre-applications by 1/3 as well as increase final applications in the long run through work with campus units and organizations, direct email to students, additional information sessions, and a Scholarship Fair.

### C. Individualized Major Program (Margaret Lamb)

The Individualized Major is offered by the College of Liberal Arts and Sciences and the College of Agriculture and Natural Resources.

- The Individualized Major (IMJR) Program was first established in 1974 and since then more than 1,600 students have graduated with a self-designed major.
- Currently, 70-80 students graduate with an IMJR every year (2006/7: 70; 2005/6: 79). Students spend, on average, almost 4 semesters in the IMJR Program. Students may apply for admission after they complete 30 UConn graduation credits.
- In recent years, the Program has increased the rigor of the admissions process and added a research/methods course and capstone course requirement to each student’s individualized plan of study. The appointment of a full-time academic advisor to replace graduate student advising of pre-individualized majors means that the Program offers professional advising by two doctorally trained advisors, both with extensive undergraduate teaching experience.
- In 2006/7 IMJR graduates had an average major GPA on graduation of 3.3 and total GPA of 3.05; these data represent improvements from previous years. Nine IMJR graduates were honors scholars and 11 were Phi Beta Kappa or Phi Kappa Phi invitees. All individualized majors must achieve a major GPA of at least 2.5 to graduate.
- About 30% of IMJRs pursue a double major or additional degree. About 20% are in the Honors Program.
- IMJRs in the area of international studies (including International Relations and area studies) are the most common. We also have strong clusters of students designing majors with themes in health & society, human rights & social justice, and law & society. Other recurring themes include sports studies, film studies, media & popular culture, and human resources management.
- All individualized majors must have three faculty advisors to be admitted to the Program. 193 faculty members from 35 departments and 6 schools and colleges served as advisors to IMJR students in 2006/7.

### D. Office of Undergraduate Research (Jennifer Lease-Butts)

- 46 students received \$138,170 from the SURF program:
  - This represents an increase in both the number of grants given and the amount given to students.
  - 11 SURF grants were made to students from underrepresented populations.
- 78 students received research funding through OUR grants during the academic year:
  - 14% increase in number of students funded over 2005-2006.
- 115 undergraduates presented 99 posters at the *Frontiers in Undergraduate Research Poster Exhibition*:
  - 15% increase in posters presented and 7.6% increase in students presenting.
- 11 University Scholars gave oral presentations of research at the 1<sup>st</sup> Annual *Frontiers of Undergraduate Research Symposium*.
- 115 students applied for research placements:
  - 271% growth in number of applications from 2005-2006.
  - 56 applications were from students from racially diverse backgrounds.
- 41 Presidential Scholarship Enrichment Awards were processed:
  - Over \$57,000 was distributed to students for study abroad, research, and internship experiences.
- Application and review process went on-line, and more faculty served as reviewers

- New “OUR workshops” were created to introduce students to research, and more presentations were given in classes this year. More workshops for Presidential Scholars were offered this year, and the number of student applications to use their \$2500 Enrichment Award doubled since 2006.

#### E. Study Abroad (Ross Lewin)

- 685 UConn students studied abroad last year, a 36% increase over the previous year, and up from 270 students in 2003-04.
- 16% of UConn students studied abroad last year, up from 12% the previous year, and about 7% in 2003-04.
- International Service Learning: Develop as a UConn signature program.

## II. Institute for Teaching and Learning: (Keith Barker)

### A. Faculty Development Programs (Catherine Ross)

Webpage url: <http://fdp.uconn.edu> NEW RESOURCE FOR FACULTY

- All of the ITL faculty development programs are detailed on this page making it much easier for faculty to find out about and register for the many workshops and faculty events offered by the Institute for Teaching and Learning. There are services for departments, highlighted new services and upcoming events, and a complete list of the types of individual consultations that faculty can request. Last week we held an Open House in the ITL reception area, where faculty could drop in, check out books, and get their questions answered.

- **New Faculty Learning Community**

Sign up for fall 2007 ongoing now

#### **Spring 2007**

Six new faculty members met twice monthly last year to discuss *What the Best College Teachers Do* and *The Joy of Teaching*. We also watched various videos and discussed teaching materials. Each new faculty member wrote or rewrote a Philosophy of Teaching Statement and developed his/her own course materials and course designs based on our discussions of effective teaching. After the presentation of the projects in January 2007, the group decided to continue meeting to work on becoming peer evaluators. We observed several of UConn’s Teaching Fellows and used the observations to examine how classroom behaviors translate into the type of effective teaching discussed in the books we read in the fall. We used various types of observation instruments and discussed how to provide feedback on teaching to colleagues and teaching assistants.

- **Faculty Book Discussion Groups**

**Fall 2007:** *Rights and Wrongs in the College Classroom*.

**Fall 2006:** *The Missing Professor*.

**Spring 2007:** *What the Best College Teachers Do*.

- **Individual Consultations**

Observations and/or troubleshooting consultations for faculty from various schools, colleges, and regional campuses.

- **Special Events**

**Meet Me at the Benton: 9/28/07** A reception for new faculty at the Benton Museum, sponsored by ITL. Details on the web: [fdp.uconn.edu](http://fdp.uconn.edu)

**Reception for International faculty: 9/14/07** An invitation for international faculty to meet and discuss with ITL how we might better support their needs.

**Emeriti and Retired Faculty Talk about Teaching** : A panel discussion by retired UConn faculty about their best and worst teaching experiences; attended by faculty and graduate students.

**Mini-Conference on Teaching**, Avery Point campus. 5/07; the first formal teaching conference on a regional campus.

- **Lunchtime Seminars**

**Spring 2007:**

1) Facilitating Discussion: A Balance of Voices

- 2) Peer Evaluation of Teaching
- 3) Peer Observation
- 4) Learning from our Students: Formative Assessment for Faculty

**Fall 2007:**

See website for schedule and registration

**B. Teaching Assistant Programs (Catherine Ross)**

- **New TA Orientation: Fall 2007 260 new TAs came to the two day orientation—a record high!**
- **New Initiatives:** Training senior TAs to do classroom observation and videotaping for the new TAs in their departments.
- **Workshops : TA Training To Go**
  - 1) Leading a Discussion
    - for FYE instructors
    - for graduate students in the Educational Leadership Program
  - 2) Department of Communication Sciences
    - Engaging Students
      - Incivility
      - Leading Discussion
      - Testing and Grading
      - Rubric Design
- **Individual Consultations**  
Observe and consult with TAs.
- **Training for faculty TA supervisors:**
  - 1) Provide training in classroom observation, notetaking, and debriefing for several faculty.
  - 2) Creating a course to train experienced Math TAs to become mentors for the new math TAs.

**C. International Teaching Assistant Program (Catherine Ross, Anne Halbert and Mary Romney)**

- **New faculty hire: Mary Romney, Assistant Extension Professor**  
Dr. Romney will be teaching classes for the ITAs as well as setting up new academic ESL support classes for international undergraduates.
- **Fall 2007: 122 new international TAs came for the August 13-17<sup>th</sup> orientation and testing. Over 150 new and continuing ITAs since August have had English testing.**
- **Testing**  
PhonePass Tests administered on-site at Storrs: 220  
**Overseas** with reports to departments: 54  
TEACH tests: 108 (Reviewed by Catherine Ross and Anne Halbert)  
Oral Proficiency Interviews (OPIs): 2- administered by Catherine Ross
- **Classes/Tutoring**
  - 1) *ITA Class* (Fall 2006, Spring 2007) 23 students enrolled
  - 2) *Oral Communication* (Fall 2006) 24 students enrolled, 2 sections; (Spring 2007) 10 enrolled.
  - 3) *Accent Modification* (Fall 2006, Spring 2007) 27 enrolled
  - 4) *Individual Tutorials* : (Fall 2006, Spring 2007): Anne Halbert provided individual instruction for 12 ITAs, in addition to teaching the ITA Class.
  - 5) *Video Playbacks*: 78 (conducted by Anne Halbert)

**D. AV Technologies (Dan Mercier and Lance Nye)**

- Currently support 90+ hi-tech classrooms on the Storrs campus and nearly 40 at the regionals.

- Installed 8 tech-ready classrooms at the Avery Point campus, 4 (soon to be 6) at the Waterbury campus, 5 at the Hartford campus (5 more to be done in the SSW).
- At the Torrington campus, AVT installed 2 tech-ready rooms and also made their auditorium tech capable. We have plans to fit 2 more hi-Tech classrooms there.
- Installed the first generally schedulable tech-ready classroom at Storrs – CLAS 344.
- Moved iTV capabilities from Pharm 131 to Pharm 129.
- Updated 44 computers in the Hi-Tech classrooms, replacing 3 outdated models. All classrooms now have a standard image on each computer. AVT is in the process of developing a plan to support tech-ready classrooms as well.
- Installed the CPS software on each classroom computer and are equipping these rooms with the necessary hardware on an as-needed basis.
- 120 faculty members attended Hi-Tech trainings over the past 2 wks. There are 20 individuals who have requested one-on-one training to be done over the next 2 weeks.

#### Upcoming activities for ITL/AVT:

- Complete 2 classrooms in Global House.
- Install Hi-Tech capabilities in Von der Maden hall allowing classroom capabilities.
- Convert the PRLACC into swing space for a temporary classrooms in order to facilitate the renovation of existing hi-tech classrooms during the semester.
- Continue with the installation of hi-tech and tech-ready classrooms here at Storrs and at the regionals until complete in about a year and a half.

#### **E. iTV ( Dan Mercier and Steve Fletcher)**

Spring '07: 19 Distance Learning Courses

Summary of work/improvements over academic year '06 - '07

- Standardization of room configuration - 10 rooms (3 located at Storrs) All rooms appear and function identically regardless of location.
- Design and install multiple displays in front of room –projector and flat screen to display instructor and content simultaneously.
- Development and implementation of identical user interface layout for all iTV rooms.
- Remote control integrated into all iTV rooms (allows room/ system configuration through web interface)

Fall '07: 12 Distance Learning Courses

Summary of work/improvements over summer '07

- With the addition of Ryan refectory (AVT oversaw design & install), there are now 5 generally schedulable classrooms that are iTV capable. Also available: CUE 320, 321, Pharm 129, ITE C80.
- Consulted with the Regional Campus Directors and also the Registrars at each campus, including Storrs, to identify areas for improvement in the scheduling and delivery of iTV courses. As a result of these meetings we have created a web-based workflow “software” that will help keep everyone involved informed as to the status of courses that are, and may potentially be, offered. The Registrar is also creating an iTV designation that will allow students to know whether or not a course is going to be delivered via iTV, similar to the WWW designation for online courses.
- In order to alleviate some of the demands on existing classrooms, both here and at the regionals, iTV/AVT is working with the Regional Campuses in order to identify rooms to that can be converted into videoconference rooms. These rooms will be used for meetings that are not directly related to instruction. A similar room will be created at Storrs during the renovation of CUE 331.

- Consulted with the Library in order to create a similar conference room for them and also to build in videoconference capabilities into Konover auditorium.
- AVT assisted the department of Pathobiology in the design of a conference room that is located in the Building 4 annex.

#### **F. Instructional Design and Development (Dan Mercier & Desmond McCaffrey)**

The Instructional Design and Development (IDD) group supports university faculty in areas of best practices related to instruction and pedagogy. We provide faculty with full or partial course design for face-to-face, blended and online courses, workshops and training, creation of educational media, and consultations regarding the relevant use of educational technologies.

- Completed support for the Summer session delivery of 14 GenEd online courses.
- Completed support for the Summer session delivery of 4 Non-GenEd online courses.
- Currently supporting 4 Fall semester online courses (3 GenEd, 1 Non-GenEd)
- Currently delivering or supporting Full Design/Redesign of 10 Courses
- Ongoing support for 11 face-to-face and blended courses including iTV
- The IDD group supports faculty and staff members from many departments through one-on-one consultations covering various issues concerning pedagogy and/or technology.

#### **G. Educational Technologies (Kim Chambers)**

Educational Technologies, which includes the Instructional Resource Center and the Learning Resource Center staffs, continues to monitor version changes to UConn's learning management system, HuskyCT, and to UConn's ePortfolio system. The Educational Technologies staff is working with UITS staff to successfully implement any version changes to these programs.

#### **H. Graphics and Photo (Dan Buttery)**

Basic activities include support for undergraduate digital visual media training, faculty poster production for research presentations, and photo/graphic needs of faculty in publications.

#### **I. Media Design (Lisa Kempter)**

- Undergraduate instruction/support  
Courses taught by Media Design staff:
  - Fall '06: COMM 288 – Television Production (11 students)
  - Spring '07: COMM 288 – Television Production (13 students)
- Technical/studio support provided by Media Design staff:
  - Spring '07: JOUR 241 – Reporting and Editing TV News (14 students)
- Production  
Media Design supports undergraduate education by providing complimentary media production services to faculty and staff teaching undergraduate courses. Departments and programs include but are not limited to the ITL, Dean of Students Office, Family Studies, and General Education online faculty.

Revenue generated from internal non-undergraduate education projects fund services and/or programs which directly support undergraduate education, i.e. iTV, IRC, etc. Internal departments and programs include but are not limited to Parking Services, University Events, University Communications, Ethics & Compliance, and Athletics.

Media Design also provides video support for major undergraduate events including commencement and convocation.

#### **J. Instructional Resource Center (Janet Jordan)**

The Instructional Resource Center assists instructors at all the university campuses in the effective use of technology to advance teaching and learning. Training and support is provided one-on-one in the center's facility in the CUE building, remotely using an web based e-learning application, in workshops, through email, and on the telephone. The IRC has also created approximately 100 help files that are available on our website.

During the year, approximately 3500 help sessions were provided for faculty, teaching assistants, and staff who teach.

These help sessions focused on the following tasks:

- HuskyCT course design, development, and management
- Creating PowerPoint presentations
- Image and slide scanning
- Scanning to portable document format (PDF)
- Scanning to Word using optical character recognition (OCR)
- Creating Flash learning objects using Captivate
- Building web pages (HTML)
- Creating video clips from VHS, DVD, or digital video input
- Image editing
- Creation of MP3 files from new or previously recorded audio.

#### **K. Learning Commons (Kim Chambers) In Partnership with the Library**

The Learning Commons Project Team submitted its report to the Library Leadership Council September 5<sup>th</sup>, 2007. This report calls for the establishment of "The Learning Commons@UConn," a proposed project in two phases. The University of Connecticut Learning Commons offers a suite of services, technologies, and study spaces to help students successfully complete academic assignments and attain proficiency in the five General Education competencies required by the University: computer technology, information literacy, writing, quantitative skills, and second language. A key principle behind the successful implementation of a learning commons is to develop a place where students can go to complete their academic work with support services at hand as students need these services. Therefore it is important these academic support services, which include the Learning Resource Center, the Writing Center, the Q Center, and University Libraries staff, work collaboratively together.

#### **L. University Writing Center, 2006-07 (Tom Deans)**

The University Writing Center continues to enrich undergraduate education by offering students individualized tutorials and faculty support for designing and teaching W courses.

- Tutoring services were robust in 2006-07. More than 2,500 UConn students came to the Writing Center, a 10% increase over 2005-06. This boost in traffic came even as the duration of each appointment was extended from 30 to 45 minutes. The quality of tutoring hinged on the talent of the graduate and undergraduate tutors, who represented more than 20 different disciplines across the humanities, social sciences, sciences, and professional schools. Most were nominated by faculty; all weathered a tough hiring process; and the undergraduate staff completed a course on the theory of practice of writing pedagogy.
- Many of the graduate student tutors did double duty as liaisons to their home departments. Those graduate assistants worked with a handful of departments—EEB, Political Science, Economics, Anthropology, Psychology, Philosophy, and Sociology—to deliver resources that enhanced the consistency and quality of W courses.
- A good deal of Writing Center energies were devoted to faculty development and instructional support, especially for W courses. This included dissemination of information (a new mailing on W course policies to every W instructor); a faculty workshop series (a dozen mini-seminars at Storrs, plus sessions at Avery Point, Hartford, and Torrington—more than 100 faculty attended at least one); and a mandatory teaching orientation for graduate W instructors (120 graduate students participated in day-long August and January orientations on W policy, syllabus

design, write-to-learn assignments, grading strategies, and workload issues, with over 90% rating the orientation as “valuable” or “very valuable”).

- Because research and national visibility are also priorities for the Writing Center, we hosted the 2007 Northeast Writing Center Association Annual Conference in Storrs.
- Looking forward, the Writing Center aims to increase tutorials by an additional 10% next year. We are also exploring ways to support graduate student writers, as well as consulting with GEOC on how to assess writing across the curriculum at UConn.

#### M. Q Center (Tom Roby)

- The Q Center moved to Level One of the Library as part of the “Learning Commons” with one satellite location in Northwest’s dining hall.
- The Q Center’s peer tutoring program grew explosively this past year. A few recent numbers tell the story:

		<u>Fall 2005</u>	<u>Spring 2006</u>	<u>Fall 2006</u>	<u>Spring 2007</u>
Number of visits	600	1200	3906	3866	
Number of open hours	20	28	40	50	
Number of tutors		10	14	30–40	45
Number of half Gas		6	13	12	11

- Typical visits to our tutoring, which is currently all drop-in, last 30-60 minutes. During times of average business, a student can generally work with a tutor one-on-one, but tutors often need to work with multiple students during busy periods. This is not necessarily detrimental to the tutoring process—it is often useful for students to get a hint or jumpstart on a problem, then work alone for a while. In our online survey [See III.8] 84% of students rate their experience with Q Center tutors as 7 or better on a scale of 1–10 for “helpfulness”, with similar numbers for “knowledgeable” and “communication skills”; 86% are likely to recommend the Q Center to a friend.
- This past year, our distribution roughly matched the distribution of students by subject in the courses we tutor. We plan next year to expand our coverage in math to include multivariable calculus (Math 210) and some economics.

<u>Term</u>	<u>Chem</u>	<u>Math</u>	<u>Phys</u>	<u>Stat</u>	<u>Other</u>
S'06	2%	70%	13%	11%	4%
S'07	15%	60%	12%	11%	2%

- The Associate Director taught a 1-unit INTD course in “Methods of Q Tutoring” that met weekly.
- We are continuing to expand our efforts at the regional campuses.
- We use an online sign-in survey to gauge needs.
- We will develop online learning modules, an improved website and publicity, and seek grants.
- In the spring, we piloted workshops in five areas: Algebra Review, Trigonometry Review, Review of Math Skills for Chem 122–128, Statistics Software Practicum, and Introduction to TI Graphing Calculators.
- Our Gas in various disciplines ran workshops for tutors in which they focused on key concepts, common errors, and effective strategies for helping those who struggle. Topics included Math for Chemistry, the simplex method from Math 105, which many of our tutors never encountered in their own courses, and sequences and series from Math 116.

#### N. Learning Resource Center (Steve Park)

The Learning Resource Center provides technological assistance to University of Connecticut students currently registered for classes at Storrs or any Regional campus.

Assistance is available via workshops, email, instant message, telephone, and face-to-face contact on level one of the Homer Babbidge Library, in Storrs.

#### List of Services

- Computer Operation Basics (PC and MAC)
- Word Processing (primarily Microsoft Word)
- Presentation Software (primarily Microsoft Powerpoint)
- Spreadsheets (primarily Microsoft Excel)
- Databases (primarily Microsoft Access – PC only)
- Graphics and Multimedia (primarily Adobe Photoshop)
- Internet – Web Basics (searching, simple web page design)
- Electronic Communications (primarily electronic mail)
- Huskymail
- ePortfolio
- Course Tools (HuskyCT)
- StudentAdmin (Peoplesoft)
- The Class of 07 fully funded their \$30,000 gift to the multimedia studios. Two new studios should be build and functioning by the end of October. The LRC Graduate Assistant, Melynda Hilliard, is aggressively training the SETAs (and Steve!) in digital video editing. As more and more faculty give comprehensive media assignments; the LRC SETAs will be able to assist students in bringing these assignments to fruition.
- The LRC also provides a number of computer work stations (both PC and Mac) for students to utilize. Each work station comes equipped with standard development applications found in Microsoft Office and Photoshop CS2.
- There are also two group work stations, suitable for up to five students. Each station is equipped with either a PC or Mac box, and a large plasma screen. Each screen can also be connected to a notebook computer, to allow presentation off of any standard laptop.
- The LRC is designed to be a learning enclave to develop technological skills and provide a comfortable environment for student study. To these ends, the LRC area is equipped with a number of overstuffed and rocking chairs, as well as divided studying desks and group-use tables.
- The LRC is using three different instructors to offer 14 workshops free of charge to students this semester.

#### O. Early College Experience (Gillian Thorne)

Now in our 52<sup>nd</sup> year as an educational outreach program, UConn Early College Experience (ECE) is providing new and exciting University courses to high school students. Originally named the High School Cooperative Program, UConn ECE is a concurrent enrollment program that works with high schools to offer UConn courses to high school students. The courses are taught on the high school campus by UConn certified high school instructors – the ECE Faculty. Motivated high school students have the opportunity to enroll in one or more of the many rigorous UConn courses for a fraction of the normal University tuition. Our program continues to help thousands of students per year in 128 high schools in Connecticut to reach higher, gain confidence in their ability to succeed, and make students more competitive for college.

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
<b>ECE Enrollment</b>	2,136	2,044	2,174	2,060	2,100	2,210	2,965	2,836	2,725	2,204
<b>UConn Freshman ECE Alumni Enrollment</b>	459	446	412	384	360	350	427	295	305	312

	1999	2000	2001	2002	2003	2004	2005	2006	2007
<b>ECE Enrollment</b>	1,816	3,021	3,292	3,253	3,423	3,525	3,609	4,566	4,700*
<b>UConn Freshman ECE Alumni Enrollment</b>	280	412	486	565	609	669	670	705	800

- Plans to increase enrollment in urban areas include: offering scholarships to instructors lacking one or two courses for certification; developing closer relationships with principals and school counselors; working more aggressively at district and municipal levels; developing more sophisticated partnerships with UConn TRIO programs and FES (Foundation for Excellence in Schools).
- Numerous additional initiatives are in different stages of implementation: World Languages/Globalization (Stamford campus), Pre-freshman summer Study Abroad (French Department), Student Alumni Board (student feedback), Marine Sciences (Avery Point campus), Undergraduate Research Pilot (student work displayed at Storrs).

### III. Institute for Student Success (Steve Jarvi)

The programs associated with the Institute for Student Success - the Academic Center for Exploratory Students, First Year Programs and the Center for Academic Programs - continue to have a direct impact on the retention of first year students. For example, of the approximately 3200 first time freshmen at Storrs in fall 2006 more than 2300 were impacted directly by the ISS through their work with an ACES advisor, enrollment in a First Year Experience Course or association with Student Support Services. Many other students, in their first year and beyond, were impacted by the ISS through their involvement with Peer Education, UConn Connects, and academic skills workshops. The ISS, and most specifically the CAP Program, continue to play a significant role in providing access and opportunity for first generation.

#### A. ACES Academic Center for Exploratory Students (Donna Hryn)

##### ACES Guiding Principles

- Academic advising is integral to the educational mission of the University.
- Effective advising allows students and academic programs to reach their full potential.
- Quality advising is dependent on the relationship between the advisor and the advisee.
- Students have the opportunity to assess their abilities and interests before deciding on a major.

##### ACES students...

- are assigned to a professional academic advisor.
- meet individually with their advisor.
- meet with their advisor at least once per semester.
- are ensured a seat in an FYE course in their first year.
- select a major by the completion of their 4th semester.

##### ACES Facts and Figures

- Advising caseloads of 350-375.
- Advise approximately 41% of the incoming freshmen class at Storrs and 58% of the incoming freshmen class at the Regional Campuses.
- 85% of ACES students declare their major by the start of their junior year.
- ACES advisors had more than 5500 individual meetings with students in Storrs in fall 2006.
- ACES advisors presented in more than 40 FYE classes in fall 2006.
- Approximately 900 of the 1300 ACES students in the incoming freshmen class at Storrs were Exploratory majors.

#### B. First Year Programs (Dave Ouimette)

**Goals:** To support students in the following areas:

##### Relationship with Self

Self-Understanding and Personal Growth

Intentionality and Integration

##### Relationship with Academic Life at UConn

Academic Achievement and Spirit of Inquiry

Academic and Life Skills

Relationship with Faculty, Staff, and Peer Mentors

##### Relationship with Community and the World

Social Development

Cultural Competence, Global Awareness, and Participation in a Global Society

Human Rights and Equality

Environmental Awareness and Environmental Sustainability

##### Assessment:

Our goals and interest in assessment are brought to the attention of faculty, staff, and peer mentors who bring our programs to students. For example, we encourage embedded and final assessment for classes in our First Year Experience (FYE) courses (see below). Collaboration with Professor Crystal Park and graduate students Donald Edmondson and Mary Alice Mills is making it possible to learn more about our first year students, from their expectations for college, their aspirations, and their demographics, to their trauma history, values, and spiritual beliefs. In addition, we can look at the correlations between these various factors and their GPA, involvement on campus, choice of major, and so forth. We also ask students directly about their experience in FYE classes, and can examine these data along with anonymous personal data to determine the likely impact of FYE and other programs on student success. We can also examine the possible impact of personal characteristics on the FYE experience and student success. Data are just beginning to be available from these efforts, and will inform our evaluation process as more data come in.

### 1. First Year Experience:

- The enrollment of First Year Experience (INTD) courses dropped for the first time since the 1996-97 academic year. While there was a drop in enrollment, 84.7% of first year students have enrolled in the INTD 180, 182 or 198 seminars. The growth of the FYE seminars at the regional campuses remains steady and a full 80% of first year students University-wide take the courses. Only 496 students do not take an introductory transition seminar.
- There are 239 faculty and staff instructors University-wide and over 100 student mentors who assist the instructors and first year students in the class.
- An FYE course template is created for all INTD 180 & 182 classes (over 150) in HuskyCT. The template includes learning modules for common topics covered in the class (e.g. study skills, major & career decision-making).
- In addition, campus content experts, (those individuals who most commonly are invited to present in FYE classes), have been invited to prepare learning modules on nutrition, community service options, diversity, and women's issues.
- Process learning modules targeted to instructors have been completed. They address issues concerning construction of a syllabus, elements of an effective lesson plan, grading, facilitation techniques, icebreakers, classroom management, and campus resources.

### 2. Learning Communities:

- UConn offers a variety of Learning Community (LC) experiences, and is in the process of expanding and enhancing these programs. Please see Table I for a listing of Learning Community Programs At UConn. LC's involving a residential component include Honors students (including Honors Pre-Business, and Pre-Med/Pre-Dent Honors, and general honors LC's), students in the new Global House LC, and students in 13 LC's with nine additional themes: Community Service, Connecting with the Arts, Fine Arts, Human Development and Family Studies (HDFS), Leadership, Nursing (2 sections), Pre-Pharmacy (four sections), Social Justice in a Global Community, Women in Math, Science, and Engineering. The total enrollment in these nine LC's is roughly 220 students. Thirty-five of these students are in the SSS program (out of 179 incoming SSS students in summer 2007).
- Three additional themes that will be incorporated in various ways through programming in classes and in the residence halls. These themes are Environmental Sustainability, Human Rights and Community Service, and Fine Arts. Rich Miller is available to help us bring Environmental Sustainability into Learning Communities. Rod Rock, Director of Jorgensen Center, is working with us to increase student attendance at Jorgensen events. The SSS Office and Cultural Centers play an important role in supporting our efforts to bring themes related to diversity and inclusivity alive within their communities. FYE classes often assign attendance at Human Rights events, with response papers that are reviewed at the Writing Center.
- Future Learning Communities: We expect to open Learning Communities on Environmental Sustainability and Pre-Teaching in 2008, and possibly an LC on the topic of Human Rights in 2009, the latter drawing on UConn's strengths in this area.

#### Learning Communities at UConn

Learning Community	Program or Director	Residential
Honors	Honors Program, Residential Life	4

Honors Pre-Business		
Honors Pre-Med/Pre-Dent		
Community Service	First Year Programs, Residential Life	4
Connecting with the Arts	First Year Programs, Residential Life	4
Fine Arts	First Year Programs, Residential Life	4
HDFS	First Year Programs, Residential Life	4
Leadership	First Year Programs, Residential Life	4
Nursing	First Year Programs, Residential Life	4
Pre-Pharmacy	First Year Programs, Residential Life	4
Social Justice	First Year Programs, Residential Life	4
WiMSE	First Year Programs, Residential Life	4
Global House	Morty Ortega, Residential Life	4
Animal Science	Steve Zinn	
LSAMP	Team	
STRONG CT	Hedley Freake	
SSS	Maria Martinez, Bidya Ranjeet	
Environmental Sustainability	FYP, Environmental Policy	4
Pre-Teaching	FYP, Education , ACES	4
Human Rights	FYP, Human Rights	?

- This year, two of our communities incorporated two or more courses in the programming for the LC in addition to FYE classes. Students in the Community Service LC are taking English 110 together this fall, and will take Sociology 107W together in the Spring. HDFS students are taking HDFS 180 and Psychology 132 this fall, and HDFS 190 and Psychology 135 in the spring. Students in major-based Learning Communities have an opportunity to work directly with faculty members in the small-class setting, while students in the other LC's have opportunities for service learning as part of their LC experience (Community Service, Social Justice in a Global Community, and Leadership).
- A team is being gathered to work toward expansion and enhancement of Learning Communities at UConn. A proposal will be submitted for participation in the National Summer Institute on Learning Communities at The Evergreen State College, Olympia, Washington, June 24-28, 2008.
- Learning Communities that do not have a residential component are also important elements of education at UConn. First Year Programs hopes to collaborate with the directions of all Learning Community programs in an effort to provide an integrated recruiting and enrollment process, and sharing of information, materials, programs, and so forth. Some LC's that are already in place that do not have a residential program at present are: Animal Science, SSS, LSAMP, and STRONG-CT.

### 3. UConn Connects:

UConn Connects began its 16<sup>th</sup> year of operation in Fall 2007. The program matches undergraduate, faculty, and staff facilitators with student participants who are on academic warning, academic probation, or subject to dismissal.

- During the 2006-2007 academic year, 142 volunteer facilitators worked with 464 student participants, offering personal assistance, support, and guidance on a weekly or bi-weekly basis. Through these one-on-one relationships student participants were able to explore academic strategies in depth and experience a degree of accountability for their academic progress and success.
- This spring, all first-time undergraduate facilitators were mandated to take the HDFS 288 class. 38 facilitators were broken up into four subgroups to assist them in becoming more aware and more intentional about their own self-regulatory, information processing, stress and time management skills, as well as to support them in the difficult task of helping another to succeed.
- Regular workshops throughout the semester give facilitators the opportunity to meet and learn from the other facilitators in the program and make connections across campus. These workshops offer training in several topics, including the causative issues that may contribute to a student being placed on probation, academic performance-enhancing strategies, self-assessment and goal setting methods, and other facilitation techniques. Additionally,

facilitators are made aware of campus resources that students may access such as tutoring, advising, career and major help, and the various counseling services.

- Each semester two \$500 scholarships are awarded to students who have a significant GPA gain and have also committed themselves to the program and to their academic success. This provides an effective incentive for the participating students. Of the 464 students who participated in the program during the 2006-2007 academic year, 338 (73%) experienced a positive GPA gain from one semester to the next.

#### 4. Peer Education

Peer Education as a form of student engagement and education outside the classroom continued to expand across campus during the '06-'07 academic year. Peer Education is a vehicle for students to learn more about a particular area of the campus and its services, and then provide paraprofessional help.

- There are currently 35 active Peer Education programs involving more than 900 peer educators who provided service to more than 35,000 students.
- Programs currently reside in Enrollment Management, Multicultural and International Affairs, Student Affairs, Undergraduate Education and Instruction, as well as Athletics.
- New Programs were developed for the Environmental Science Peer Mentors, Honors Initiatives for Prospective Students (HIPS), and Peer Allies Through Honors (PATH). New programs are looking to collaborate with Peer Education in the future including ResNet and the Library.
- The Third Annual Peerfest, Who's IN Your Network? was held at the start of the fall 2006 semester, and student participation stayed consistent from last year, with 315 students representing 27 different peer education programs taking part. The keynote speaker was Mark Sadowski, a UConn Alum who works at Disney. He spoke of the importance of networking and how he uses what he learned through Peer Education and academics at UConn in his daily work today. A new feature for this year's PeerFest was the addition of student presenting workshops for other students. Out of 27 workshops offered at PeerFest, undergraduate students were involved in 14 presentations. Students reported great satisfaction with the keynote address, workshops, and the ability to come back early to campus to learn more about being more effective in their roles.
- The Fourth Annual Peerfest, Mentoring, Leadership, You was just completed in August 2007 with over 290 students participating. Martin Syblis Esq, spoke about how his mentoring roles prepared him for law school and his current position with Dade County in Miami.
- Over 250 Peer Educators attended the Fifth Annual Peer Education Recognition Ceremony in April 2007. Dr. Sue Saunders was the keynote speaker of the evening. Five students were awarded with the Outstanding Peer Educator of the Year Award and one program received the honor of Outstanding Peer Education Program of the Year. Members of PESAC were recognized and were involved in the actual presentation of the night's activities. A new addition to this year's Ceremony was the recognition of the Peer Involvement (INTD 182) events put on by first and second year students throughout April.
- The number of Peer Involvement (INTD 182) courses stayed constant at six this past year, and events benefiting the HEART House, Relay for Life, Pat and Jim Calhoun Foundation, a mentoring program in Willimantic, Darfur, as well as the students of the UConn Community. One class made a short video about how to walk across the street safely at UConn, which will be shown at all summer Orientation sessions.

#### C. Center for Academic Programs (Maria Martinez)

The Center for Academic Programs (CAP) increases access to higher education for high-potential students who come from underrepresented ethnic or economic backgrounds and/or are first-generation college students. CAP prepares students for successful entry into, retention in, and graduation from a post-secondary institution through its four constituent programs. Educational Talent Search, Gear Up, and Upward Bound provide programming to increase middle and high school students' college access and retention. Student Support Services provides programming to facilitate students' retention in and graduation from the University of Connecticut. CAP designs and implements these programs in accordance with guidelines set forth by its funding bodies, including the University, the U.S. Department of Education, and other programs which promote educational opportunity for all.

- CAP serves over 2,600 students.
- SSS serves close to 900 students.

- SSS freshman retention rate is 93% (Storrs).
- SSS freshman retention rate is 90% (regional campuses).
- Approximately 25 FYE courses are taught by CAP staff annually.
- 60% of SSS students graduate within 6 years.
- SSS program expanded to include the Torrington campus; all regionals now have SSS.
- Close to 70% of SSS Storrs students are African American and Hispanic (two underrepresented populations at UConn).
- 302 SSS students entered as freshman in the fall 2007.
- 83% of Upward Bound/ConnCAP (UB) students are African American and Hispanic (two underrepresented populations in higher education).
- 100% of UB/ConnCAP students graduated from high school.
- 91% of UB/ConnCAP students moved on to post-secondary education (of those 47% were accepted to UConn).
- 90% of ETS participants enrolled in college preparatory academic curriculum.
- 90% of ETS high school graduates enrolled in post-secondary education.
- GEAR UP instituted a summer program (July 5-31) which prepares 9<sup>th</sup> graders for rigors of high school.
- GEAR UP offers professional development and technology training for 60% of teachers at Wilbur Cross High School.
- Continuation of all federal grants including an award of \$1,173,020 for Upward Bound for the next 4 years.
- Integration of the Pre-College Enrichment Program (PCEP), a Health Professions Partnership Initiative with the University of Connecticut Health Center, Wesleyan University and Central Connecticut State University; College Enrichment Program (CEP); and High School Student Research Apprentice Program (HSSRAP).
- Partnerships and Collaborations (partial list) with the following departments and companies:  
UConn School of Business, UConn Physics Department, UConn Journalism Department, MassMutual Foundation, AT&T.

#### IV. **Assessment (Eric Soulsby)**

During the past year, Assessment Liaisons in each of the undergraduate degree programs continued to refine statements of learning expectations for their majors. Feedback on draft versions of assessment plans developed by Liaisons was provided throughout the year. Some programs went through multiple iterations of submission/feedback as they continued to refine their assessment plans. Programs with well defined learning outcomes shifted their efforts to considering different methods for measuring how well students meet the learning expectations. Many programs are still in the early stages of assessment, however.

Interdisciplinary Assessment Liaisons for undergraduate degree programs were established this year. Graduate program assessment efforts have yet to be started, but, through a presentation to the Graduate Faculty Council, the idea that assessment is coming has been conveyed. The Neag School of Education has worked on assessment plans for their graduate programs in parallel with the undergraduate program effort. The School of Pharmacy retreat focused on assessment across all the degree programs in the school.

Webinars were offered to help educate the Assessment Liaisons and others about assessment. These webinars dealt with topics on integrating higher education planning and assessment, choosing a published instrument to assess student learning, integrating assessment programs with online course design, and developing tools and strategies to assess student learning. The assessment web site <http://assessment.uconn.edu> was maintained with information of use to the Liaisons.

The Online Assessment Tracking System (OATS) software was implemented this past year. An *OATS User Manual* was written to enable self-training on using the system for documenting assessment activity. Training on OATS was provided to the school/college Assessment Liaisons. Additional training was provided to the College of Liberal Arts & Sciences Liaisons and to the College of Agriculture & Natural Resources Liaisons.

An annual assessment reporting cycle was established for OATS thereby ensuring documentation of an ongoing systematic approach to student learning outcomes assessment needed for New England Association of Schools and Colleges (NEASC) accreditation. The format for annual assessment reporting was determined: a program *Mission* statement, the *Goals* of the program, the more specific learning *Outcomes*, information on the *Implementation* of the learning expectations within the curriculum, *Methods* for measuring how well students achieve the learning expectations, *Results* from the measurement, and *Action* to be taken based on what was learned from doing assessment. An October 1<sup>st</sup> deadline for annual assessment updates will be used so that assessment information feeds *Catalog* changes due in November as well as annual budget cycle deliberations during the fall term.

General Education assessment efforts continued with several of the Content Area subcommittees working to refine statements of learning outcomes as well as to develop ideas for measurement. A plan for initial efforts with Gen Ed assessment was developed by the GEOC Assessment subcommittee. The proposal focused on three areas of the Gen Ed program: writing competency, information literacy competency, and the Science & Technology Content Area. The Standardized Assessment of Information Literacy Skills (SAILS) instrument for assessment of information literacy skills is being implemented this fall.

The National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) was administered – we are awaiting the results.

## ATTACHMENT #4

**UEI GOALS FOR 2007-2008**

- I. UEI Goal 1: Individualized Experiential Learning for Every Student:**
- A. Begin strategic planning for an “individualized educational experience for every undergraduate”: define the terms and do an inventory of what currently exists; look for gaps and omissions. We will not attempt to add anything, or ask other to add any programs or services until we have a better definition, an inventory, and more faculty (the Provost’s 175 additional faculty).
  - B. Service Learning
    - 1. Pilot at Greater Hartford Campus
    - 2. International Service Learning for all campuses
- II. UEI Goal 2: Engaged Learning**
- A. Provost’s Task Force on Teaching Learning and Assessment:  
Revised Report under “Reports” at [www.provost.uconn.edu](http://www.provost.uconn.edu).  
Recommendations and Provost’s Response:**
- 1. ***Hire at least 175 new tenured and tenure-track faculty (and the complimentary support staff) in order to bring our student/faculty ratio to 15:1 as at our peer institutions.*** We have already made significant progress with the hiring of new faculty and support staff. Through careful budgeting and reallocation, the university and its constituent schools and colleges have been able to hire some 40 new faculty for Fall 2007 and an additional 31 academic support staff. These efforts have also been partly funded through allocation of new faculty resources from the legislature. It is anticipated that for the Fall semester of 2008, we will hire an additional 30 or so faculty members. A process has been initiated whereby academic deans may submit priority requests for new faculty lines based upon student demand and research expertise consistent with our academic plan. It is my firm intention to keep this as the highest priority item on the academic affairs agenda over the next 3 to 4 years so that we may during that period realize the 175 new faculty lines.
  - 2. ***Make almost all classrooms high-tech or tech-ready at Storrs and the Regional campuses.*** We have established this as a high-priority program for the coming academic year. We have allocated more than half a million dollars in equipment and capital funding that will enable the rapid conversion of several dozen classrooms at Storrs and the Regional campuses to high-tech or tech-ready status. Associate Vice Provost Keith Barker has developed a plan for the rapid conversion of such classroom facilities and, through creative use of swing space, we are hopeful that we will get this program essentially complete by the end of the academic year.
  - 3. ***Provide resources in personnel, equipment, and time for helping faculty to develop their teaching, to try new methods, and to use various methods of gathering evidence of teaching excellence, such as an improved instrument for student ratings of instruction, teaching portfolios, and peer observations of teaching.*** In response to the original Task Force Report, the Institute for Teaching and Learning developed new programs and a Faculty Development website which provides easy access to all resources offered by ITL: <http://fdp.uconn.edu>. ITL is also reinforcing its programs for the professional development of Teaching Assistants, including International Teaching Assistants (<http://itap.uconn.edu>) and is welcoming Dr. Mary

Romney, an expert in ESL, to the staff. Please take a look at these websites where you will find a plethora of opportunities including syllabus clinics, teaching-to-go, hi-tech resources, and individual confidential consultations. New resources can be added when needed by the faculty. We are fortunate to have one of the best teaching centers in the country and will continue to support and enhance it.

4. ***Replace the current student ratings of instruction instrument with a more appropriate reliable and valid instrument.*** The report notes that implementation of this recommendation will require significant work. It contains an example of an instrument and some good ideas for possible formats. I will be forming a committee to study the current instrument and possible changes which could be made. The ideas contained in the report will be invaluable to the work of this committee.
5. ***While a revised and nuanced instrument for student ratings of instruction will be used throughout the university, each academic department should establish its own criteria and procedure for gathering evidence of excellence in teaching that does not rely exclusively on the student evaluations as evidence of good and effective teaching.*** During the coming year I will work with the Council of Deans and through them with department heads across the campus to encourage the development of discipline specific criteria which can be used to gather evidence of teaching effectiveness.
6. ***That every department and program recognize and celebrate good teaching in their ranks, from teaching assistants and adjuncts through full professors, in the ways that they see fit.*** Clearly this is an activity that I fully support. I will encourage departments to pursue the recognition of good teaching and will point out to them many of the excellent ideas contained in Section 3 of the Task Force report. The celebration of good teaching can and should become a part of the routine in each academic department.

## **B. Gateway Courses:**

1. **Charge to the CLAS/UEI Gateway Courses Committee:** to increase the success rate for underrepresented and under-resourced groups in these courses through identifying techniques that will successfully address this problem and will serve as pilots to address similar significant issues throughout undergraduate education for all students.
2. **Recommendations from the CLAS/UEI Gateway Courses Committee:**

**To establish a Gateway Courses Advisory Committee to advise the Dean of the College of Liberal Arts & Sciences and the Vice Provost for Undergraduate Education on issues pertaining to student success in gateway science courses. Since the recommendations are many and multi-faceted, the committee would be charged with setting priorities and suggesting pilots, particularly To establish a Gateway Courses Advisory Committee to advise the Dean of the College of Liberal Arts:**

### **An Informed Community**

- Provide advisors, support personnel, and instructors with a usefully organized inventory of existing student support services that will help students in gateway courses. Ensure teachers of gateway courses inform students of ways of mastering course content which may be unique to the discipline, including but not limited to supplemental instruction.

- Ensure students are aware of preparatory courses or longer course sequences (three courses rather than two that cover the same material).
- Recommend enrichment activities (study abroad, undergraduate research, internships, etc.) and co-curricular activities since engaged students are often our successful students.

### **Effective Pedagogy**

The Institute for Teaching and Learning and the Office of Multicultural and International Affairs should develop means to:

- Encourage faculty to consider what counts as mastering a course (success as outcome; less coverage allows more learning).
- Emphasize the foundational character of courses rather than gateway/filter function. Assure faculty that we are not talking about dumbing down courses or exams.
- Encourage faculty to use an warning system through which students and their advising network (as notified by the Registrar) could be alerted as early as the third week of the course that assistance is needed; the problem or problems could be addressed before it is too late for that course.
- Develop learning communities (possibly including living learning communities) by clustering, for example, a gateway courses or gateway courses with a one-credit supplemental course and/or a thematically linked section of Freshman English.
- Use or adapt successful models from other institutions such as the Gateway Science Workshop (Drane et al), Studio Physics (Belcher), Treisman's methods, and Academic-Excellence Workshop (Hudspeth).
- Educate faculty to the fact of the problem and its sources.

### **Coordinated Support**

- Provide support through one-credit courses and workshops to underrepresented students in learning how to learn (process), to complement UConn's many resources for accessing course content.
- Proceed with current plans for the Help Desk and Learning Commons (W Center, Q Center, and Learning Resource Center), and consider a Chemistry Learning Center and a Student Support Info Line.
- Provide and continually update an inventory of current support services, appropriately organized for various audiences (a certain course vs. students in general) and for various media (web, print, etc.).

**C. Learning Communities and Living Learning Communities:** Global House has begun (see below, "Developing Global Citizens"); this year we will explore the possibility of other learning communities in 2008-2009 (not necessarily all residential or "living"), particularly targeted to the needs of freshmen and sophomores. We will look at linked courses and themed communities. For more information, see "Learning Communities" under First Year Programs in UEI Report.

**D. Learning Commons:** The Learning Commons Project Team submitted its report to the Library Leadership Council September 5th, 2007. This report calls for the establishment of "The Learning Commons@UConn," a proposed project in two phases. The University of Connecticut Learning Commons offers a suite of services, technologies, and study spaces to help students successfully complete academic assignments and attain proficiency in the five General Education competencies required by the University: computer technology, information literacy, writing, quantitative skills, and second language. A key principle behind the successful implementation of a learning commons is to develop a place where students can go to complete their academic work with support services at hand as students need these services. Therefore it is important these academic support services, which

include the Learning Resource Center, the Writing Center, the Q Center, and University Libraries staff, work collaboratively together.

- E. Summer Sessions:** To provide enrichment courses and learning communities as well as courses that students need to speed their progress toward graduation.

### III. UEI Goal 3: Developing Global Citizens: ([www.provost.uconn.edu](http://www.provost.uconn.edu)):

**A. Developing Global Citizens Curriculum Subcommittee** (Hedley Freake, Chair) worked to define the meaning of global learning at the University of Connecticut. Draft learning outcomes were produced based on those developed by ACE. These were circulated to departments for comment and to help identify courses that would contribute to those outcomes. In addition, about 50 faculty and staff were invited to dinner with the provost, with the purpose of discussing and further clarifying global learning at UConn. One result of this meeting was the formation of a larger subcommittee that over the coming year will develop lists of courses which contribute to global learning and then pathways and programs.

**B. Study Abroad: Provost's Goal: 30% of students study abroad.**

- 685 UConn students studied abroad last year, a 36% increase over last year, and up from 270 students in 2003-04.
- 16% of UConn students studied abroad last year, up from 12% the previous year, and about 7% in 2003-04.
- Develop International Service Learning as a UConn signature program.

**C. International Undergraduates: Provost's Goal: 100 in each class.**

Recruitment planning in initial phases.

**D. Global House: An International Living Learning Community in Partnership with Student Affairs.**

- The web page is: <http://www.globalhouse.uconn.edu>
- On Tuesday Sep 4, 2007 the Global House offices, classroom, and lounge were officially opened. Dr. Morty Ortega, Director, is teaching an INTD 182 class "Introduction to the Global House" with 4 sections. On Thursday August 30, a Global House Council was formed with student officers.
- Global House Student Composition as 9/3/2007

**Total students:** 84 plus 2 Community Assistants (CA)

**Student status**

Degree seeking students	67 plus 2 CA
UCAELI	6
International Exchange	10
Non-degree	1

**Class status of degree seeking students**

Freshman	54
Sophomore	7
Junior	8
Senior	2

**Gender**

Female	44 plus 2 CA
Male	40

**Nationality**

International	32 (Degree seeking: 17)
National	52 plus 2 CA

**Countries represented (14 countries)**

Country	Total	Female	Male
China	3	2	1
France	3	2	1
Great	2	1	1

Britain			
Japan	2	2	0
Korea	7	3	4
Mexico	1	1	0
Puerto Rico	4	2	2
Saudi Arabia	1	1	0
Singapore	1	0	1
Sweden	1	1	0
Turkey	2	2	0
Taiwan	5	3	2
United Arab Emirates	1	1	0
U.S.A	54	31	23

## ATTACHMENT #5

## Report to Senate: Interdepartmental (INTD) Courses

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Margaret Lamb  
Director, Individualized & Interdisciplinary Studies Program

September 10, 2007

### The INTD Designation

“The Interdepartmental designation is used for courses that are truly interdisciplinary or interdepartmental; courses under the sponsorship or scope of a single department are given the departmental designation (e.g., History 195).”

*Senate “Guidelines for Submitting Course Proposals (Nov. 1995, updated 2002)”*  
(<http://www.senate.uconn.edu/GUIDE1.html> as retrieved on Jul 15, 2007)

### Oversight of INTD Courses

Responsibility for INTD courses within the Provost’s Office lies with the Vice Provost for Undergraduate Education. Dr. Makowsky has three goals for INTD courses:

- that INTD should represent a course category available for the promotion of interdisciplinary collaboration across schools and colleges;
- that faculty review of INTD course proposals should ensure that INTD courses achieve the quality expected of other courses across the University; and
- that a process of INTD course approval should be agreed across the University as the acceptable means to provide oversight for INTD courses.

### Administration of INTD Courses

Since 2004 the Individualized & Interdisciplinary Studies Program (IISP) has administered INTD courses. IISP is part of Undergraduate Education & Instruction, overseen by the Vice Provost for Undergraduate Education. Administration of INTD courses by IISP involves working with a faculty committee to approve new courses, as well as the Office of the Registrar and INTD-teaching programs to ensure that course descriptions and relevant information are up-to-date.

### Faculty Review of INTD Courses

INTD C&CC was created in Fall 2006 as part of arrangements, initiated by the Vice Provost and developed in consultation with Senate, to provide better, appropriate oversight of interdepartmental courses and other university-wide courses taught under the designation “interdepartmental.” Faculty appointments to the Committee from each undergraduate school and college were made for two years, and a faculty Chair (David Moss, Neag School of Education) was elected.

In academic years 2006/07 and 2007/08, INTD C&CC functions as the inaugural or transitional cross-college oversight committee for INTD course approvals. The Committee has added greater faculty review of INTD course proposals and members of the Committee have been diligent and thoughtful in considering how INTD courses should be defined, authorized, and linked to appropriate parts of the University and its faculty.

In January 2007, Senate Scholastic Standards Committee was asked by the Vice Provost to review its proposal for a revised INTD course approval process. Such review would take into account the work done by INTD C&CC and consider reservations expressed by some members of faculty about the 2006/07 INTD course approval arrangements. Senate Scholastic Standards Committee expects to summarize its recommendations to the Vice Provost this Fall.

### INTD Activities (2006/07)

In Summer 2006 a process was developed to implement Senate Scholastic Standards Committee's May 2006 recommendations to the Vice Provost for a revised process of approval for INTD courses.

An INTD C&CC, with faculty representation from each undergraduate school and college, was appointed by the Vice Provost in August 2006. All faculty members of the Committee had experience on departmental, school/college, and/or university C&CCs. In addition to the faculty, representatives of three programs using INTD courses plus the IISP Director served as ex officio members of the Committee.

INTD C&CC met eight times in 2006/07 to discuss policy matters and procedures, as well as review INTD course proposals. Review of INTD course proposals permitted the Committee to learn how the INTD course designation is used and to address some of the complexities that arise from the multiple academic and program affiliations of INTD courses.

The Committee considered 28 INTD course proposals. Two were "regular" (i.e. non-experimental) INTD course proposals made by faculty affiliated with academic departments; one was a cross-listing proposal; and the remaining 25 were experimental proposals made by existing programs, but not closely affiliated with particular academic departments.

24 INTD course proposals were approved by INTD C&CC and relevant Senate committees (one proposal required reconsideration by both INTD C&CC and Senate C&CC; another proposal required reconsideration by INTD C&CC); four proposals were tabled or referred.

A renumbering plan was drafted and agreed with the Registrar's Office for INTD courses.

Groundwork for campus-wide communication about INTD course matters was laid, including the creation of an INTD course website ( <http://www.iisp.uconn.edu/intd.htm> ) in Fall 2006 and development (in Summer 2007) of a VISTA/HuskyCT site to support INTD C&CC business and to share such business with other members of the UConn community.

### INTD Course Statistics (2006-07)

Of the 29 INTD courses approved for regular listing in the course catalog, 24 were taught in 2006-07.

Nine INTD courses are designated general education courses (as either Ws and/or content area courses).

499 INTD course sections, representing 6,532 seats, were taught in 2006-07, including:

- 266 sections (4,308 seats) in the First Year Experience Program (INTD 180, 182 – each 1 cr.),
- 29 sections (425 seats) for Honors Program courses (INTD 170, 198, 291 – 3 cr., 1 cr., and 3 cr. respectively),
- 35 sections (223 seats) for the Linkage through Language course (INTD 222 – 1 cr.), and
- 14 sections (176 seats) for the Senior Year Experience course (INTD 283 – 1 cr.).

6 INTD courses are experimental, special topics, or independent study courses. 114 sections (971 seats) were taught in 2006-07.

Every one of UConn's six campuses used at least three INTD courses to offer sections to its students.

Instructors of Fall 2006 and Spring 2007 INTD course sections:

	Sections taught by: # of sections taught:	Faculty (tenured, untenured, adjunct)	Graduate Students	Other Professionals
In total	464	30%	10%	60%
<i>FYE Program (INTD 180, 182)</i>	266	26%	5%	69%
<i>Others</i>	198	35%	19%	46%

## ATTACHMENT #6

## General Education Oversight Committee

Report of Activities July 2006- June 2007

University Senate, September 10, 2007

### Introduction

The past year represents the second of operation of the “new” general education program and the fifth for the GEOC committee. The program appears to be functioning well although there is now a clear need to collect direct evidence that students are learning what we intend. The committee is also functioning well, giving faculty direct control of this critical part of undergraduate education. This report summarizes both operation of the program and activities of the committee.

### Course Approvals

The GEOC continued the process of reviewing proposals for adding courses to the general education curriculum. Forty-seven such proposals were reviewed, resulting in the addition of 44 courses to the curriculum. The program now contains 261 content area courses and 460 skill code courses. The breakdown of these total figures is given in Table 1. Since some courses are included in more than one category, the totals are less than the sum of the individual categories.

Table 1. Numbers of courses now approved for the general education curriculum

Content Area/Competency	100 level courses	200 level courses	Total number of courses
Arts and Humanities	75	42	117
Social Sciences	36	5	41
Science and Technology	46	3	49
Diversity and Multiculturalism	61	67	128
<b>Total content area courses</b>	<b>154</b>	<b>97</b>	<b>261</b>
Quantitative	45	33	78
Writing	28	354	382
<b>Total skill courses</b>	<b>73</b>	<b>387</b>	<b>460</b>

In addition to these new course reviews, the GEOC reviewed two proposals to offer existing general education courses in intensive sessions. The total numbers of courses approved for these offerings is given in Table 2. Courses are approved either fully or provisionally, depending on the measure of assurance GEOC has that the GenEd objectives of the courses can be maintained in the shortened format. GEOC also reviewed faculty reports on the offering of these courses in the intersessions. These subjective reports were favorable but difficult to evaluate. Proper assessment of the effectiveness of intersession courses must await the development of measures of course effectiveness as a whole.

Table 2. Outcome of review of general education courses for intensive session teaching 2005-07.

Course disposition	
Approved	25
Provisionally approved	14
Rejected	4

### Program operation

Between nine hundred and one thousand separate sections of general education courses were offered each semester of the second year of operation of the new program. Breakdown of those courses for each semester by general education category and campus is shown in tables 3 and 4. In common with last year, many more seats were filled in aggregate in CA 1 and 2 courses than in CA 3 and 4. The capacity of all the content areas remains adequate to meet the needs of the undergraduate student population (approximately 5000 students per class). The enrollment capacity within 100 level W courses increased 10% in comparison to last year (1987 vs. 1805) but still appear insufficient. The extent of this shortfall is difficult to gauge, since it is not clear how many of the 200-level W courses are generally available and also how many programs offer two W courses for their students. A survey of departments was conducted to gather some of this information (see Oversight below).

Table 3. General education courses offered (C) and enrollment (E) by campus and category. Fall 2006

Campus	Avery Point		Hartford		Stamford		Storrs		Torrington		Waterbur y		All campuses	
	C	E	C	E	C	E	C	E	C	E	C	E	C	E
GenEd category														1048
Arts and Hum	16	390	26	679	22	573	133	8194	7	136	21	515	225	7
Social Sciences	13	343	23	727	24	687	101	8014	5	130	15	522	181	3
Sci and Tech	5	131	6	203	5	180	17	2041	1	51	3	151	37	2757
Sci and Tech Lab	9	223	9	350	10	182	36	4183	4	49	5	217	73	5204
Div and Multi	5	92	9	167	9	193	57	1893	1	26	6	95	87	2466
Div and Multi Int	7	205	16	389	7	204	57	4814	2	69	6	178	95	5859
Total Cont Area	39	1233	72	2157	65	1699	314	8	18	392	48	1433	601	2
Quantitative	20	373	25	675	26	481	189	8668	6	107	21	520	287	4
Writing 100 level	4	61	9	138	5	87	22	552	0	0	2	32	42	870
Writing 200 level	8	77	6	80	15	215	178	3326	4	52	11	148	222	3898
Total Writing	12	138	15	218	20	302	200	3878	4	52	13	180	264	4768
Total GenEd	69	1520	97	2700	99	2272	567	7	28	551	72	1925	981	5

Table 4. General education courses offered (C) and enrollment (E) by campus and category. Spring 2007

Campus	Avery Point		Hartford		Stamford		Storrs		Torrington		Waterbur y		All campuses	
	C	E	C	E	C	E	C	E	C	E	C	E	C	E
GenEd category														
Arts and Hum	12	327	22	609	22	549	113	7585	8	130	25	616	202	9816
Social Sciences	14	418	27	809	18	545	103	8154	5	129	16	482	183	1050
Sci and Tech	5	107	6	216	3	393	19	1728	5	29	2	54	36	2527
Sci and Tech Lab	8	184	8	253	9	183	31	3471	1	60	7	181	67	4332
Div and Multi	4	75	8	170	4	85	56	1857	3	34	6	111	81	2332
Div and Multi Int	6	158	9	304	7	199	46	3166	3	50	10	246	81	4123
Total Cont Area	43	1089	67	1963	53	1357	292	2189	20	370	53	1376	528	2804
							3							8

Quantitative	20	345	25	595	21	409	150	7069	8	121	19	374	243	8913
Writing 100 level	4	71	10	178	8	138	25	585	1	20	7	125	55	1117
Writing 200 level	8	73	14	193	16	250	196	3874	5	65	9	120	248	4575
Total Writing	12	144	24	371	24	388	221	4459	6	85	16	245	303	5692
Total GenEd	65	1393	98	3543	83	1906	575	3001	29	506	75	1768	925	3913
							5							1

These enrollment data allow the calculation of average numbers of students in general education classes in each category of the system. Not surprisingly, class sizes are uniformly smaller at the regional campuses in comparison to Storrs, with an average 3-fold difference in content area classes. However, some interesting differences emerge between the content area courses at Storrs. Science and Technology classes are larger than any other category, averaging more than 100 students. Laboratory classes are the largest, though the effects of this may be partially offset by their division into smaller lab sections. Within the Diversity and Multiculturalism content area, international classes are more than twice as large as non-international. The reasons for this are not apparent. While it may appear that 100 level W classes are over enrolled on the Storrs campus, this is not the case since the average size for both 100 and 200 level W classes reflects the practice of some departments to list multiple sections of a class, taught by different individuals, under one instructor of record.

Table 5. Average class size for general education classes, 2006-2007

Campus	Storrs	All Regionals	All Campuses
GenEd category			
Arts and Hum	64	25	48
Social Sciences	79	30	58
Sci and Tech	105	41	72
Sci and Tech Lab	114	26	68
Div and Multi	33	19	29
Div and Multi Int	77	27	57
Total Cont Area	75	27	53
Quantitative	46	21	37
Writing 100 level	24	17	20
Writing 200 level	19	13	18
Total Writing	20	15	18
Total GenEd	52	25	42

The Senate General Education Guidelines encourage the teaching of courses by regular faculty. Table 6 shows that tenure track faculty teach a little more than 40% of all general education classes. Adjunct instructors (primarily at the regional campuses) and GAs (primarily at Storrs) combine to teach 52% of classes. Non-tenure track faculty ranks and other professionals teach the balance. While adjunct instructors and GAs may be extremely competent teachers, they are likely to be less integrated into the teaching mission of the institution and require and deserve support and supervision to ensure maintenance of teaching standards and fulfillment of courses goals.

Since class sizes and credit loads vary, it was also of interest to compare these teaching contributions on the basis of student credit hour production (Table 7). While this does not influence the data much at the regional campuses, the number of students taught by faculty at the Storrs campus rises significantly, because faculty tend to teach the larger classes. When all faculty ranks are considered, faculty teach almost two thirds of students' general education programs at Storrs.

Table 6a. General education classes by instructor rank at each campus Fall 2006 (% of total)

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total faculty	Adjunct	GA	Other	Total non-fac.	Total Courses
Avery Point	13.0	11.6	5.8	0	30.4	49.3	11.6	8.7	69.6	69
Hartford	8.2	11.3	17.5	0	37.1	52.6	10.3	0	62.9	97
Stamford	8.1	26.3	5.1	0	39.4	54.5	5.1	1	60.6	99
Torrington	7.1	3.6	0	3.6	14.3	85.7	0	0	85.7	28
Waterbury	18.1	18.1	1.4	2.8	40.3	45.8	13.9	0	59.7	72
All regionals (avrg)	10.9	16.2	7.4	0.8	35.3	53.7	9.1	1.9	64.7	365
Storrs	14.1	12.5	20.3	4	51.0	13.1	31.8	4.1	49.0	616
All campuses	12.9	13.9	15.5	2.8	45.2	28.2	23.3	3.3	54.8	981

Table 6b. General education classes by instructor rank at each campus Spring 2007 (% of total)

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total faculty	Adjunct	GA	Other	Total non-fac.	Total Courses
Avery Point	4.6	16.9	7.7	0	29.2	55.4	7.7	7.7	70.8	65
Hartford	11.2	10.2	11.2	0	32.7	56.1	11.2	0	67.3	98
Stamford	4.8	25.3	7.2	0	37.3	59.0	2.4	1.2	62.7	83
Torrington	10.3	0	0	6.9	17.2	79.3	3.4	0	82.8	29
Waterbury	16.0	21.3	1.3	6.7	45.3	42.7	12.0	0	54.7	75
All regionals (avrg)	9.4	16.6	6.6	2.0	34.6	55.7	8.0	1.7	65.4	350
Storrs	12.5	13.4	19.7	4.0	49.6	13.7	32.0	4.7	50.4	575
All campuses	11.4	14.6	14.7	3.2	43.9	29.6	22.9	3.6	56.1	925

Table 7a. General education credit hour production by instructor rank at each campus Fall 2006 (% of total)

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total faculty	Adjunct	GA	Other	Total non-fac.	Total Courses
Avery Point	14.6	10.2	3.1	0	27.9	48.0	16.1	8.0	72.1	5225
Hartford	8.9	13.0	16.2	0	38.2	51.2	10.6	0	61.8	9834
Stamford	8.3	23.3	4.8	0	36.3	56.5	5.9	1.3	63.7	7702
Torrington	7.0	4.1	0	8.5	19.5	80.5	0	0	80.5	1909
Waterbury	21.3	24.0	0.8	4.0	50.1	37.4	12.6	0	49.9	6760
All regionals (avrg)	12.3	16.9	6.9	1.4	37.5	50.8	10.1	1.6	61.5	31430
Storrs	19.1	14.0	23.1	7.6	63.8	11.2	22.3	2.7	36.2	113030
All campuses	17.6	14.6	19.6	5.2	58.1	19.9	19.6	2.5	41.9	144460

Table 7b. General education credit hour production by instructor rank at each campus Spring 2007 (% of total)

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total faculty	Adjunct	GA	Other	Total non-fac.	Total Courses
Avery Point	2.6	14.7	8.5	0	25.8	58.6	8.5	7.2	74.2	4788
Hartford	15.2	8.7	10.4	0	34.3	55.6	10.1	0	65.7	8975
Stamford	7.2	22.4	6.8	0	36.4	60.5	1.8	1.4	63.6	6488
Torrington	9.1	0	0	9.5	18.6	77.0	4.4	0	81.4	1718
Waterbury	17.0	21.5	1.5	6.4	46.4	41.7	11.9	0	53.6	5934
All regionals (avrg)	11.2	15.1	6.7	1.9	34.9	55.6	7.9	1.6	65.1	27903
Storrs	19.5	15.9	23.6	7.3	66.3	11.4	18.6	3.8	36.2	103361
All campuses	17.7	15.7	20.0	6.2	59.6	20.8	16.3	3.3	40.4	131264

## Substitutions

Under the General Education Guidelines, schools and colleges are given the explicit authority to make substitutions to the requirements for individual students. They are also required to make an annual report to the GEOC on the substitutions made, to ensure uniform interpretation of the guidelines across different academic units. The registrar's office now supplies GEOC with a list of all substitutions made on an annual basis and then follow-up meetings are scheduled with the responsible individuals at the school/college level. A total of 778 substitutions were made in the second year of operation of the new general education requirements (Table 8), a number similar to the first year. Relative to student numbers, these substitutions were made disproportionately by the former College of Continuing Studies (CTED) for BGS students and, to a lesser extent, by the College of Agriculture and Natural Resources (CANR) and the Neag School of Education (EDUC). This partly reflects the transfer student populations served by these units. Procedures for making substitutions by the BGS program have been tightened considerably over the past year. The CTED numbers also include many courses pre-approved for substitution by the GEOC. It is anticipated that next year there will be a substantial drop in the number of substitutions given by the BGS program.

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

	# subs	# grads	subs/grad
ACES	8		
AGNR	81	276	0.29
BUSN	51	580	0.09
CLAS	170	2126	0.08
CTED	336	356	0.94
EDUC	55	194	0.28
ENGR	32	255	0.13
FNAR	13	114	0.11
NURS	19	97	0.20
PHAR	13	104	0.13
Total	778	4102	0.19

Forty percent of all substitutions were made to the CA4 Diversity and Multiculturalism requirement (Table 9), similar to last year. This may not be unexpected, given the newness of this category, but will be of concern if it continues to persist. It partially reflects the fact that, unlike other content areas, no automatic substitutions are given for Diversity and Multiculturalism courses taken at other institutions unless they transfer in as the equivalent to a specific UConn CA4 course. Substitutions for this content area are always considered on a case-by-case basis by the school or college, and therefore included in these numbers.

It is interesting to note that the fewest substitutions were made for the Q and Second Language requirements. This continues a trend from the previous academic year. A policy to govern substitutions in these areas, developed by a committee chaired by the Vice-Provost for Undergraduate Education and then refined by GEOC, was brought to the Senate and approved. An Academic Adjustments committee is now meeting to consider petitions from students requesting alternate ways of meeting the second language or Q requirements, on the basis of learning disabilities.

GEOC is currently developing a substitutions form that will be recommended for use by students wishing to substitute any of their general education requirements. This form will ask the student to explain how the proposed substitution meets the particular requirement, thus giving some assurance that the student is familiar with the requirement and understands what is supposed to have been learned.

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

Category	Substitutions granted
CA1	67
CA2	51
CA3	161
CA4	311
Q	26
W	135
Second language	27
Total	778

### **Regional campus issues**

Discussions have been ongoing to try and allow for more 200-level GenEd courses to be offered at the regional campuses. When the general education curriculum was being developed, departments were encouraged to submit 100-level courses that would be accessible to first and second year students. BGS students enter with at least 60 credits and wish to take as many courses as possible, including any remaining general education requirements, at the 200 level. There are a number of upper level courses offered at the regional campuses that would be appropriate for general education. However, in many cases departments are unwilling to propose them for the GenEd curriculum because that would exacerbate existing enrollment pressures within those courses at the Storrs campus. There are courses for which this concern does not arise and so departments are being encouraged to submit those for GenEd consideration. In addition, regional campus faculty can develop new 200 level courses that are both appropriate for general education and aligned with their campus mission. The Provost's competition, see below, is a vehicle for developing such courses.

All of the completed curriculum action request forms that contain the information used to justify courses for inclusion in the GenEd curriculum are now all available on the GEOC website. This means that all instructors, including adjuncts at the regional campuses, have access to this information as they prepare to teach their courses.

### **Provost's competition**

This spring saw the fourth offering of the Provost's General Education Course Development Grant Competition. This program has proved popular among faculty and successful at introducing new and interesting courses to the curriculum. Thirteen proposals were received for the latest round and 9 were funded, at least in part. Like last year, rather than fund all approved proposals at the set rate of \$8,000 over two years, faculty were asked to provide a budget laying out the amount that was needed, up to a maximum of \$10,000. This allowed for smaller proposals, perhaps for revision of existing general education courses, and also dealt with this issue of unbudgeted fringe benefit costs that was encountered in previous iterations of the program.

Evaluations are in progress for the previous iterations of the competition. Final evaluations from 2004 competition winners rated several aspects of the competition structure and project design highly. These included: the built-in evaluation in all aspects of the project and course design; the two-year structure of the competition to support work in year two of the grant period; and the opportunity for faculty to integrate innovations in pedagogy with new areas of study in their discipline. As one winner noted: "[h]ad it not been for the program, the course development might have remained a paper concept." Year one evaluations from 2005 competition winners followed in this same vein, with heavy emphasis on developing evaluation priorities for courses and students and adapting information to make even technical material accessible to a general audience. One clear benefit from the program is that participating faculty are further developing their skills in the area of course design and evaluation, through interaction with the instructional design staff from ITL.

Table 10. Courses developed through the support of the Provost's competition by general education category

Category	Courses approved 2004-2006	2007 Proposal Winners
CA1	11	3
CA2	5	5
CA3	5	1
CA4	18	5
Q	3	0
W	12	5
Total	35	9

## Oversight

### *W courses*

Survey requests went out in October 2006 to all academic units offering majors to ask about their "Writing in the Major" programs. Of the 16 that were returned, most were consistently positive about the W requirement in the major and did not express concerns about the availability of seats. Only one department expressed clear dissatisfaction with the requirement. The Writing Competency subcommittee has been at work reviewing the list of majors that have submitted W surveys and identifying the non-responders that they would most like to hear from. Further, they are discussing ways in which the GEOC can follow up on these surveys in the coming academic year.

### *On-line courses*

Earlier this year, it became apparent that approximately 20 general education courses were being offered regularly in a completely on-line format, without undergoing any process of review by either GEOC or school/college C&C committees. These courses had been developed by individual instructors, with the assistance of the previous College of Continuing Studies, to meet a demand for courses in this format. While GEOC's position is that on-line teaching may well be effective, it had no information about whether this was so in these particular cases. It also was of the opinion that justification for on-line teaching should be included in the curriculum action request form. A CLAS C&C subcommittee has now reported on appropriate processes for approval of on-line courses and the Provost has appointed a task force to consider University policies and procedures in this area. GEOC decided that the general question of mode of delivery of courses will be included in the process it develops for course recertification.

### *Recertification of courses*

Discussions have been ongoing through the course of the year about the purpose of and process for course recertification for continued inclusion in the general education curriculum. Overall, the GEOC intent is to use this process both to check that those offering the course still think it is appropriate for the curriculum and that, as currently taught, it meets the relevant requirements. In addition, the recertification forms are being designed to assist faculty in making the transition from thinking about what they do as teachers to what students actually learn in the classroom. They will therefore be asked about how their courses align with the learning objectives that have been outlined for the various categories of general education courses and how they routinely determine whether these objectives are being met. A cycle for recertification will be developed across the content areas and competencies that will allow for regular review and renewal of the curriculum, without overwhelming the GEOC subcommittees that will be responsible for evaluating the materials.

## Assessment

Determination of how to evaluate the success of the general education program continued to occupy a significant portion of the GEOC's attention. Discussions around moving from a context in which the system is described largely in terms of what courses should teach to one described in terms of what students should learn were completed for the Social Sciences and Science and Technology content areas. Significant progress was also made with Diversity and Multiculturalism. That subcommittee hosted a well-attended open meeting for faculty

to discuss draft learning outcomes and is now working on their revision. The Q subcommittee has also prepared a draft assessment document and will be ready to discuss it with faculty in the fall. A curriculum map was completed to determine how well the five objectives for Arts and Humanities were being covered by courses in that content area. The curriculum action request forms, completed when the courses were proposed for inclusion in this content area, were reviewed to see which criteria were claimed. While most of the goals of this content area were well-addressed, one of them, the creation or recreation of artistic works, culminating in publication or performance was only claimed by two of the more than 100 Arts and Humanities courses.

A similar curriculum map was prepared to determine how well the seven overall goals of the GenEd program were addressed. While content areas vary in the goals they address, coverage overall was found to be good, with each of the goals being covered by more than half of the courses (Table 11). Given that students take 7 or 8 content area courses, it appears likely they will be well exposed to all of the GenEd goals.

*Table 11 Percentage of courses in each content area that address the University of Connecticut goals of general education*

GenEd goal	CA1	CA2	CA3	CA4	All CA
Articulate	72	48	23	66	58
Intellectual breadth	61	75	90	62	67
Critical judgment	80	90	83	69	77
Moral sensitivity	67	58	18	62	54
Awareness of era and society	63	78	40	60	57
Consciousness of diversity	68	75	18	87	63
Lifelong learning	48	51	91	44	53

The GEOC Assessment subcommittee drafted a proposal that was approved by GEOC that describes concrete steps to begin the assessment of the general education program at the university. The proposal, which is fully outlined in a separate document, focuses on assessment of three areas of the program, writing, information literacy and the science and technology content area. These were selected because of their importance and also because they represent targets of opportunity where significant progress appears possible. GEOC elected to recommend a focused approach that concentrates on limited numbers of students in restricted areas of the curriculum, with the belief that the quality of the resulting data will allow meaningful recommendations for improvement and strengthening of the program. It is worth noting that despite many reservations about assessment, the final proposal was very well received by GEOC and this reflects well on the job done by the assessment subcommittee.

### **Global learning**

The work of the Provost's Task Force on Developing Global Citizens has been largely parallel to that of GEOC. However, as the curriculum subcommittee of that task force has moved forward with the task of defining global learning outcomes for UConn undergraduate students, overlaps and interactions have increased. The GEOC chair has also led the global curriculum subcommittee and discussions on defining GenEd Diversity and Multiculturalism learning outcomes have involved many of the same people as those trying to define outcomes for global learning. Perhaps all of the courses satisfying the international CA4 requirement also will help develop global learning, as do a reasonable number of courses from the other content areas. Discussions are under way to determine how GenEd courses that promote global learning might be identified, to allow their selection by students interested in this area.

### **Inclusive Science Project**

With the financial support of the Dean of CLAS and the Vice-Provost for Undergraduate Education, GEOC organized a learning community for instructors of CA3 Science and Technology courses designed to assist them in finding way to make their courses more inclusive. Cathy Love (associate vice provost, OMIA) facilitated the group with the assistance of John Settlege (Neag School of Education and Keith Barker (ITL) and the GEOC chair. Ten faculty met for 3 hours each month over both semesters to examine this issue from the perspectives of course content, pedagogical approaches and interactions with students. The project had dual goals of both improving performance of underrepresented students in these classes and also developing cultural competence in majority students. The latter is one of the overall goals of the GenEd program, but is not well addressed by the science and technology content area. Attendance was good and faculty reported that the discussions were beneficial. Additional evaluations will determine what changes were made to the courses as a consequence of the learning community.

### **One form initiative**

Discussions have been ongoing over recent months directed towards improving the course approval process. The GEOC form itself is based on outmoded software and is cumbersome for faculty to use. In addition it requires much of the same information as other forms used by other C&C committees for course approval. In addition, the multilayered process for course approval is not well understood by faculty resulting in the failure of a course to move expeditiously through the system. The preferred solution is to develop a single form for approval of new or revision of existing course at the university. This would require faculty to fill out a single form that would then be routed automatically through the levels of approval required for that action. The relevant copy would then be available to the registrar's office staff for inclusion in the catalog and course schedule. GEOC has taken the lead in discussions with the schools and colleges and the Senate C&C committee for this system and has requested that the BEST initiative team take on this project as a means for improving efficiency at the university.

### **Meetings**

Hedley Freake and Katharina von Hammerstein from GEOC attended the AACU *General Education and Assessment: Engaging Critical Questions, Fostering Critical Learning* conference in Miami, FL in March. This meeting represents a useful opportunity for solidifying and extending thinking about general education assessment and for examining approaches other institutions are taking to evaluation issues. This annual meeting will next be held in Boston, MA and will present a useful opportunity to the university to highlight its programs and achievements.

### **Staffing**

Anabel Perez is about to complete her second year as the first permanent staff person for GEOC. She splits her time 50:50 between GEOC and the Individualized Major/Interdisciplinary Studies program and her performance this year has been highly meritorious. Hedley Freake is in process of stepping down as the first GEOC chair to serve a full three-year term. He will be replaced by Katharina von Hammerstein and a priority for the summer is to ensure that there are good, well organized records of GEOC policies and procedures in place to ease the transition.

**GEOC Committee Members 2006-2007 Academic Year**

Hedley Freake, Chair ('07)	NUSC
John Bennett ('08)	ME
Marie Cantino ('08)	PNB
Cora Lynn Deibler ('08) to finish Anne D'Allewa's term	ART
Michael Darre ('07)	ANSC
Arnold Dashefsky ('08)	SOCI
Thomas Deans (Writing Center Director)	ENGL
Niloy Dutta ('08)	PHYS
Clare Eby ('08)	ENGL
Peter Gogarten ('08)	MCB
Dean Hanink ('08)	GEOG
Robert Jeffers (Senate Curricula and Courses Committee)	ME
William Lott ('07)	ECON
Deborah McDonald ('07)	NURS
Felicia Pratto (07)	PSYC
Thomas Recchio ('07)	ENGL
Thomas Roby (Q Center Director)	MATH
Lisa Sanchez ('08)	ENGL
John Troyer ('08)	PHIL
Manuela Wagner ('08)	MCL
Michael Brezak (Undergraduate Student Rep)	
Brooke Morrill (Graduate Student Rep)	

Anabel Perez (Administrative support)

Two members of the committee who were present at its inception, Deborah MacDonald and Tom Recchio are now rotating off. Particular thanks are due to them for their work in the areas of the information literacy and writing competencies. In addition Bob Jeffers who has also served on GEOC from the beginning, principally in his role as chair of the Senate C&C committee, is stepping down. He has performed a critical role in bringing GEOC business to Senate C&C and then to the Senate, all with great efficiency and his inimitable sense of humor.

**GEOC Subcommittee Members 2006-2007 Academic Year*****Arts and Humanities***

Anne D'Alleva/Cora Lynn  
Deibler  
John Troyer  
Ed Benson  
Katherine Capshaw Smith  
Gustavo Nanclares

***Social Sciences***

Dean Hanink  
Felicia Pratto  
Linda Lee  
Jeremy Pressman  
Ronald Sabatelli  
Gaye Tuchman  
Susi Wurmbbrand

***Science and Technology***

Marie Cantino  
Niloy Dutta  
John Ayers  
Elizabeth Hart  
Tom Meyer  
Tyson Miller

***Diversity and  
Multiculturalism***

Clare Eby  
Arnold Dashefsky  
Morty Ortega  
Alexinia Baldwin  
Benjamin Liu  
Robert Stephens  
Elizabeth Ciurylo (Student)

***Computer Technology***

William Lott  
Michael Darre  
Kim Chambers  
Murphy Sewall

***Information Literacy***

Deborah McDonald  
John Bennett  
Francine DeFranco  
David Lavoie  
Carolyn Lin  
Brooke Morrill  
Letitia Naigles

***Second Language***

Manuela Wagner  
Lisa Sanchez  
Rajeev Bansal  
Kenneth Fuchsman  
Catherine Jarvis-Ross  
Barbara Lindsey

***Quantitative***

Peter Gogarten  
Thomas Roby  
Philip Best  
James Cole  
David Gross  
Sarah Frey  
Tyson Miller

***Writing***

Thomas Recchio  
Thomas Deans  
Janice Clark  
John DeWolf  
Jane Goldman  
Steve Zinn  
Vanessa DiPilato (Student)

***Assessment***

Hedley Freake  
Scott Brown  
Tom Deans  
Daniel Mercier  
Felicia Pratto  
Eric Soulsby  
David Yalof