University Senate Meeting Agenda
May 2, 2016

A regular meeting of the University Senate will be held on
Monday, May 2, 2016 at 4:00 p.m.
in the ROME BALLROOM, Storrs Campus

The Agenda for this meeting is as follows:

1. Approval of Minutes of April 4, 2016
2. Report of the President
   Presented by President Herbst
3. Report of the Senate Executive Committee
   Presented by SEC Chair Gary English
4. Consent Agenda
   - Report of the Curricula & Course Committee
   - Report of the Scholastic Standards Committee
   - Non-Senate Committee Report
     - Annual Report of the University Interdisciplinary Courses Committee
   - Senate Standing Committee and Subcommittee Reports
     - Annual Report of the Curricula and Courses Committee
     - Annual Report of the Diversity Committee
     - Annual Report of the Enrollment Committee
     - Annual Report of the Faculty Standards Committee
     - Annual Report of the General Education Oversight Committee
     - Annual Report of the Growth & Development Committee
     - Annual Report of the Scholastic Standards Committee
     - Annual Report of the Student Welfare Committee
     - Annual Report of the University Budget Committee
5. Report of the Nominating Committee
   Presented by Terri Dominguez
   - VOTE of 2016/2017 standing committee membership slate
6. Annual Report of the Honors Program
   Presented by Jennifer Lease Butts
7. Annual Report on Financial Aid and Retention
   Presented by Wayne Locust
8. Annual Library Advisory Report
   Presented by Martha Bedard
9. New Business
   - Senate Growth & Development recommendation to update University By-Laws, Article IX.B.a
   - Resolution to Support USG Motion to Revoke Honorary Degree Awarded to Bill Cosby in 1996

SENATE EXECUTIVE COMMITTEE
Gary English, Chair
Rajeev Bansal    Mark Boyer
Pam Bramble    Janine Caira
Lauren DiGrazia    Peter Kaminsky
Veronica Makowsky    Katharina von Hammerstein
Rachel Conboy    Tony Patelunas

For the benefit of the Moderator and Tellers, Senators are urged to sit at the tables and leave the chairs around the perimeter for the press and spectators.
I. The Curricula and Courses Committee recommends approval to ADD the following 1000- or 2000-level courses:

A. ASLN 2700 Interpreting in Educational and Other Settings  
   *Proposed Catalog Copy*  
   ASLN 2700. Interpreting in Educational and Other Settings  
   Three credits. Prerequisite: ASLN 1102.  
   The study of interpreting American Sign Language and English within a variety of settings, with a primary focus on educational interpreting.

B. ASLN 2800 Consecutive Interpreting  
   *Proposed Catalog Copy*  
   ASLN 2800. Consecutive Interpreting  
   Three credits. Prerequisite: ASLN 1102.  
   Development of consecutive interpreting skills with an emphasis on text and situational analyses, current issues, and a focus on community, medical, and video-relay interpreting.

C. CE/GEOG 2500 Introduction to Geographic Information Systems  
   *Proposed Catalog Copy*  
   CE/GEOG 2500. Introduction to Geographic Information Systems  
   (Also offered as GEOG 2500) Four credits. One 2-hour lecture and two 2-hour laboratory periods.  
   Fundamental principles of geographic information systems (GIS). Topics include history of the field, components of a GIS, the nature and characteristics of spatial data, methods of data capture and sources of data, database models, review of typical GIS operations and applications. Laboratory exercises provide experience with common computer-based systems.

D. DMD 2610 Introduction to Digital Humanities  
   *Proposed Catalog Copy*  
   DMD 2610. Introduction to Digital Humanities.  
   3 credits.  
   Application of digital technology and media to international and interdisciplinary digital humanities, such as art history, classics, cultural and area studies, history, languages, literature, music, and philosophy, in the work of university researchers.

E. DRAM 1XXX Introduction to World Puppetry  
   *Proposed Catalog Copy*  
   DRAM 1XXX. Introduction to World Puppetry  
   Three credits.  
   Introduction to the global culture of puppetry, from Punch & Judy and Javanese shadow theater to robots, sports mascots, and Burning Man. Puppet performances in terms of their combination of visual art, performance, text, and music; social, political, and religious contexts of puppet performances. CA 1 and CA 4-INT.
F. IRIS 1001 Elementary Irish I  
*Proposed Catalog Copy*  
IRIS 1001. Elementary Irish I  
Four credits.  
Development of ability to communicate in Irish, orally and in writing, to satisfy basic communicative needs within a cultural setting.

G. IRIS 1002 Elementary Irish II  
*Proposed Catalog Copy*  
IRIS 1002. Elementary Irish II  
Four credits. Prerequisite: IRIS 1001 or one year of Irish in high school.  
Development of ability to communicate in Irish, orally and in writing, to satisfy basic communicative needs within a cultural setting.

H. IRIS 1003 Intermediate Irish I  
*Proposed Catalog Copy*  
IRIS 1003. Intermediate Irish I  
Four credits. Prerequisite: IRIS 1002 or two years of Irish in high school.  
Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Irish-speaking world.

I. IRIS 1004 Intermediate Irish II  
*Proposed Catalog Copy*  
IRIS 1004. Intermediate Irish II  
Four credits. Prerequisite: IRIS 1003 or three years of Irish in high school.  
Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Irish-speaking world.

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

A. BIOL 1110 Introduction to Botany (Description)  
*Current Catalog Copy*  
BIOL 1110. Introduction to Botany  
Four credits. Three class periods and one 3-hour laboratory period. Students may not receive more than 12 credits for courses in biology at the 1000’s level. Goffinet  
Structure, physiology and reproduction of seed plants as a basis for an understanding of the broader principles of biology as well as the relation of plants to human life. Includes a survey of the important groups throughout the plant kingdom. A fee of $10 is charged for this course. CA 3-LAB.

*Revised Catalog Copy*  
BIOL 1110. Introduction to Botany  
Four credits. Three class periods and one 3-hour laboratory period. Students may not receive more than 12 credits for courses in biology at the 1000’s level.
Designed to provide a foundation for more advanced courses in biology and related sciences. Structure, physiology, reproduction, diversity, evolution, and ecology of plants as a basis for understanding the broader principles of biology. Surveys important groups of plants, fungi, and algae. A fee of $10 is charged for this course. CA 3-LAB.

B. CSE 1729 Introduction to Principles of Programming (Description and prereqs)
*Current Catalog Copy*
CSE 1729. Introduction to Principles of Programming
Three credits. Two 1-hour lectures and one 2-hour laboratory. Not open for credit to students who have passed CSE 110, 123, 1100, or 1010. CSE 1729 may be used in place of CSE 1010 to fulfill any requirement fulfilled by CSE 1010.
An introduction to computer programming in a structured programming language including fundamental elements of program design and analysis. Data and functional abstraction as tools for constructing correct, efficient, and intelligible programs for a variety of common computing problems. While this course covers the material in CSE 1010, its focus on abstraction makes it appropriate for students seeking a deeper understanding of computing fundamentals as well as those planning on continued study in computing.

*Revised Catalog Copy*
CSE 1729. Introduction to Principles of Programming
Three credits. Two 1-hour lectures and one 2-hour laboratory. Prerequisite: CSE 1010.
Introduction to computer programming in a structured programming language, including fundamental elements of program design and analysis. Data and functional abstraction, as tools for constructing correct, efficient, and intelligible programs, for a variety of common computing problems.

C. HIND 1101 Elementary Hindi I (Description)
*Current Catalog Copy*
HIND 1101-1104
1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 at rosa.chinchilla@uconn.edu for more information.

*Revised Catalog Copy*
HIND 1101. Elementary Hindi I
Four credits.
Development of ability to communicate in Hindi, orally and in writing, to satisfy basic communicative needs within a cultural setting.

D. HIND 1102 Elementary Hindi II (Description)
*Current Catalog Copy*
HIND 1101-1104
1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 at rosa.chinchilla@uconn.edu for more information.

*Revised Catalog Copy*
HIND 1102. Elementary Hindi II
Four credits. Prerequisite: HIND 1001 or one year of Hindi in high school. Development of ability to communicate in Hindi, orally and in writing, to satisfy basic survival needs within a cultural setting.

E. KORE 1101 Elementary Korean I (Description)

*Current Catalog Copy*

KORE 1101-1104
1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 at rosa.chinchilla@uconn.edu for more information.

*Revised Catalog Copy*

KORE 1101. Elementary Korean I
Four credits.
Development of ability to communicate in Korean, orally and in writing, to satisfy basic communicative needs within a cultural setting.

F. KORE 1102 Elementary Korean II (Description)

*Current Catalog Copy*

KORE 1101-1104
1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 at rosa.chinchilla@uconn.edu for more information.

*Revised Catalog Copy*

KORE 1102. Elementary Korean II
Four credits. Prerequisite: KORE 1001 or one year of Korean in high school.
Development of ability to communicate in Korean, orally and in writing, to satisfy basic communicative needs within a cultural setting.

G. WGSS 1124 Gender and Globalization (Level change)

*Current Catalog Copy*

WGSS 1124. Gender and Globalization
Exploration of the construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women’s rights as human rights; women’s work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.

*Revised Catalog Copy*

WGSS 2224. Gender and Globalization
Three credits. Recommended preparation: WGSS 1105.
Construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women’s rights as human rights; women’s work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.
III. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend inclusion of the following courses in Content Area 1 – Arts and Humanities:

A. DRAM 1XXX Introduction to World Puppetry

IV. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend inclusion of the following course in Content Area 2 – Social Science:

A. SOCI 1701 Society in Global Perspective

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

A. DRAM 1XXX Introduction to World Puppetry

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

A. POLS 3023W Politics and Literature
   Proposed Catalog Copy
   POLS 3023W. Politics and Literature
   Three credits. Two 1 hr 15 mins seminars per week. Prerequisites: ENGL 1010 or 1011 or 2011; Open to juniors or higher; freshmen and sophomores by permission of instructor.
   An examination of major works of literature that either describe governing systems and institutions, interpret political processes and clashes, or address perennial themes in political philosophy and theory.

B. POLS 3211W Politics of Water
   Proposed Catalog Copy
   POLS 3211W. Politics of Water
   Three credits. Two 1 hr 15 mins lectures/seminars per week. Prerequisites: ENGL 1010 or 1011 or 2011; recommended preparation: POLS 1202 or 1207; open to juniors or higher; freshmen and sophomores by permission.
   The role of water in state building, state-society relations, and economic and political development. Draws on approaches from comparative politics and international relations.

C. POLS 3250W The Political Economy of East Asia
   Proposed Catalog Copy
   POLS 3250W. The Political Economy of East Asia
   Three credits. Two 1 hr 15 mins lectures/seminars per week. Prerequisites: ENGL 1010 or 1011 or 2011; recommended preparation: 1000-level course in political science or economics; open to juniors or higher; freshmen and sophomores by consent of instructor.
   Economic, political, and social development of East Asia.
D. PSYC 3202W Autism and Developmental Disorders

*Proposed Catalog Copy*

PSYC 3202W. Autism and Developmental Disorders
Three credits. Prerequisite: PSYC 2300 and PSYC 2400; ENGL 1010 or 1011 or 2011.
Identification, treatment, education, and support of individuals with developmental concerns, particularly autism spectrum disorders.

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

A. STAT 3494W Undergraduate Seminar

*Current Catalog Copy*

STAT 3494W. Undergraduate Seminar II
One credit. Prerequisite: STAT 2215Q or 3115Q; and STAT 3025Q or 3375Q; and STAT 3484; ENGL 1010 or 1011 or 2011.
The student will attend 6-8 seminars per semester, and choose one statistical topic to investigate in detail. The student will write a well revised comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion, building upon the writing experience in STAT 3484.

*Revised Catalog Copy*

STAT 3494W. Undergraduate Seminar
One credit. Prerequisite: STAT 2215Q or 3115Q; and STAT 3025Q or 3375Q; ENGL 1010 or 1011 or 2011.
The student will attend 6-8 seminars, and choose one statistical topic to investigate in detail. The student will write a well revised comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

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

A. ANSC 3681 Summer Internship Experience

*Proposed Catalog Copy*

ANSC 3681. Summer Internship Experience
Zero Credits. Hours by arrangement. Prerequisite: Open to students who have earned a minimum of 24 credits and instructor consent. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). May be repeated.
Practical experience, knowledge, and professional skills in a work environment related to animal science. Based on a contract and learning experience syllabus.

Respectfully Submitted by the 15-16 Senate Curricula and Courses Committee: Pamela Bedore – Chair, Eric Schultz, Marianne Buck, Michael Darre, Dean Hanink, Kathleen Labadorf, Shayla Nunnally, Maria Ana O’Donoghue, George McManus, Suzanne Wilson, Dan Weiner, Alexander Karl (student rep)
3/30/16, and 4/13/16 meetings
Item for the consent agenda

Proposal to standardize the manner by which grades are referenced in the By-Laws of the University Senate

A. Background:

The by-laws are quite variable with respect to how they refer to letter grades. A, ‘A’ and “A” are all used.

B. Proposal to Senate: Motion

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

Wherever letters grades are mentioned in the By-Laws, they should be enclosed by single quotation marks.
Report to Senate: University Interdisciplinary Courses Committee
April 20, 2016
Eric Donkor, Chair

The University Interdisciplinary Courses Committee (UICC) consists of voting members and alternates representing the 8 undergraduate schools and colleges and additional regional campus representatives. In addition, ex-officio, non-voting members represent academic and student affairs units that offer relevant courses, as well as other stakeholders. The UICC oversees the interdepartmental and interdisciplinary and/or program-based, non-departmental curriculum and advises faculty members and staff on these course proposals. In January 2014, its mission was extended to oversee the Military Science (MISI) and Air Force (AIRF) courses, administered by the Office of Veterans Affairs and Military Programs. The UICC reports to the Provost’s Office, and administrative support for the committee and routine matters related to INTD and UNIV courses has been provided this year by an Administrative Services Assistant assigned to the University Senate office.

The committee met 5 times in the current academic year with an additional meeting scheduled for May 4, 2016. This report summarizes its activities.

Clarification and documentation of UICC policies

The principles for separation of the existing INTD curriculum into INTD and UNIV sections developed by the committee were approved by the Senate in 2012 (Senate meeting 2/27/12). The INTD designation is used for courses offered by more than one department from within the schools and colleges, whereas UNIV is used for those courses that originate from units that report to the Provost outside of the schools and colleges. The latter require careful oversight since they arise outside of the normal departmental and school/college curricula and courses review structures. The mechanisms developed for oversight for UNIV courses were built on the principle of faculty governance of the curriculum and attempt to replicate those used within the schools and colleges. The curriculum now comprises 17 INTD and 30 UNIV permanent courses, including special topics and independent study offerings.

The UICC has developed a policy guide to record their decisions on matters of protocol and a website http://uicc.uconn.edu/ to better communicate UICC activities to the University community and to serve as a source of forms and instructions for those wishing to conduct business with it. As part of its mandate to oversee the curriculum, the UICC is in the final stages of developing a policy to govern the periodic review of UNIV courses. The units outside of the schools and colleges that offer UNIV courses are required to have faculty committees to provide oversight of their curriculum and this policy will specify the course reports expected from them.

New courses

The UICC approved the following new courses:
- UNIV 1993 International Study (see Education Abroad section for reference)
- UNIV 2993 International Study (see Education Abroad section for reference)
- UNIV 3993 International Study (see Education Abroad section for reference)
- UNIV 1XXX Holster Research Proposal Development
The UICC approved revisions to the following course:
  - UNIV 2100 The McNair Scholar

The UICC approved the following Special Topics courses for the 2015-16 Academic Year:
  - UNIV 1995 Special Topics: Next Generation STEM Skills

**Periodic Review of UNIV courses**

Good teaching practice requires that faculty evaluate their courses on a regular basis to ensure the efficacy of the pedagogy and the currency of the material presented. Academic departments often develop policies and practices to assist faculty in doing this and to ensure that their curriculum in aggregate continues to meet the goals defined for their major(s). UNIV courses are offered by units outside of the schools and colleges, and part of the mission of UICC is to ensure that oversight of these courses follows best practices. Thus, courses undergo rigorous review at the time they are added to the curriculum and our policies require that units offering UNIV courses have faculty committees that are responsible for curricular oversight. This oversight should include periodic review of existing courses to ensure their continued efficacy, consistency among offerings and alignment with course goals as originally approved. This policy is intended to support the faculty curricular committees in performing these functions.

This policy distinguishes between courses that regularly offer multiple sections (Course Shells, e.g. UNIV 1800) and those that are taught only once or twice a semester (Individual Courses). The oversight requirements for the former is greater since it has to include consideration of qualifications and training of multiple instructors and consistency and comparability across what may be a large number of sections.

**Course Shells**
Units offering courses with multiple sections/semester shall supply to UICC an annual report for each course shell. This report will include:
  - A listing of the offerings of the course for the academic year, including section title and instructor name and rank.
  - A narrative description of how comparability across parallel offerings and consistency between repeat offerings of the course is achieved.
  - Three representative syllabi from the course.

**Individual courses**
Units offering individual courses shall supply to the UICC a copy of the syllabus for each offering of the course over that academic year. They will also report on any significant changes in the course since its approval by UICC.

The first of these reports was due on March 1, 2016 and will be due on March 1st of each year hereafter. Submissions will be reviewed at the next regular UICC meeting.
**Education Abroad**

The UICC continues to receive requests from students to accredit courses taken while studying abroad. To date this academic year, the UICC has received requests from 21 students (down 6 from 2014-15) to accredit 35 different courses (up 5 from 2013-14) from 11 countries (down 1 from 2014-15). Of the 35 course requests received, the UICC accredited 27 as UNIVs; 6 courses were referred out to other departments within schools or colleges, and the remaining courses are still under review.

Given the value of study abroad to student learning and development, the UICC has been reviewing these applications and awarding mainly UNIV 1993/2993/3993 credit for courses that meet the appropriate academic standards. This allows students to receive credit even though these credits will likely not count towards major requirements.

A number of issues persist regarding study abroad accreditation:

- Some departments are either unable or less willing to accredit Study Abroad courses, even if the course is clearly in their discipline (e.g. some departments do not have general 1000- or 2000-level “International Study” course shells, so lower-level courses cannot be accredited within that discipline). As such, those courses get funneled to the UICC as a last resort.
- There is no centralized process for accrediting study abroad courses. UICC has been working with Education Abroad to resolve these issues on a case-by-case basis. Unfortunately, some of these take a lot of time to resolve causing delays and frustrations, especially for students.
### The UNIV Curriculum

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<th>Course title</th>
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<td>UNIV 1800</td>
<td>FYE University Learning Skills</td>
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<td>UNIV 1810</td>
<td>FYE Learning Community Seminar</td>
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<td>UNIV 1XXX</td>
<td>Holster Research Proposal Development</td>
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<td>Career Services</td>
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<td>UNIV 3991</td>
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<td>African American Cultural Center</td>
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<td>Q Center</td>
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<td>Rainbow Center</td>
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<td>Individualized &amp; Interdisciplinary Studies Program</td>
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<td>UNIV 1985/3985</td>
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<td>UNIV 1995/3995</td>
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## The INTD Curriculum

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<td>School of Nursing</td>
<td>INTD 1500</td>
<td>Alcohol and Drugs on Campus: Exploring the College Culture</td>
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<td>Individualized and Interdisciplinary Studies, Teachers</td>
<td>INTD 2245</td>
<td>Introduction to Diversity Studies in American Culture</td>
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<td>INTD 3594/W</td>
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<td>School of Nursing, School of Pharmacy, and Center</td>
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<td>INTD 4200</td>
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## The AIRF and MISI Curriculum

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<td>General Military Science I</td>
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<td>MISI 1133</td>
<td>General Military Science: Air Rifle Marksmanship</td>
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Based on data supplied by OIR.

*MISI and AIRF did not fall under the purview of the UICC until after the 2013-14 AY.*
Enrollment continues to increase in 2015-16, due at least in part to the increase in sections offered for current courses. All six UConn campuses offer UNIV courses while INTD, MASI and AIRF courses are offered mainly in Storrs.

UNIV Courses offered at Regional Campuses

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<th>Stamford</th>
<th>Torrington</th>
<th>Waterbury</th>
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| SPRING  |            |          |          |            |           |           |           |           |            |           |
| UNIV 1784 |            |          |          |            |           |           | 1         | 10        |            |           |
| UNIV 1800 |            |          |          |            |           | 1         | 9         |           |            |           |
| UNIV 1810 |            |          |          |            |           |           |           |           |            |           |
| UNIV 1820 | 2          | 31       | 1        | 12         | 2         | 20        |           |           |            |           |
| UNIV 3784 |            |          |          |            |           |           |           |           |            |           |
| UNIV 3985 |            |          |          | 14       | 24        |           |           |           |            |           |
| UNIV 3991 |            |          | 6        |            | 11        |           |           |           |            |           |

2015-2016 instructors of INTD and UNIV course sections were 24% faculty (tenured, untenured, adjunct), 14% graduate students, and 62% other professionals (versus AY14-15: 26%, 15%, 59% respectively; and AY13-14: 32%, 10%, 58% respectively). While there may be a decline in the percentage of INTD and UNIV courses taught by faculty, UICC requires the units that offer UNIV courses to have faculty boards that oversee the curriculum. Part of their charge is to ensure all those filling the instructor role are qualified and that graduate students and staff are given appropriate guidance and support.
UICC Membership 2015-2016

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<th>Ex-Officio (non-voting members and alternates)</th>
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Administrative support was provided by Cheryl Galli, Administrative Services Assistant.
Annual Report of the Curricula & Courses Committee
to the University Senate

May 2, 2016

During the period April 7, 2015 through March 7, 2016,
the Curricula and Courses Committee brought to the Senate the following actions.

I. 1000-level course actions approved by the Senate:

New courses added:
- HIST 1250: Sports in History (2/1/16)
- LLAS 1000: Introduction to Latina/o Studies (10/12/15)
- MAST 1993: International Study (2/1/16)
- SOCI 1993: International Study (3/7/16)
- UNIV 1XXX: Holster Research Proposal Development (11/2/15)

Courses revised:
- BIOL 1102: Foundations of Biology (3/7/16)
- CAMS 1171: Intensive Elementary Ancient Greek (10/12/15)
- CAMS 1172: Intensive Intermediate Ancient Greek (10/12/15)
- DRAM 1800: Exploration of Movement (3/7/16)
- ENGR 1000: Orientation to Engineering (12/7/15)
- MAST 1101: Introduction to Maritime Studies (11/2/15)
- MATH 1060Q: Precalculus (12/5/15)
- UNIV 1840: Learning Community Service-Learning (10/12/15)

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

New courses added:
- ANTH 2400: Honors Core: Analyzing Religion (11/2/15)
- DMD 2020: Design Thinking (5/4/15)
- ECON 2312: Empirical Methods in Economics II (12/7/15)
- ECON 2447: Economics of Sports (10/12/15)
GEOG 2400  Introduction to Sustainable Cities (9/21/15)
GEOG 2410  New Digital Worlds of Geographic Information (12/7/15)
MAST 2993  International Study (2/1/16)
PLSC 2100  Environmental Sustainability of Food Production in Developed Countries (11/2/15)
PLSC 2500  Principles and Concepts of Argoecology (11/2/15)
SOCI 2275  Social Well-Being (9/21/15)
SOCI 2275W Social Well-Being (10/12/15)
SOCI 2993  Foreign (International) Study (3/7/16)
SOCI 2995  Special Topics (3/7/16)

Courses revised:

ART 2110  Design Process (5/4/15)
ART 2120  Communication Design 1 (9/21/15)
ECE 2000  Electrical Engineering Principles (12/7/15)
MARN 2002  Coastal Systems Science I (2/1/16)
MCB 2225  Cell Biology Laboratory (10/12/15)
NRE 2215  Introduction to Water Resources (2/1/16)
SOCI 2705  Sociology of Food (3/7/16)
SOCI 2411 (formerly 3411)  Work and Occupations (3/7/16)
UNIV 2100  The McNair Scholar (3/7/16)
WGSS 2263  Women and Violence (10/12/15)

Courses deleted:

AH 2000  Fundamentals of Allied Health Care (10/12/15)
MATH 2784  Undergraduate Seminar I (5/4/15)

III. S/U grading actions approved by the Senate:

DMD 4015  Degree Exhibition (3/7/16)
HCMI 4891  Internship in Healthcare Management (12/7/15)
PLSC 3081  Summer Internship Experience (2/1/16)
IV. General Education Content Area actions approved by the Senate:

Newly included in Content Area 1 Arts and Humanities:

- AFRA 3132 (DRAM 3132) African American Women Playwrights, 1900 to Present (5/4/15)
- CHIN 3270 Chinese Film (3/7/16)
- HIST 3619 History of the Caribbean (5/4/15)
- HIST/AFRA 3206 Black Experience in the Americas (5/4/15)
- HIST 3607 Latin America in the Colonial Period (3/7/16)
- HIST/AFRA/LLAS 3619 History of the Caribbean (3/7/16)
- HIST/URBN 3650 History of Urban Latin America (5/4/15)
- HRTS 3200/W International Human Rights Law (5/4/15)
- SPAN 1020 Fashion, Design, Art & Identity in Spain (10/12/15)

Newly included in Content Area 2 Social Sciences:

- ANTH 2400 Honors Core: Analyzing Religion (11/2/15)
- EDCI 2100 Power, Privilege, and Public Education (10/12/15)
- EVST 1000 Introduction to Environmental Studies (5/4/15)
- GEOG 2320 Climate Change: Current Geographical Issues (5/4/15)
- GEOG 2400 Introduction to Sustainable Cities (10/12/15)
- HDFS 3311W Parenting and Parenthood (5/4/15)
- LLAS 1000 Introduction to Latina/o Studies (12/7/15)

Newly included in Content Area 3 Science and Technology, non-Lab:

- GEOG 2410 New Digital Worlds of Geographic Information (3/7/16)

Newly included in Content Area 4 Diversity and Multiculturalism:

- AFRA 3132 (DRAM 3132) African American Women Playwrights, 1900 to Present (5/4/15)
- EDCI 2100 Power, Privilege, and Public Education (10/12/15)
- LLAS 1000 Introduction to Latina/o Studies (3/7/16)
- WGSS 3718/W Feminism and Science Fiction (12/7/15)
Revised Content Area 4 Diversity and Multiculturalism - International:

- ANTH 2400  Honors Core: Analyzing Religion (11/2/15)
- CHIN 3230  Language and Identity in Greater China (5/4/15)
- GEOG 2400  Introduction to Sustainable Cities (12/7/15)
- HIST/AFRA 3206  Black Experience in the Americas (5/4/15)
- HIST 3607  Latin America in the Colonial Period (3/7/16)
- HIST/AFRA/LLAS 3619  History of the Caribbean (3/7/16)
- HRTS 3200/W  International Human Rights Law (5/4/15)

V. Actions reported for the information of the Senate:

Revised Quantitative Competency (3000- to 4000-level):

- STAT 3375Q  Introduction to Mathematical Statistics (3/7/16)

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

- COMM 4035W  Advanced Media Effects (5/4/15)
- HEJS 3218W/CAMS 3265W/HIST 3330W  Palestine under the Greeks and Romans (2/1/16)
- WGSS 3718/W  Feminism and Science Fiction (12/7/15)

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

- BADM 4070W  Effective Business Writing (10/12/15)
- BADM 4075W  Business Communication (10/12/15)
- CHEG 4143W  Chemical Engineering Capstone Design II (10/12/15)
- ENGL 4000-level sequence  <Various Courses> (5/4/15)
- MARN 3801W  Coastal Studies Seminar (12/7/15)
- MARN 4030W  Marine Biochemistry (10/12/15)
- NRW 3345W  Wildlife Management Techniques (12/5/15)
- PSYC 3300/W  Emotional/Behavioral Disorders of Childhood (10/12/15)

Deleted Writing Competency (3000- to 4000-level):
ENGL 3801W  Honors II: American Literature (5/4/15)
ENGL 3803W  Honors III: American Literature (5/4/15)
ENGL 3805W  Honors IV: English Literature (5/4/15)
ENGL 3807W  Honors V: English Literature (5/4/15)
ENGL 3809W  Honors VI: English Literature (5/4/15)
ENGL 3811W  Honors VII: English Literature (5/4/15)

Offering in intensive session:
GEOG 1200  The City in the Western Tradition (12/7/15)
GEOG 2000  Globalization (12/7/15)
NUSC 1165  Fundamentals of Nutrition (5/4/15)
SPAN 1020  Fashion, Design, Art & Identity in Spain (10/12/15)

Special Topics and Variable Topics courses:
ANSC 2695  Special Topics: Patagonian Biodiversity and Horse Culture (9/21/15)

Respectfully Submitted by the Senate Curricula and Courses Committee: Pamela Bedore (Chair), Michael Darre, George McManus, Shayla Nunnally, Suzanne Wilson, Marianne Buck, Dean Hanink, Alexander Karl (USG rep), Kathleen Labadorf, Maria Ana O’Donoghue, Eric Schultz, Dan Weiner, Michael Whitney (Fall 2015 substitute)
Karen Piantek (Program Assistant)

5/2/16
University Senate Diversity Committee

Annual Report April 2016

Committee Charge: The Senate Diversity Committee shall review University policies, practices and conditions relevant to supporting and promoting diversity among students, faculty and staff.


*Senate Member 2015/2016

The Senate Diversity Committee met September 22, October 13, October 27, November 3, February 2, and April 7.

In this academic year the Diversity Committee met with the Taskforce on Diversity and Provost Choi to discuss the implementation of the recommendations of the Taskforce, participated in the Search for the CDO, and introduced a diversity clause to the University Bylaw Preamble.

At the first meeting in September the Committee discussed the Taskforce on Diversity’s report and agreed to: (1) invite Provost Choi to discuss his plans of action based on the recommendations of the Taskforce; (2) respond in writing to the Taskforce Report; and (3) introduce a diversity statement in the University Bylaws preamble, and to spell out all the protected groups in Article XV of the University Bylaws and in Rules and Regulations, A. Admissions section of the Senate Bylaws.

At the October meeting, the committee agreed to make the following response to the Taskforce report. (1) The size and efficacy of the Diversity Council, too large, too many actors with little authority to make changes; (2) the Chief Diversity Officer qualifications, reportage, provost/president, resources, authority, accountability (e.g., need for annual reports to the board of trustees); (3) need to have proactive not just reactive actions and spaces for students, staff, faculty, and visitors such as an Office of Access (being considered by a group discussing issues related to disability); (4) enhance visibility of
cultural centers, including spatial, and highlighting their focus not just for undergrads but also the entire community; (5) need to differentiate diversity, which is often fuzzy and expanded to mean everything, from issues of underrepresented U.S. minorities to international students, and ensure that the purview of the office includes issues of equity and retention of students, staff, and faculty of color as well as issues of curricular integration not only via the Institutes but also for cognitive/epistemic justice throughout the university.

Provost Choi, Vice Provost Weiner, and Assistant Vice-Provost Wilder met with the Diversity Committee on October 27, 2015. Provost Choi told us that the Taskforce was now charged with helping to implement its recommendations and hence would not be disbanded. Among the issues that the taskforce is now working on is the hiring of the CDO as well the other recommendations including the structure of the diversity council.

Among the issues discussed:
(1) Diversity Office and Search for the CDO.

Committee members asked various questions regarding the structure of the Office of Diversity, the resources that would be provided, the job description for the CDO, and the composition of the search committee. Provost Choi indicated that he was not aware of the budget and resources allocated for the office though he knew that the hire would take place despite the anticipated cuts from the state. He also suggested that there might be some realignment that would ensure that we begin to address the recommendations even in the absence of new resources.

We sought and after some hesitation were granted representation on the search committee for the CDO. We also asked that the candidates' schedules include time with the Diversity Committee. Members also suggested that the search committee should reflect the diversity we seek.

(2) Diversity Council

Provost Choi agreed that the size of the diversity council could potentially be unwieldy and so they were hoping to have an executive of fewer members. This is where our input would be especially helpful. Various suggestions were made regarding ensuring that appropriate entities with the appropriate authorities were included and held accountable for various aspects of the diversity mandate such as recruiting and retaining students, faculty, and staff of color, curricular diversity, campus climate etc. Mentoring was noted as a key mechanism that needed to be addressed structurally and included in the council.

(3) Increasing awareness of and leveraging existing diversity structures and initiatives
There was a great deal of discussion about the role of the Cultural Centers in addressing diversity issues and mentoring students of color and how they are also meant to serve graduate students as well as faculty and staff. Yet, the majority perception is that they primarily serve the undergrad population. They have been very successful in doing so and we need to think of ways to translate their success with the undergrad student population to other parts of the community. Note was also made of the Associations of Latino, Asian American, and African American faculty and staff and how their visibility needed to be increased and how they could be used more effectively. Some of these associations are more active than others but all could be better supported to meet their goals.

Many of us noted that the cultural centers budgets had been cut drastically over a number of years so that the events that they held to promote networking and mentoring among staff and faculty of color are no longer being planned.

We all agreed that while there had been real and perceptible progress made in recruiting under grad students of color, much needed to be done for grad students, faculty, and staff, particularly for African American faculty and staff. Elizabeth Conklin noted that her data indicate that over the past 5 yrs., of the 94 African American faculty and staff who had been hired 92 had left. She was quick to point out that these two groups are not the same individuals and her office is doing more fine grained analysis to look at who the groups were, the reasons they left, how that could be prevented, etc. She hopes to have a report on this by the end of the year.

At the November meeting, we discussed the language to explicitly name the protected groups in Article XV of the University By-Laws on General Policies and Practices and in Senate By-Laws Rules and Regulations, A. Admissions. We also discussed adding a diversity clause to the University By-Law preamble to indicate our commitment to diversity. In consultation with the ODE we formulated and circulated the proposed language to the committee on Nov. 16th, 2015.

At the February meeting we discussed the Diversity Taskforce Report in light of our conversation with Provost Choi, Vice Provost Weiner, and Assistant Vice Provost Wilder on Oct. 26, 2015. We agreed to provide a written response to the taskforce.

Based on our request, President Herbst invited Manisha Desai to serve on the search committee for the Chief Diversity Officer. She was unable to serve and so Diane Lillo-Martin served in her stead. We requested and were put on the schedule of each of the finalist during their campus visit.

At this meeting we also formulated three questions to ask each of the candidates for the CDO position. We also designated a students, staff, and faculty representative to ask the following three questions.

1. What are your major accomplishments as a CDO?
2. What is your vision for the office?
3. What unique skills do you bring to the position?
(1) The first question would ask the candidate their impression of UConn's diversity based on their visit, give them a sense of the place of our committee in the governance structure, and ask them how they see themselves interacting with our committee to meet the diversity goals and their experience in working with a similar structure/constituencies (faculty questioner).

(2) Based on their experience of leading diversity and inclusion efforts at their institutions how would they assess UConn's efforts and what would they bring (staff questioner)?

(3) How do they understand issues of domestic and international diversity and what experience do they have in addressing such issues (student questioner)?

We urged our members to attend the town hall meetings and those specifically scheduled with our committee. We agreed to meet immediately following our meeting with the last candidate so that we can promptly provide our feedback to the search committee.

At its March meeting, the University Senate passed our motion to add a diversity clause to the preamble of the By-Laws. The changes to Article XV of the University By-laws and to the Rules and Regulations of the Senate By-Laws were rendered unnecessary as a result of the changes made by the Scholastic Standards Committee.

At the April meeting we reviewed our work to prepare this report and also determined that our main goal for next year would be to work with the CDO and the Diversity Council. In preparation we agreed to schedule a meeting the CDO. We were invited to send a representative to the Diversity Council and we agreed that the incoming Chair of the Committee, Maria Luz Fernandez, would serve as our representative to the Diversity Council.
Senate Enrollment Committee
Annual Report 2015-2016

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

Committee Membership, 2015-2016 (*Senate Member 2015/2016)
*Cameron Faustman, Chair, CAHNR
*Michael Bradford, Fine Arts
*Christopher Clark, History
*Cora Lynn Deibler, Fine Arts
*Austin Langer, USG
*Samuel Martínez, Anthropology
*Diana Rios, Communication
*Kathleen Sanner, Student Health Services
*Sebastian Wogenstein, Literature, Culture & Languages
Nathan Fuerst, Admissions Office
Eva Gorbants, Fine Arts
Wayne Locust, Vice President for Enrollment Planning & Management (Ex-Officio Member)
Mansour Ndiaye, CLAS
Wendi Richardson, Early College Experience
Brian Rockwood, Registrar’s Office
Susana Ulloa, ISS Academic Program Center

Report of Activities:
During the 2015-2016 academic year, the Enrollment Committee met with constituents across the University during six meetings from October to April.

Summary of Monthly Meetings:
A summary of the major items discussed is presented below. Full minutes of each meeting can be found at http://senate.uconn.edu/enrollment-committee-minutes-2014-2015/.

I. Student concern for increasing enrollments
At the first full meeting of the SEC (ie with committee chairs) the enrollment committee was asked to consider student concerns, primarily those related to class availability, that had been expressed relative to increasing enrollments.

1. The Fall ’15 enrollment was 3,550 freshmen and the Fall ’16 target is the same.
2. B. Rockwood (Registrar’s Office) researched the question of class availability and reported the following:
   
a. There are enough courses at Storrs, both GEOC and others such that students should be able to progress satisfactorily (ie open seats have been available in many classes).
   
b. GEOC class sizes and class accessibility are challenged at the Regionals (ie, large classes ~ equivalent to Storrs; number of GEOC courses have not kept pace with enrollment growth at regionals).
   
c. “Reserve Caps” placed on courses by instructors/departments are a concern relative to course accessibility and require further investigation into when these are/are not being used responsibly (ie to advance progress of undergrads towards a major vs restricting class size).
   
d. Large lecture halls are considered to be “limiting” at present. Some of this perceived inadequacy of space is incomplete scheduling of classes at less desired times (e.g., 8 am).

II. Open Discussion and Updates with VP for Enrollment Management, Wayne Locust, and Assistant Vice President for Enrollment and Director of Admissions, Nathan Fuerst.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>With the emphasis on STEM, how will non-STEM/non-declared majors fare in the admissions process?</td>
<td>Process will be the same and the new student targets include non-STEM majors as well, just to a lesser proportional extent.</td>
</tr>
<tr>
<td>What is the anticipated impact on student:faculty ratios?</td>
<td>We have moved from 19:1 to 16:1 and the goal is to get to 15:1. Non-tenure track teaching faculty (e.g., Adjuncts) do figure into this calculation.</td>
</tr>
<tr>
<td>What is the extent to which need is met?</td>
<td>There is always a gap, an amount of money that is not met by the calculated family contribution. The average gap for UConn students is $6,000.</td>
</tr>
<tr>
<td>What is the relative amount of financial aid that is merit-based versus need-based?</td>
<td>80% goes to students with need (a portion of these are meritorious) while 20% is merit-based only.</td>
</tr>
<tr>
<td>What is the process by which students are selected for STEM scholarships?</td>
<td>Eligibility is assessed as part of the admissions review. In general, applicants should be &quot;Honors qualified&quot; and have demonstrated engagement with STEM-related activities (communicated via letters of reference, essays)</td>
</tr>
<tr>
<td>What was the out-of-state freshman admission for Fall 2015?</td>
<td>42% for students entering in fall 2015</td>
</tr>
</tbody>
</table>
How many students came off the wait list for Fall 2015 admission. N Fuerst did not have an absolute number but "hundreds" and potentially a "thousand" was noted.

N Fuerst provided an update of Fall 2015 enrollment statistics as well as results from the Admitted Students Questionnaire (ASQ). He also presented new developments that include the “President-to-President Scholarship/GAP Program” (for GAP transfer students that will provide $2,000/semester for 4 semesters), and the potential for UConn to participate in a new coalition of colleges, Coalition for Access, Affordability and Success, that will attempt to distinguish itself among the broader group of colleges/universities that use the common application.

The following data slides were provided by Nathan Fuerst.

### Storrs Freshmen

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollees</td>
<td>1104</td>
<td>1406</td>
<td>1,363</td>
</tr>
<tr>
<td>Mean SAT</td>
<td>1019</td>
<td>1032</td>
<td>1042</td>
</tr>
<tr>
<td>% Students of Color</td>
<td>42.5%</td>
<td>43.0%</td>
<td>41.0%</td>
</tr>
</tbody>
</table>

New Transfers

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storrs</td>
<td>786</td>
<td>805</td>
<td>871</td>
<td>+ 66</td>
</tr>
<tr>
<td>Regionals</td>
<td>255</td>
<td>226</td>
<td>285</td>
<td>+ 59</td>
</tr>
<tr>
<td>Total</td>
<td>1041</td>
<td>1031</td>
<td>1,156</td>
<td>+ 125</td>
</tr>
</tbody>
</table>

New Student Enrollment Summary

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015 Target</th>
<th>Fall 2015 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storrs Freshmen</td>
<td>3,800</td>
<td>3,774</td>
</tr>
<tr>
<td>Storrs Transfers</td>
<td>800</td>
<td>871</td>
</tr>
<tr>
<td>Regional Freshmen</td>
<td>1,400</td>
<td>1,363</td>
</tr>
<tr>
<td>Regional Transfers</td>
<td>250</td>
<td>285</td>
</tr>
<tr>
<td>Total</td>
<td>6,250</td>
<td>6,293</td>
</tr>
</tbody>
</table>
III. Enrollment Committee Motion that was passed in 2014-15
Last year the Enrollment Committee brought the following motion forward which was passed by the University Senate.

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

Considerable discussion revolved around this and the challenges that a quarterly update would provide. As it was not clear who the responsible party was for providing the quarterly update (because several offices would need to contribute information) the matter was turned over to the SEC for further action/discussion with the administration.

IV. Classroom Utilization
Brian Rockwood (Registrar’s Office) provided an analysis of classroom utilization on the Storrs campus. The following summary points were noted:

1. Classroom space is tight during peak times (9-1:30 on M,W; 9-5 on Tu,Th) and particularly on TuTh.
2. Large classrooms are limiting.
3. Space challenges could be ameliorated to some extent by following standard class meeting times and offering more large classes at 8am.

V. Hartford Regional Campus
Mike Menard, Director Hartford Regional Campus provided an update on the move to the new downtown Hartford location. In the near term, it is expected that undergraduate enrollment will remain relatively flat (approx. 1300-1400 students) and that graduate student enrollment will approach 1200 students. There is also discussion about the possibility of bringing 2 eminent clusters from Neag to the Hartford Regional Campus. Additionally, the School of Social Work, Public Policy Department, and TCPCG will also relocate to the new campus; Cooperative Extension will not move to the new location.

VI. Education Abroad
Yuhang Rong (Acting Director, Education Abroad) provided an update of Education Abroad programming at UConn.

a. A second search for a new Director has been successful. Sara O’Leary, currently at the International Center at the University of Hartford, will assume Education Abroad Directorship at UConn beginning June 24, 2016.
b. A name change occurred from Study Abroad to Education Abroad. The mission of the latter is to support faculty in identifying opportunities for students to live and learn abroad. Education Abroad is a more encompassing moniker; it now includes alternative spring breaks, experiential learning as well as strict academic coursework. Education Abroad also manages the student travel registry.

c. Education Abroad is working with the Provost’s Office to set up an emergency response protocol.

d. In ’94-’95 fewer than 150 UConn students went abroad; now we have about 1,000 students going abroad. Seventy percent of students participating in education abroad are women. UConn is average among peers relative to its student participation rate.

e. Approximately 50% students study in Europe; 10% in each of Africa and Asia; 7% in Latin America; 6% in Australia; 3% in Canada

f. Three education abroad program types [% of UConn student participation]
   i. UConn-Administered (program fee, no tuition) [70%]
   ii. Exchange (specific agreements) [15%]
   iii. 3rd Party (independent company based) [13%]
   iv. Custom [2%]

g. Financial Aid. Some programs allow financial aid packages to be applied to education abroad locations. Education Abroad is looking at how to better structure its programs to facilitate application of financial aid.

h. Education Abroad is 4-ledger supported and has a structural budget deficit. Financials have been helped the last couple of years by the strong dollar (UConn is billed in the host country’s currency). In the coming year, a new financial model will be developed.

i. Among UConn students last year, 36% did Education Abroad in spring term with 36% in fall as well. Spring Break accounted for about 2%, winter term, 6%, and Summer, 20%.

j. Committee members discussed the common observation that more general education course options approved in education abroad locations would be helpful.

k. Good advising is key to a successful education abroad effort.

l. Access can be a challenge because of costs.
AY15-16 Annual Report: Faculty Standards Committee  
May 2016

Membership: Jc Beall (Chair), Sandra Bellini, Pam Bramble, Jack Clausen, Dipak Dey, Maria-Luz Fernandez, Michael Fischl, Elizabeth Jockusch, Dustin Lavoie, Del Siegle, Mei Wei, Lisa Werkmeister-Rozas, Susanne Yelin, Preston Britner, Gerald Gianutsos, Masha Gordina (Fall ‘15), Doni Ivanov, Shariq Mohammed, Girish Punj, Sally Reis, Thulasi Kumar, Osundwa Wanjera

Major Items of Discussion.

Charge on Academic Freedom: the FSC received a charge to formulate a concise definition of academic freedom. The charge presupposed that there was no “clear and compelling” such account in University By-Laws, but this presupposition failed (e.g., Article IV Sect B fits the bill). For reasons set out in its report on the charge (available in FSC minutes at senate.uconn.edu) the FSC judged it best not to alter current language on academic freedom.

Charge on Conditions for Teaching Performance: the FSC received a charge concerning avenues for improving teaching performance when teaching performance is below a set standard. Towards meeting the charge the FSC produced a report that raised and answered a number of relevant questions. (See ‘Report on Seeking Assistance on Improving Teaching’, available in FSC minutes at senate.uconn.edu.)

Charge on Civility and Free Speech: the FSC was given a charge to write a UConn statement on free speech and civility. The FSC advanced the following recommendation:

Recommendation: The role of free speech and civility at UConn is a pressing, important, and highly complex issue. The FSC worked diligently to review and discuss existing policy statements and practices -- at the University and around the country -- that attempt to protect free speech, promote civil discourse, and nurture a culture of inclusiveness and mutual respect even when there is profound and fundamental disagreement among members of a community.

Given the complexity of the issues, we recommend opportunities for broader input and discussions across the University’s many and diverse citizens. The FSC strongly supports the creation of a UConn statement on free speech and civility. The aim should be a clear and timely statement, one that marks out the values to which UConn is committed.

Other Items of Discussion.
• **Administrators (viz., Assoc Deans) on Senate:** The FSC received a discussion item from the SEC concerning the ratio of administrators on the Senate (viz., 1:9) versus that of faculty (viz., 1:30).

Response. The FSC discussed the possibility of changing by-laws so as to include Deans and Associate Deans in one constituency. The FSC asked the SEC for further clarification on the proposed by-law change. The matter remains with the SEC as of May 2016.

• **Suspension of Senate Rule that SETs shall be calculated only in classes of five or more students:** Dean D’Alleva (Fine Arts) requested a suspension of the given rule because small classes in fine arts are not being evaluated and instructors’ teaching portfolios are thereby suffering.

Response. The FSC discussed the request. Conclusion: for reasons of statistical validity and especially confidentiality the FSC saw no way to support the motion to change said by-laws. Alternative means of assessment were strongly recommended for relevant teaching portfolios.

**Informational Items.**

• Sponsored the annual PTR Forum on April 1. Special thanks to Cheryl Galli for logistical support and a report on the forum. Special thanks to Mark Boyer for his role in the forum this year.
Executive Summary

From the perspective of the GEOC, General Education (Gen Ed) continues to thrive at UConn. As of March 2016, 58 Gen Ed related Course action request (CAR) proposals were received (25 fewer than last year). Eleven new courses were approved and 17 existing courses were revised. Members of the GEOC voluntarily worked hard to review their colleagues’ CAR requests, and the resulting discussions of the GEOC may be some of the richest conversations about teaching and learning on campus. This voluntary hard work stands as a testament to the value faculty place on General Education and their support of the Gen Ed goals stated on the GEOC website (http://geoc.uconn.edu/).

Fall 2015, the Faculty Senate undertook a task force study of General Education. As in the past, this year GEOC discussed possible changes and potential updates to the Gen Ed competencies, but in deference to the Task Force, GEOC withheld substantive action during this year, with the exception of a recommendation to remove the Computer Competency and update the Information Literacy competency. GEOC completed its review of CAR requests and undertook realignment in the 5-year cycle of reviews, but deferred its work in other areas while the task force completed its work. For example, GEOC did not hold a Provost competition for new Gen Ed courses (a 2 year funding cycle), noting that any new task force priorities should take precedence and begin Fall 2016. Likewise GEOC did not fund an assessment in light of the Task Force’s work and focus groups involving the campus community in a discussion of Gen Ed. The exception to this deferred action was that after several years of discussion, GEOC moved to recommend the elimination the computer competency, as outdated and better structured as revised elements within a digital information literacy competency.

This year’s realignment process once again found that many of the University’s Gen Ed courses are well aligned with the Content Area and Competency guidelines. An exception was that several W course specifics across 5 years drifted away from inclusion in syllabi in several programs. These details include informing students on the syllabi that their W component grade is linked to their overall course grade, and also detailing on the syllabus how writing will be evaluated, revised, and taught. As a result, GEOC would recommend that these details be more fully specified in the guidelines and on the GEOC website, and particularly in the CAR directions. GEOC has participated in piloting a new fully online form for the CAR which might help integrate these more detailed W specifications. GEOC also identified some complexities for W courses in STEM areas and would suggest that next year’s GEOC consider adding STEM specialists to the W subcommittee, whose workload is often the largest, so additional staffing would be appropriate.

There continue to be pressures to substitute courses taken elsewhere and complete UConn-equivalent courses elsewhere (such as high school Early College Experience) that also meet Gen Ed requirements. This trend remains a concern of GEOC when one purpose of General Education is brand instruction at UConn. When substitutions are made, it is then difficult to assert that our Gen Ed curriculum makes us unique. There are also concerns with vertical integration, when UConn higher level courses build on preparation in Gen Ed courses.
BoilerPlate about GEOC

The General Education Oversight Committee (GEOC) is tasked by the faculty Senate Courses and Curriculum Committee (C&CC) with oversight of Gen Ed at UConn, including review of new course proposals, course changes, and a 5 year realignment process. GEOC consists of chairs and co-chairs of ten GEOC Subcommittees, and its members come from faculty across the University:

- Content Areas 1 (Arts & Humanities), 2 (Social Sciences), 3 (Science & Technology), 4 (Diversity and Multiculturalism/Intl);
- Competencies: (W, Q, Second Language, Information Literacy, Computer Technology);
- and Assessment; and one ex–officio member (a representative of the Senate C&CC). Details are given on our website at [http://geoc.uconn.edu/](http://geoc.uconn.edu/).

The current configuration of Gen Ed courses dates back to the Taskforce on General Education Report of 2000. In 2004, UConn completed a transformative, faculty-led, general education initiative aimed at creating a strong undergraduate curriculum across all majors. Since then only minor changes to the GEOC guidelines have occurred. UConn has implemented robust curricular changes and maintained two faculty-led centers (W and Q) to support student and faculty development in areas identified as particularly crucial to the success of general education monitored by GEOC. A substantial number of Gen Ed courses are in place and the total number of courses remains relatively consistent across the last few years.

Since the 2004 revisions have been implemented, the Gen Ed program has seen substantial success and widespread acceptance, but now faces several challenges associated with the continued growth and change within and outside the University. GEOC has undertaken revisions of the Computer competency and Information Literacy competency, and the report of the Task Force may highlight additional areas for consideration.

**Deletion of the Computer Competency/ Revision of Information Literacy**

GEOC has been discussing revision of the Computer Competency and Information Literacy requirement for several years. Technological changes in these areas, from 2000 to 2016, are quite remarkable. The penetration of mobile technologies into campus activities in general and classroom learning specifically represents only one such change. The year 2000 conceptions of what it means to locate information (e.g., in the Library’s computer databases) on which the existing information literacy competency is based have changed dramatically. Much original scholarship now begins and exists solely on the Internet in digital formats. Information Literacy and Computer skills have combined and the 21st century skills for living and learning are perhaps more appropriate addressed as Digital Literacy skills, rather than separately information or skills with digital devices. GEOC has undertaken discussion of these issues in the context of potentially combining the current Information Literacy requirement with the Computer Technology requirement into a single Digital Literacy competency.

Independently, instructors for the First Year Writing course have made changes to requirements related to digital information access, and online writing. In 2016, GEOC unanimously recommended that the Computer Competency be removed, and updates to the Information Literacy competency be considered that include digital information access, analysis, synthesis, and communication.

**Recommendation:**

1. That the Computer Technology Competency be dropped.
2. That the following language be added to the FYW courses at UConn as an additional element of the already-existing Information Literacy component within those courses:

   “In addition to the research-based skills (finding, accessing, evaluating, creating, and making use of information) that remain the core of the Information Literacy competency, all FYW courses should:

   - Include an associated course management component (HuskyCT or similar site)
   - Require at least one cycle of projects be submitted, circulated, and reviewed digitally
Explore the potential for composition beyond typewritten text, including image, media, and other digital design elements

Deletion motion justification:
The current computer competency, as embodied as a HuskyCT multiple choice quiz concerning 1990’s memory storage devices and the like, has outlasted its usefulness. In consultation with STEM faculty and in particular the Computer Science faculty, it seemed prudent to incorporate digital information literacy into revised and updated information literacy competencies and remove the computer technology competency as a separate entity. GEOC’s information literacy subcommittee has been working on recommendations in light of the revised ACRL standards. An assessment of Info Lit conducted Spring 2015 found that:

- ACRL’s standards on which the 2006 GEOC Info Lit guidelines are based, have progressed
  - Scholarship is a Conversation
  - Research as Inquiry
  - Authority is Contextual and Constructed
  - Information Creation as a Process (new in next draft)
  - Searching as Strategic
  - Information has Value
- The departmental Info Lit plans at UConn are in need of revision and updating (and last year we helped get those plans into a more visible space and built a list of updated course numbers for Info Lit courses)
- Info Lit appears to have a significant presence at UConn, albeit in uneven (and perhaps even unconscious) implementation (that is, not all know what Info Lit is or how UConn’s Gen Ed requirements describe it)
- Many UConn faculty pursue Info Lit practices in a very wide range of ways
- Many faculty support the inclusion of collaboration, creation (innovation), and digital components in Info Lit (including the folding in of the computer literacy competency)
- First-Year Writing courses are requiring more in the tech/digital dimension (HuskyCT and at least one cycle of projects to be circulated digitally)
- Students and faculty could benefit from a more clearly articulated statement of what the Info Lit competency entails and/or how it works at UConn, including better departmental plans, examples from a range of disciplines, Best Practices, and links to further resources.
- There is at present no way to ensure that students receive the Info Lit support outlined in the GEOC documents, and there is no assessment mechanism in place. (We do have the SAILS results from 2007)

The proposed drop of the Computer Competency is directly related to the teaching of writing within the University. The 2000 Taskforce Report on Gen Ed intended writing to be taught at 2 levels. Writing instruction was to be introduced to all UConn students through First Year Writing (ENGL 1010/1011). This course was also intended to teach the entry level Information Literacy competencies. Quoting from the current Gen Ed Guidelines,

“Basic information literacy will be taught to all freshmen as an integral part of ENGL 1010/1011, in collaboration with the staff of the University Libraries.”

College level skills in writing were intended to be taught through an extended writing seminar taken in the first year, continuing in discipline-specific “W” courses distributed throughout a student’s major. The first year writing course is an anomaly within Gen Ed as it is a required part of the guidelines, specifically mentioned, but is not a Gen Ed course per se. The role of first year writing, in preparation for advanced “W” courses in the major is an item for review. First year writing serves not only to teach writing, but as the primary mechanism for the Information Literacy competency. The proposed deletion of the Computer Competency is accompanied
by a recommendation to consider updates to first year writing with regard to Information Literacy in general, and the use of digital sources specifically.

The 2015-16 General Education Oversight Committee herein reports on the following activities:

- New Course approvals 2015-16
- Gen Ed Status report
- Concerns with First Year Writing waivers
- Course Alignment Process (year 3 of 5 in the cycle)
- Course Enhancement Grant (Provost’s) Competition
- Information Literacy Competency Review
- Computer Technology Competency Deletion

New General Education Course Approvals 2015-2016

The general education curriculum continues to mature and now contains 589 content area courses and 571 skill code courses. (Note: The figures count cross-listed courses as separate courses).

GEOC collaborated with Senate C&CC to pilot test an automated form for the CAR. It is hoped that this work is in its final stages of completion and the new form will simplify the workflow and enable the process to be more transparent for faculty proposing course changes.

As of March in the AY 2015-2016, 58 proposals were received (25 fewer than last year). These proposals have currently resulted in the addition of 11 new courses to the curriculum; 17 existing courses being revised; 3 courses approved for intersession offering; and 0 courses dropped from the curriculum. Twenty-seven of the 58 proposals are still in the review process, many of them GEOC-approved courses that had not yet completed review by the Senate as of the end of March. The courses added in each Content Area and Competency this year were as follows:

<table>
<thead>
<tr>
<th>Content Area/Competency</th>
<th>1000-level courses 2015-16</th>
<th>2000+level courses 2015-16</th>
<th>Total # of courses 2015-16</th>
<th>Percentage at 1000-level</th>
<th>Percentage at 2000-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA1 Arts and Humanities</td>
<td>104</td>
<td>30</td>
<td>209</td>
<td>50%</td>
<td>14%</td>
</tr>
<tr>
<td>CA2 Social Sciences</td>
<td>48</td>
<td>10</td>
<td>72</td>
<td>67%</td>
<td>14%</td>
</tr>
</tbody>
</table>

The breakdown of courses approved by the Senate by content area and competency is given in Table 1. Since some courses are included in more than one category, the totals are less than the sum of the individual categories.

Table 1. Numbers of courses now approved for the general education curriculum (as of March 7, 2016 Senate meeting).
The table above shows both current course totals for all content area and skill courses, as well as percentages for courses in those categories at the 1000- and 2000-level. In general, courses with CA4, CA4-Int, and W designations have fewer 1000-level courses than other content areas or competencies, and instead have a larger percentage of courses at the 3000- or even 4000-level. Across the board, however, there continue to be relatively few 2000-level courses in any content area or competency, with records showing that there are no 2000-level CA3-Lab courses at all.

### Intensive Sessions

The GEOC reviews proposals to offer existing General Education courses in intensive sessions (4 weeks or less). The breakdown of these reviews since 2005, including 3 submitted this year, is given in Table 2. Courses are approved either fully or provisionally, depending on the measure of assurance GEOC has that the Gen Ed objectives of a given course can be maintained in the intensive course format. In the past, GEOC has collected faculty reports on provisionally approved intersession courses offered more than two times in a condensed format and used this information to determine whether a course should be re-categorized to “fully approved.” Over the past several years, the GEOC seems less inclined to issue provisional approvals but has instead opted for full approvals in all cases; courses that are in question may simply be declined or sent back for revision. There was some discussion in the GEOC this semester about how to handle courses that are still on the provisional approval list. A representative from Summer Programs was unsure whether that office should be policing these offerings and noted that some courses on the provisional list have been offered in the recent past without having undergone the established review procedure.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td>3</td>
<td>2</td>
<td>70</td>
</tr>
<tr>
<td>Provisionally approved</td>
<td>0</td>
<td>0</td>
<td>6*</td>
</tr>
<tr>
<td>Rejected</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

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

### General Education Program Implementation

Tables 3 (F 2015) and 4 (S 2016) show the breakdown of course sections and enrollments by General Education category and campus, and Table 5 shows the average class sizes across content areas and competencies.
Since some Gen Ed courses are included in more than one Content Area, the “Actual totals” of Content Area offerings is a bit lower than the “Total GenEd” numbers shown in Tables 3 and 4.

Table 3. Fall 2015 General Education courses and enrollment by campus and category. Only credit-bearing sections of courses have been included. Courses with zero enrollment have not been counted.

**Note:** Actual physical seats are 50,283; the higher 65,503 figure is due to courses that have multiple gen ed attributes and cross-listed courses.

<table>
<thead>
<tr>
<th>Campus</th>
<th>AVPT</th>
<th>HTFD</th>
<th>STMFD</th>
<th>STORR</th>
<th>TORR</th>
<th>WTBY</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>GenEd category</td>
<td>Course</td>
<td>EnrTot</td>
<td>Course</td>
<td>EnrTot</td>
<td>Course</td>
<td>EnrTot</td>
<td>Course</td>
</tr>
<tr>
<td>CA1 Arts and Hum</td>
<td>20</td>
<td>482</td>
<td>35</td>
<td>909</td>
<td>28</td>
<td>840</td>
<td>258</td>
</tr>
<tr>
<td>CA2 Social Sciences</td>
<td>18</td>
<td>472</td>
<td>31</td>
<td>992</td>
<td>27</td>
<td>924</td>
<td>271</td>
</tr>
<tr>
<td>CA3 Sci and Tech</td>
<td>5</td>
<td>172</td>
<td>6</td>
<td>236</td>
<td>8</td>
<td>294</td>
<td>93</td>
</tr>
<tr>
<td>CA3 Sci and Tech Lab</td>
<td>22</td>
<td>319</td>
<td>30</td>
<td>595</td>
<td>17</td>
<td>385</td>
<td>329</td>
</tr>
<tr>
<td>CA4 Div and Multi</td>
<td>7</td>
<td>123</td>
<td>15</td>
<td>265</td>
<td>12</td>
<td>269</td>
<td>80</td>
</tr>
<tr>
<td>CA4 Div and Multi Int</td>
<td>11</td>
<td>303</td>
<td>13</td>
<td>392</td>
<td>15</td>
<td>450</td>
<td>148</td>
</tr>
<tr>
<td>Total CA</td>
<td>83</td>
<td>1871</td>
<td>130</td>
<td>3389</td>
<td>107</td>
<td>3162</td>
<td>1179</td>
</tr>
<tr>
<td>Quantitative</td>
<td>36</td>
<td>807</td>
<td>43</td>
<td>1078</td>
<td>27</td>
<td>833</td>
<td>571</td>
</tr>
<tr>
<td>Writing 1000 level</td>
<td>2</td>
<td>34</td>
<td>5</td>
<td>95</td>
<td>3</td>
<td>55</td>
<td>36</td>
</tr>
<tr>
<td>Writing 2000 level</td>
<td>5</td>
<td>75</td>
<td>7</td>
<td>114</td>
<td>4</td>
<td>74</td>
<td>99</td>
</tr>
<tr>
<td>Total Writing</td>
<td>10</td>
<td>124</td>
<td>22</td>
<td>300</td>
<td>21</td>
<td>360</td>
<td>349</td>
</tr>
<tr>
<td>Total GenEd</td>
<td>129</td>
<td>2802</td>
<td>195</td>
<td>4767</td>
<td>155</td>
<td>4355</td>
<td>2099</td>
</tr>
<tr>
<td>Actual Totals</td>
<td>89</td>
<td>1911</td>
<td>148</td>
<td>3692</td>
<td>125</td>
<td>3512</td>
<td>1596</td>
</tr>
</tbody>
</table>

Table 4. Spring 2016

General Education courses and enrollment by campus and category. Only credit-bearing sections of courses have been included. Courses with zero enrollment have not been counted.

**Note:** Actual physical seats are 45,591; the higher 58,882 figure is due to courses that have multiple gen ed attributes and cross-listed courses.
Table 4 - Spring 2016

<table>
<thead>
<tr>
<th>Campus</th>
<th>AVPT</th>
<th>HTFD</th>
<th>STMFD</th>
<th>STORR</th>
<th>TORR</th>
<th>WTBY</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>GenEd category</td>
<td>Course</td>
<td>EnrTot</td>
<td>Course</td>
<td>EnrTot</td>
<td>Course</td>
<td>EnrTot</td>
<td>Course</td>
</tr>
<tr>
<td>CA1 Arts and Hum</td>
<td>14</td>
<td>370</td>
<td>31</td>
<td>717</td>
<td>30</td>
<td>867</td>
<td>246</td>
</tr>
<tr>
<td>CA2 Social Sciences</td>
<td>17</td>
<td>549</td>
<td>30</td>
<td>1003</td>
<td>22</td>
<td>753</td>
<td>248</td>
</tr>
<tr>
<td>CA3 Sci and Tech</td>
<td>5</td>
<td>118</td>
<td>7</td>
<td>247</td>
<td>7</td>
<td>259</td>
<td>66</td>
</tr>
<tr>
<td>CA3 Sci and Tech Lab</td>
<td>16</td>
<td>263</td>
<td>24</td>
<td>451</td>
<td>15</td>
<td>316</td>
<td>277</td>
</tr>
<tr>
<td>CA4 Div and Multi</td>
<td>4</td>
<td>79</td>
<td>16</td>
<td>340</td>
<td>11</td>
<td>314</td>
<td>78</td>
</tr>
<tr>
<td>CA4 Div and Multi Intl</td>
<td>7</td>
<td>212</td>
<td>14</td>
<td>403</td>
<td>13</td>
<td>360</td>
<td>124</td>
</tr>
<tr>
<td>Total CA</td>
<td>63</td>
<td>1591</td>
<td>122</td>
<td>3161</td>
<td>98</td>
<td>2869</td>
<td>1039</td>
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<tr>
<td>Quantitative</td>
<td>23</td>
<td>449</td>
<td>39</td>
<td>841</td>
<td>26</td>
<td>749</td>
<td>500</td>
</tr>
<tr>
<td>Writing 1000 level</td>
<td>4</td>
<td>69</td>
<td>6</td>
<td>112</td>
<td>4</td>
<td>76</td>
<td>39</td>
</tr>
<tr>
<td>Writing 2000 level</td>
<td>3</td>
<td>52</td>
<td>7</td>
<td>122</td>
<td>8</td>
<td>148</td>
<td>83</td>
</tr>
<tr>
<td>Total Writing</td>
<td>10</td>
<td>160</td>
<td>22</td>
<td>308</td>
<td>32</td>
<td>432</td>
<td>464</td>
</tr>
<tr>
<td>Total GenEd</td>
<td>96</td>
<td>2200</td>
<td>183</td>
<td>4310</td>
<td>156</td>
<td>4050</td>
<td>2003</td>
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<tr>
<td>Actual Totals</td>
<td>88</td>
<td>2082</td>
<td>135</td>
<td>3248</td>
<td>119</td>
<td>3110</td>
<td>1567</td>
</tr>
</tbody>
</table>

Table 5 shows the average enrollment in General Education courses in each category. Courses that were listed in the Schedule of Classes but then had zero enrollment are not counted. The average of 2000+ level W courses is distorted by the fact that independent study and senior thesis W courses, which often have an enrollment of only 1–3 students as opposed to the usual enrollment of 19 per W section, are included in the course count. By contrast, the average class size of W courses at Storrs (and by extension all campus) is sometimes shown to exceed the 19 student limit because some W courses may have larger enrollments in lecture/seminar sections before students are then broken into discussion sections of 19 where they received their writing instruction. These numbers also depend on which sections of courses are the credit-bearing sections. This often varies between lecture, lab and discussion sections across departments. Traditionally, larger lectures are more likely to be found in Storrs than at the regional campuses. Enrollment statistics for each semester further indicate that W-sections tend to fill up to but rarely exceed the cap of 19 students. With very few exceptions, departments and instructors have respected this cap.

Table 5. Average class size for General Education classes, 2015-2016

*Note: The totals for 2015-16 were calculated differently than the totals for 2014-15. The totals for 2015-16 use the enrollment numbers for credit-bearing sections of courses only. For some courses the credit-bearing section may be a lecture; for other courses it may be a lab or discussion, etc. For 2014-15, totals were calculated based on the numbers for lecture sections of all courses. This is why the totals for 2014-15 appear to be significantly larger in some categories. Calculating based on the credit-bearing section is a more accurate representation of class size.
Faculty Instruction of General Education

The Senate-approved General Education Guidelines recommend that most general education courses be taught by full-time faculty. In AY 2015–2016, this was true for approximately 64.2% of classes in the Fall and 64.1% of classes in the Spring across all campuses (see Tables 6a and 6b). Last year there was a sharp fall in faculty at the Assistant Professor rank in the Spring along with a steep rise in the number of Graduate Assistants teaching General Education courses for that semester, but the numbers appear to have returned to normal this academic year. Numbers for the previous two years were as follows: 67% in Fall, 40% in Spring for AY 2012-13, and 65% in Fall, 62% in Spring for AY 2013-14. This year, full-time faculty taught over one-third (39%) of general education courses at the regional campuses, the same as last year, and 71% of courses at the Storrs campus, up from 58% in Storrs last year. However, the category of full-time faculty includes non-tenured and non-tenure-track lecturers and Assistant Professors in Residence (APIRs). The latter are hired on contracts for up to three years and often report feeling overwhelmed by their teaching loads of seven courses per year. While adjunct instructors and GAs may be extremely competent teachers, they are likely to be less integrated into the teaching mission of the institution and require and deserve support and supervision to ensure maintenance of teaching standards and fulfillment of courses goals.

Table 6a. General Education class sections by instructor rank at each campus Fall 2015 (% of total)

Note: Only the credit bearing portion of courses is counted for the figures below.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Asst Prof</th>
<th>Assoc Prof</th>
<th>Prof</th>
<th>Instructor /Lecturer</th>
<th>Total Full-t. Faculty</th>
<th>Adjunct</th>
<th>GA</th>
<th>Other</th>
<th>Total Part-t. Faculty</th>
<th>Total Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avery Point</td>
<td>7.9%</td>
<td>12.4%</td>
<td>3.4%</td>
<td>5.6%</td>
<td>29.2%</td>
<td>57.3%</td>
<td>10.1%</td>
<td>3.4%</td>
<td>70.8%</td>
<td>89</td>
</tr>
<tr>
<td>Hartford</td>
<td>16.2%</td>
<td>8.8%</td>
<td>2.7%</td>
<td>4.7%</td>
<td>32.4%</td>
<td>52.0%</td>
<td>14.9%</td>
<td>0.7%</td>
<td>67.6%</td>
<td>148</td>
</tr>
<tr>
<td>Stamford</td>
<td>18.4%</td>
<td>20.8%</td>
<td>4.8%</td>
<td>3.2%</td>
<td>47.2%</td>
<td>48.8%</td>
<td>3.2%</td>
<td>0.8%</td>
<td>52.8%</td>
<td>125</td>
</tr>
<tr>
<td>Torrington</td>
<td>0.0%</td>
<td>3.7%</td>
<td>3.7%</td>
<td>11.1%</td>
<td>18.5%</td>
<td>77.8%</td>
<td>3.7%</td>
<td>0.0%</td>
<td>81.5%</td>
<td>27</td>
</tr>
<tr>
<td>Waterbury</td>
<td>27.1%</td>
<td>9.4%</td>
<td>10.6%</td>
<td>5.9%</td>
<td>52.9%</td>
<td>37.6%</td>
<td>9.4%</td>
<td>0.0%</td>
<td>47.1%</td>
<td>85</td>
</tr>
<tr>
<td>All Regionals (avg)</td>
<td>16.2%</td>
<td>12.4%</td>
<td>4.9%</td>
<td>5.1%</td>
<td>38.6%</td>
<td>51.1%</td>
<td>9.3%</td>
<td>1.1%</td>
<td>61.4%</td>
<td>474</td>
</tr>
<tr>
<td>Storrs</td>
<td>27.1%</td>
<td>18.7%</td>
<td>20.0%</td>
<td>6.0%</td>
<td>71.8%</td>
<td>14.2%</td>
<td>13.0%</td>
<td>1.0%</td>
<td>28.2%</td>
<td>1597</td>
</tr>
<tr>
<td>All campuses</td>
<td>24.6%</td>
<td>17.3%</td>
<td>16.6%</td>
<td>5.8%</td>
<td>64.2%</td>
<td>22.6%</td>
<td>12.2%</td>
<td>1.0%</td>
<td>35.8%</td>
<td>2071</td>
</tr>
</tbody>
</table>

Table 6b. General Education class sections by instructor rank at each campus Spring 2016 (% of total)

Note: only the credit bearing portion of courses is counted for the figures below.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Asst Prof</th>
<th>Assoc Prof</th>
<th>Prof</th>
<th>Instructor /Lecturer</th>
<th>Total Full-t. Faculty</th>
<th>Adjunct</th>
<th>GA</th>
<th>Other</th>
<th>Total Part-t. Faculty</th>
<th>Total Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avery Point</td>
<td>9.6%</td>
<td>9.6%</td>
<td>6.8%</td>
<td>6.8%</td>
<td>32.9%</td>
<td>58.9%</td>
<td>6.8%</td>
<td>1.4%</td>
<td>67.1%</td>
<td>73</td>
</tr>
<tr>
<td>Hartford</td>
<td>22.2%</td>
<td>8.1%</td>
<td>2.2%</td>
<td>2.2%</td>
<td>34.8%</td>
<td>51.1%</td>
<td>13.3%</td>
<td>0.7%</td>
<td>65.2%</td>
<td>135</td>
</tr>
<tr>
<td>Stamford</td>
<td>15.1%</td>
<td>23.5%</td>
<td>5.0%</td>
<td>3.4%</td>
<td>47.1%</td>
<td>44.5%</td>
<td>7.6%</td>
<td>0.8%</td>
<td>52.9%</td>
<td>119</td>
</tr>
<tr>
<td>Torrington</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>17.4%</td>
<td>17.4%</td>
<td>73.9%</td>
<td>8.7%</td>
<td>0.0%</td>
<td>82.6%</td>
<td>23</td>
</tr>
<tr>
<td>Waterbury</td>
<td>28.2%</td>
<td>5.1%</td>
<td>3.8%</td>
<td>7.7%</td>
<td>44.9%</td>
<td>46.2%</td>
<td>9.0%</td>
<td>0.0%</td>
<td>55.1%</td>
<td>78</td>
</tr>
<tr>
<td>All Regionals (avg)</td>
<td>18.0%</td>
<td>11.7%</td>
<td>4.0%</td>
<td>5.1%</td>
<td>38.8%</td>
<td>50.9%</td>
<td>9.6%</td>
<td>0.7%</td>
<td>61.2%</td>
<td>428</td>
</tr>
<tr>
<td>Storrs</td>
<td>27.6%</td>
<td>16.1%</td>
<td>19.3%</td>
<td>8.0%</td>
<td>71.0%</td>
<td>13.6%</td>
<td>13.3%</td>
<td>2.2%</td>
<td>29.0%</td>
<td>1567</td>
</tr>
<tr>
<td>All campuses</td>
<td>25.5%</td>
<td>15.2%</td>
<td>16.0%</td>
<td>7.4%</td>
<td>64.1%</td>
<td>21.6%</td>
<td>12.5%</td>
<td>1.9%</td>
<td>35.9%</td>
<td>1995</td>
</tr>
</tbody>
</table>
Since class sizes and credit loads vary, it is also of interest to compare these teaching contributions on the basis of student credit hour production (Tables 7a and 7b). While this does not influence the data much at the regional campuses, the number of students taught by faculty at the Storrs campus usually rises because faculty tend to teach the larger classes. This year the opposite was true, however. Percentages actually went down for Storrs faculty. The reason for this is not immediately clear.

Table 7a. General Education credit hour production by instructor rank at each campus Fall 2015 (% of total)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Asst Prof</th>
<th>Assoc Prof</th>
<th>Prof</th>
<th>Instructor /Lecturer</th>
<th>Total Full-t. Faculty</th>
<th>Adjunct</th>
<th>GA</th>
<th>Other</th>
<th>Total Part-t. Faculty</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avery Point</td>
<td>11.1%</td>
<td>7.3%</td>
<td>2.2%</td>
<td>5.3%</td>
<td>25.9%</td>
<td>60.1%</td>
<td>11.5%</td>
<td>2.5%</td>
<td>74.1%</td>
<td>6217</td>
</tr>
<tr>
<td>Hartford</td>
<td>13.2%</td>
<td>8.5%</td>
<td>3.4%</td>
<td>4.3%</td>
<td>29.4%</td>
<td>56.5%</td>
<td>13.3%</td>
<td>0.7%</td>
<td>70.6%</td>
<td>12,014</td>
</tr>
<tr>
<td>Stamford</td>
<td>14.7%</td>
<td>21.0%</td>
<td>5.2%</td>
<td>3.3%</td>
<td>44.2%</td>
<td>51.9%</td>
<td>3.0%</td>
<td>0.9%</td>
<td>55.8%</td>
<td>11,160</td>
</tr>
<tr>
<td>Torrington</td>
<td>0.0%</td>
<td>3.5%</td>
<td>0.5%</td>
<td>8.8%</td>
<td>12.8%</td>
<td>85.5%</td>
<td>1.8%</td>
<td>0.0%</td>
<td>87.2%</td>
<td>1196</td>
</tr>
<tr>
<td>Waterbury</td>
<td>27.2%</td>
<td>7.3%</td>
<td>9.8%</td>
<td>5.5%</td>
<td>49.9%</td>
<td>39.8%</td>
<td>10.3%</td>
<td>0.0%</td>
<td>50.1%</td>
<td>6533</td>
</tr>
<tr>
<td>All Regionals (avg)</td>
<td>15.3%</td>
<td>11.7%</td>
<td>4.8%</td>
<td>4.5%</td>
<td>36.3%</td>
<td>53.7%</td>
<td>9.0%</td>
<td>0.9%</td>
<td>63.7%</td>
<td>37,120</td>
</tr>
<tr>
<td>Storrs</td>
<td>25.1%</td>
<td>17.2%</td>
<td>20.8%</td>
<td>7.6%</td>
<td>70.6%</td>
<td>14.7%</td>
<td>13.3%</td>
<td>1.4%</td>
<td>29.4%</td>
<td>125,598</td>
</tr>
<tr>
<td>All campuses</td>
<td>22.8%</td>
<td>16.0%</td>
<td>17.1%</td>
<td>6.9%</td>
<td>62.8%</td>
<td>23.6%</td>
<td>12.3%</td>
<td>1.3%</td>
<td>37.2%</td>
<td>162,718</td>
</tr>
</tbody>
</table>

Table 7b. General Education credit hour production by instructor rank at each campus Spring 2016 (% of total)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Asst Prof</th>
<th>Assoc Prof</th>
<th>Prof</th>
<th>Instructor /Lecturer</th>
<th>Total Full-t. Faculty</th>
<th>Adjunct</th>
<th>GA</th>
<th>Other</th>
<th>Total Part-t. Faculty</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avery Point</td>
<td>10.0%</td>
<td>6.8%</td>
<td>6.0%</td>
<td>6.9%</td>
<td>29.8%</td>
<td>63.5%</td>
<td>6.1%</td>
<td>0.7%</td>
<td>70.2%</td>
<td>5504</td>
</tr>
<tr>
<td>Hartford</td>
<td>20.2%</td>
<td>8.6%</td>
<td>1.2%</td>
<td>2.2%</td>
<td>32.2%</td>
<td>51.4%</td>
<td>15.7%</td>
<td>0.8%</td>
<td>67.8%</td>
<td>10,487</td>
</tr>
<tr>
<td>Stamford</td>
<td>13.9%</td>
<td>21.5%</td>
<td>4.1%</td>
<td>2.3%</td>
<td>41.8%</td>
<td>48.7%</td>
<td>8.6%</td>
<td>1.0%</td>
<td>58.2%</td>
<td>9926</td>
</tr>
<tr>
<td>Torrington</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>15.4%</td>
<td>15.4%</td>
<td>69.8%</td>
<td>14.8%</td>
<td>0.0%</td>
<td>84.6%</td>
<td>1014</td>
</tr>
<tr>
<td>Waterbury</td>
<td>24.9%</td>
<td>5.9%</td>
<td>3.4%</td>
<td>8.8%</td>
<td>42.9%</td>
<td>46.8%</td>
<td>10.3%</td>
<td>0.0%</td>
<td>57.1%</td>
<td>5897</td>
</tr>
<tr>
<td>All Regionals (avg)</td>
<td>16.8%</td>
<td>11.4%</td>
<td>3.2%</td>
<td>4.6%</td>
<td>36.1%</td>
<td>52.3%</td>
<td>10.9%</td>
<td>0.7%</td>
<td>63.9%</td>
<td>32,828</td>
</tr>
<tr>
<td>Storrs</td>
<td>24.9%</td>
<td>16.1%</td>
<td>19.0%</td>
<td>9.1%</td>
<td>69.0%</td>
<td>14.5%</td>
<td>14.5%</td>
<td>2.0%</td>
<td>31.0%</td>
<td>112,588</td>
</tr>
<tr>
<td>All campuses</td>
<td>23.0%</td>
<td>15.0%</td>
<td>15.4%</td>
<td>8.1%</td>
<td>61.6%</td>
<td>23.1%</td>
<td>13.7%</td>
<td>1.7%</td>
<td>38.4%</td>
<td>145,416</td>
</tr>
</tbody>
</table>

**Instructor notification.** A final note concerning typical Gen Ed courses. Prior to each semester it has been past practice to email instructors of all Gen Ed courses to inform them that their course is part of the Gen Ed curriculum. Fall 2014 this was done by the Gen Ed office, after several years of transition. There were complications with regard to courses listed in the catalog but not actually offered, but the importance of this notification was once again highlighted when it was not done Fall 2015. It seems like an important administrative activity that should be automated to help ensure consistency in Gen Ed teaching.

**General Education Course Substitutions**

According to the General Education Guidelines, schools and colleges have the explicit authority to make substitutions to the requirements for individual students admitted to the respective school or college. The Registrar’s office kindly supplies GEOC with a list of all substitutions made for enrolled students during the academic year. These numbers are relatively small compared to the total general education courses taken and have steeply declined since 2010: 153 in AY 2013-14; 219 in AY 2012-13; 267 in AY 2011-12 and 317 in AY 2010-11. Last year was the first year in recent history that the numbers rose, 182 for AY 2014-15, but the numbers for AY 2015-16 are down again very slightly: 176 for AY 2015-16.

Table 8. **Substitutions to the General Education Requirements by School or College**
Substitutions for transfer students at the time of admission for courses transferred in that are not a match of existing University of Connecticut courses are potentially a much larger number than the number processed for already enrolled students.

Another source of general education credits is through the Early College Experience (ECE) program (Table 10). These are University of Connecticut courses taught by high school teachers throughout the State under the supervision of University departments. About nine thousand students are enrolled in ECE courses, and a substantial fraction of those students will enroll at the University of Connecticut. A few students take as many as three semesters of University of Connecticut course credits while still in high school.

The numbers provided below by ECE are the cohort of students who were part of UConn ECE Fall 2014-Spring 2015 and matriculated to UConn in Fall 2015. For that reason it is almost certain that these numbers are below the actual numbers of GEOC seats successfully taken.

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Substitutions 2015-16</th>
<th>Substitutions 2014-15</th>
<th>Substitutions 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACES</td>
<td>7</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>AGNR</td>
<td>26</td>
<td>33</td>
<td>27</td>
</tr>
<tr>
<td>CANR</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BUSN</td>
<td>21</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>CLAS</td>
<td>43</td>
<td>38</td>
<td>47</td>
</tr>
<tr>
<td>CTED</td>
<td>14</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>EDUC</td>
<td>3</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>EGBU</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>ENGR</td>
<td>28</td>
<td>24</td>
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</tr>
<tr>
<td>FNAR</td>
<td>20</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>NURS</td>
<td>9</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>PHAR</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>176</strong></td>
<td><strong>182</strong></td>
<td><strong>153</strong></td>
</tr>
</tbody>
</table>

**Table 10. ECE transfers into General Education – 2014-15 ECE Cohort admitted Fall 2015 at UConn**
General Education Course Enhancement Grant (Provost’s) Competition

The annual General Education Course Enhancement Grant Competition is designed to promote the ongoing enhancement, innovation, renewal, and academic rigor of the content and teaching of UConn’s General Education curriculum. Since 2004, this grant program has tremendously enriched UConn’s General Education program by positively encouraging the development of courses that support GEOC goals for continuous improvement and renewal of Gen Ed. However, due to the formation of the General Education Task Force and the current review of the status of General Education at UConn, the competition to fund new courses was not held this year. The second year of funding for 2014–15 winners was funded. The competition was postponed pending a report on the findings and potential recommendations of the task force.

Gen Ed Course Realignment Oversight

Part of GEOC’s mandate from the Senate is “monitoring periodically courses that satisfy General Education requirements to ensure that they continue to meet the criteria adopted by the Senate” (General Education Guidelines). GEOC has developed a small-scale recertification plan and opted for a staggered and sample approach that would still allow monitoring the quality of the Gen Ed program and help stimulate departmental conversations about the purpose and quality of their Gen Ed offerings. Thus, a sampling of courses - rather than all Gen Ed courses - will need to be recertified in an overall recertification process that is spread over a five-year cycle. The plan is to obtain information about the delivery of content area and competency course categories rather than to reapprove (or not) the general education offering status of individual courses. Hence, the term “recertification” is not an accurate description of what is proposed. Therefore, this monitoring program has been renamed the alignment survey.

In parallel with the plan to gather data on how courses are being taught, the GEOC continues the ongoing effort to develop assessment tools designed to reveal whether what students learn from the courses they select achieves goals that are the purpose of general education.

In 2011 the GEOC developed a survey to gather information about sampled courses. The survey asks open-ended questions about the relationship between the course content and delivery and both the overall general education guidelines and also the specific guidelines for the content areas and competencies that a course is approved for. The survey also asks whether the course contains any exam questions, projects, or written assignments intended to measure whether students have achieved these outcomes. The current survey does not ask for the results of general education measures; it only asks whether some form of measurement is attempted. In 2011, GEOC conducted a pilot survey with three departments. After the pilot, the survey was revised and was ready for a regular program of surveys.
Departments that offer general education courses are selected each year to participate in the general education alignment survey. A sample of courses offered by each participating department is selected to include:

- The general education course with the largest enrollment
- At least one example of each content area and competency offered
- At least one example of a course offered at a regional campus

Random sampling is used for content areas and competencies that are represented in multiple courses offered by the department (two courses are sampled and the department is asked to choose one of the two). Once the GEOC subcommittees have finished their revision of the Information Literacy competency, departments will also be asked to review their information literacy offerings. Information Literacy is an important component of general education, but it generally is not associated with a single departmental course and often is incorporated into courses that are not otherwise identified with general education.

The cumulative data gathered from departmental samples permits the GEOC to report on the extent to which general education courses collectively continue to be consistent with the guidelines that were the basis for their approval as general education offerings. Courses approved for content area one, Arts and Humanities, and content area four, Multiculturalism and Diversity both require satisfying one of five possible guidelines. Once enough departments have been surveyed, it will be possible to report what fractions of courses in these contents areas focus on each of the possible guidelines.

The survey is oriented toward evaluating content areas and competencies, and a question of interest is this: “To what extent does the teaching of general education courses, especially those approved several years ago, continue to conform to the description and justification in the approved course action request?” Should the survey reveal that a surveyed course is diverging from the general education guidelines, the GEOC will work with the department and faculty to restore the course to the proper alignment. Nevertheless, the implications of this question are large. If it appears that a large fraction of general education courses have diverged from the guidelines, then the process of reviewing general education courses, the resources devoted to oversight, and possibly the structure of the general education program itself would have to be reconsidered.

This year, the following departments were selected for review: AASI, ACCT, AFRA*, AMST, CHEM, ECE*, ECON, FINA*, GPS*, HEB*, HORT, ISKM*, LAND, MAST, MATH, PSYC, PT*, TURF*. Between them, the departments submitted a total of 19 courses for review.

*Note: Alignment materials were not received from the following departments for reasons as stated: AFRA never responded to repeated attempts to contact them about the alignment; ECE did not have any courses eligible for alignment; while FINA originally responded to alignment requests, no materials were ever received from them after repeated reminders; the only eligible course from GPS was waived because it will be “sunsetted” shortly; HEB was merged with JUDS recently to form HEJS, which was aligned last year; both ISKM and PT no longer exist as undergraduate designations; and the only eligible course from TURF was waived because it will likely be revised after the Spring 2016.

**Concluding Comments**

Gen Ed at UConn is functioning well. The Task Force may provide insights into changes beneficial to Gen Ed. The 2015-16 GEOC proposed changing the nature of Digital Literacies competencies by deletion of the current Computer Competency and expansion of Information Literacy to encompass digital resources and the 2014 ACRL framework.

As part of the University’s strategic initiatives and Academic Plan, the Gen Ed program must remain rigorous and innovative, while incorporating contemporary pedagogy and uses of technology, and also continuing to adjust to the changing needs of students and society. General Education is mentioned in UConn’s 2014
Academic Plan as a means for achieving excellence in Undergraduate Education. GEOC would hope to continue to work with University Administration to sustain and continuously adapt Gen Ed to the changing needs of the University, the State, and the Nation. Task Force recommendations may detail possible changes.

The Value of General Education. In an era where the value of higher education is often determined solely by efficiency in career preparation and the increased starting salary of graduates, it may be important to continue the dialog concerning the value of general education, to students, to faculty, to the University, to businesses, and to a democratic society. General Education is intended to broaden the perspective of student beyond their career preparation. It is also intended to strengthen important thinking skills presumed essential to a functioning Jeffersonian democracy, including thinking beyond self interests, appreciation of diversity of thinking, civil discourse, strategic analysis of big data and complex issues, and the ability to express one’s opinions in a scholarly and respectful manner that contributes to society. When financial concerns overtake educational goals and values, General Education is the most likely first victim. Academic advisors need to be reminded of the shared values of the University community with regard to general education goals and students themselves need to become aware of not just the list of requirements, but the underlying purpose of seeking a general education.

In conclusion, Gen Ed at UConn remains strong. It faces several challenges and may need to face others as the University moves to implement its Academic Plan. GEOC looks forward to continuing to work closely with University Administration to maintain and strengthen its work to ensure every UConn graduate is prepared individually in their domain as well as able to fulfill the responsibilities as a citizen, behave ethically, respect and appreciate the value of diversity, assume a leadership role, collaborate on a team, and effectively communicate their ideas to others.

**GEOC Committee Members 2015–2016 Academic Year**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael F. Young</td>
<td>Chair</td>
</tr>
<tr>
<td>Thomas Abbott (part of Fall 2015)</td>
<td>CA3</td>
</tr>
<tr>
<td>Joseph Abramo</td>
<td>CA4</td>
</tr>
<tr>
<td>Pamela Bedore (Senate C&amp;CC, ex officio)</td>
<td>N/A</td>
</tr>
<tr>
<td>Michael Bradford</td>
<td>CA1</td>
</tr>
<tr>
<td>Scott Campbell</td>
<td>Info Lit</td>
</tr>
<tr>
<td>Ana Maria Diaz-Marcos</td>
<td>Sec Lang</td>
</tr>
<tr>
<td>Arthur Engler</td>
<td>W</td>
</tr>
<tr>
<td>Bernard Goffinet</td>
<td>CA3</td>
</tr>
<tr>
<td>David Gross</td>
<td>Q</td>
</tr>
<tr>
<td>Shabaz Khan (USG rep)</td>
<td>N/A</td>
</tr>
<tr>
<td>Thomas Meyer</td>
<td>CA3</td>
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<tr>
<td>Stephanie Milan</td>
<td>CA2</td>
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<td>Olivier Morand</td>
<td>CA2</td>
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<td>Gustavo Nanclares</td>
<td>CA1</td>
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<tr>
<td>Fatma Selampinar</td>
<td>Q</td>
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<tr>
<td>Eduardo Urios-Aparisi</td>
<td>CA4</td>
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<tr>
<td>Manuela Wagner</td>
<td>Sec Lang</td>
</tr>
<tr>
<td>Steven Zinn</td>
<td>W</td>
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</table>

Karen Piantek (Program Assistant)
# GEOC Subcommittee Members 2015-2016 Academic Year

<table>
<thead>
<tr>
<th>CA1 Arts &amp; Humanities</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Bradford, Co-Chair</td>
<td>Arthur Engler, Co-Chair</td>
</tr>
<tr>
<td>Gustavo Nanclares, Co-Chair</td>
<td>Steven Zinn, Co-Chair</td>
</tr>
<tr>
<td></td>
<td>Douglas Kaufman</td>
</tr>
<tr>
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<td>Thomas Long</td>
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<td>Beth Ginsberg</td>
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<table>
<thead>
<tr>
<th>CA2 Social Sciences</th>
<th>Quantitative</th>
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<tbody>
<tr>
<td>Olivier Morand, Co-Chair</td>
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</tr>
<tr>
<td>Stephanie Milan, Co-Chair</td>
<td>David Gross, Co-Chair</td>
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<tr>
<td>David Atkin</td>
<td>Jennifer Tufts</td>
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<tr>
<td>Charles Venator</td>
<td>James Cole</td>
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<td>Kun Chen</td>
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<thead>
<tr>
<th>CA3 Science &amp; Technology</th>
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<tbody>
<tr>
<td>Tom Meyer, Co-chair</td>
<td>Michael F. Young, Co-Chair</td>
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<td>Scott Campbell, Co-Chair</td>
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<tr>
<td>David Perry</td>
<td>Larry Gramling</td>
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<tr>
<td>Richard Mancini</td>
<td>Shelley Goldstein</td>
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<td></td>
<td>Andrea Hubbard</td>
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<td></td>
<td>Kathy Labadorf</td>
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<td></td>
<td>Carolyn Lin</td>
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<table>
<thead>
<tr>
<th>CA4 Diversity &amp; Multiculturalism</th>
<th>Second Language</th>
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<tbody>
<tr>
<td>Eduardo Urios-Aparisi, Co-Chair</td>
<td>Ana Maria Diaz-Marcos, Co-Chair</td>
</tr>
<tr>
<td>Joseph Abramo, Co-Chair</td>
<td>Manuela Wagner, Co-Chair</td>
</tr>
<tr>
<td>Mary Ellen Junda</td>
<td>Brian Boecherer</td>
</tr>
<tr>
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<td>Ken Fuchsman</td>
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<td>Rajeev Bansal</td>
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The Committee met eight times during AY15-AY16 with various UConn administrative leaders, including the Dean of the Graduate School, Vice Provost for Libraries, Associate Vice Provost for CETL, Vice Provost for Academic Affairs, the Vice President for Research, and the University Architect. Discussions centered on activities and issues related to general institutional advancement. The Committee also dealt with one charge from the SEC to examine eligibility for various Senate constituencies.

Notable Issues:

1: Graduate Program – This year the graduate program was discussed with the Graduate School Dean, Kent Holsinger, and the Associate Vice Provost for the Center for Excellence in Teaching and Learning, Peter Diplock.
   a. Timing for loan deferments - A possible issue that will be further examined by the graduate school is the time the Bursar’s Office requires to notify lending agencies of loan deferments for graduate assistants who are considered full-time even though they take only six credits. Some GAs feel their deferments are being jeopardized.
   b. Graduate student population - Graduate student numbers relative to undergraduate population (an AAU consideration and UConn shortcoming) continue to be an issue. Although graduate student number increased by 900, to about 7000, the ratio of graduate to undergraduate student numbers remains below our AAU aspirations.
   c. Graduate tuition charges to grants - This fiscal year approximately one-half of the tuition charged to grants was returned to the grants that generated the funds. This relieves some pressure on grant funds. The fund generated by these charges is currently in surplus but is expected to be in deficit by FY18. Continuation of the return of tuition charges to grants and/or eliminating it altogether remain issues.
   d. Graduate student on-campus housing – There continue to be no plans for on-campus graduate student housing. Eighty “beds” were reserved on graduate students this year. Whether this met the needs expressed by the graduate student government remains in question.
   e. Required teaching assistant training – CETL has proposed to require all TAs to do Tier I training dealing with items such as compliance issues. This may be done online. Tier II and III are optional programs. The issue of training time and redundancy with departmental training should be monitored.

2: Library – The Committee reviewed the status of the Library with Vice Provost Martha Bedard.
   a. Financial status - Currently, the financial crisis for next year has been averted by restoration of proposed budget cuts ($1.2 million). The last five institutions admitted to the AAU had library budgets in the range of $30 million; UConn’s is $20 million.
   b. Criteria for advancement – Interlibrary Loan Service ranks 9th nationally. This is very high because we rely on other institutions collections. Some ILL requests are denied due to costs or copyright. The Provost’s taskforce is assisting the Faculty Library Advisory Committee with budget adjustments. Possible additional revenue
sources for the library include student fees, tuition, a portion of F&A charges on grants, and fundraising.

c. **Status of University Librarians** – Should library staff with Ph.D.s have faculty status?

3: **Center for Excellence in Teaching and Learning** – This Center’s successes include more training programs, faculty involvement and revenue generation. A review was provided by Associate Provost Peter Diplock.

   a. **Graduate Assistant training programs** – Tier II professional development workshops are now provided throughout the year. Tier III is a 9-credit teaching and instruction program run through the Neag School of Education. These are expected to benefit career development, and their outcomes should be watched closely.

   b. **Growth areas** – CETL may assume a larger role in training and assessment of teaching effectiveness of Adjuncts. SETs may be useful to assess the need for further training or peer-review. CETL may also facilitate the satisfactory transfer of courses from the community colleges through improved technology such as video feeds.

4: **Regional campus issues** – These issues were discussed with Vice Provost Sally Reis. There are issues common to all campuses as well as those unique to each.

   a. **Torrington campus** – It seems apparent that the Torrington Regional campus will be closed and its programs merged with those of Waterbury.

   b. **Common regional campus issues** – Issues include declining enrollments, lack of housing, prevalence of international students, reduced numbers of high school students state-wide, preponderance of adjunct faculty with fewer tenure-track, a lack of majors at Regionals. Means must be found to achieve greater integration of regional campus activities with the main campus.

   c. **Student performance** – Upon transfer to Storrs, regional campus students under-perform, graduate later and leave more easily. We should provide more and better academic advising with attention to their specific issues. The curriculum map followed at the Regionals and its integration into Storrs curriculum should be carefully examined.

5: **Research administration** - Activities and issues surrounding research efforts were discussed with Vice President Jeffery Seemann.

   a. **Decreased research funding** – The decreased rate of growth in federal research grant dollars to UConn is a major concern and focus of Research Foundation efforts. Possible reasons include a shrinking NSF/NIH budget support, institutional reputation, bias, access to facilities, etc. Efforts to improve competitiveness include encouragement of collaborative proposals, better mentoring, and retention of the services of more grant writing consultants.

   b. **Activities of the Research Advisory Council** – The activities of the RAC seem rather opaque to the research community in general, and better communication is encouraged. It was reported that the RAC is currently tasked with improvement of extramural support, the effectiveness of internal support and the travel policy.

   c. **Fringe benefit charges to grants** – The very high fringe benefit rates charged to grants require careful examination. These may be among the factors decreasing competitiveness of research proposals in the eyes of some reviewers. It is
recommended that the Office of the Comptroller explore ways to avoid the prevailing wide annual swings and unpredictability of fringe benefit rates.

6: Distribution of eligibilities for Senate constituencies – These issues are covered in a separate report dated February 22, 2016. At this writing, a resolution is planned to recommend a change in University By-laws to include “in-residence” and lecturer titles in the listings of eligible voting members of constituencies. It was also recommended that associate deans continue as part of the faculty constituencies with a notation on the ballot indicating when a member is an associate dean.

7: Storrs campus planning – At this writing the Committee had not yet met with Chief Architect Laura Cruickshank.

Fall 2015 Meetings:
September 17, 2015, at 10:00am Hall Building, Room 123.
October 30, 2015, at 10:00am, Hall Building, Room 123.
November 19, 2015, at 10:00am, Hall Building, Room 123.
December 11, 2015, 10:00am , Hall Building, Room 123.

Spring 2015 Meetings
January 29, 2016, 10:00am, Hall Building, Room 123
February 19, 2016, 10:00am, Hall Building, Room 123
March 11, 2016, 10:00am, Hall Building, Room 123
April 29, 2016, 10:00am, Hall Building, Room 123

Committee Members
J. Larry Renfro (Chair), Michael Accorsi, David Benson, Robert Bird, Tracie Borden, Greg Bouquet, Alec Calva, Joseph Crivello, Maria Gordina, Karl Guillard, Kathy Hendrickson, Faquir Jain, Andrew Moiseff, Kristen Schwab, Lyle Scruggs, Larry Silbart, Suzanne Wilson

Committee Charge: This committee shall keep under review the general changes, actual and prospective, of the University over time and may recommend any desirable expressions of Senate opinion on these matters. The committee may also provide on behalf of the Senate an evaluation and review of specific issues and activities related to institutional advancement. The committee shall include two undergraduate students and one graduate student.
Annual Report to the University Senate of the
Senate Scholastic Standards Committee
2015-2016 Academic Year

Scholastic Standards presented four motions and one consent agenda proposal to amend the By-Laws, Rules and Regulations of the University Senate during the 2015-2016 AY. Two additional motions are ready for presentation in the fall 2016 semester.

Motions Presented

II.B.10 Adding or Dropping Courses
This amendment clarified policies and procedures for dropping courses during the 2nd through 9th weeks of classes, clarifying use of the ‘W’ designation. It also changed references to the first 2 weeks of classes to the first 10 days to better accord with financial aid regulations.
Approved October 12 2015.

A supplementary motion was brought to the Senate to reinsert a sentence on instructor consent into this section of the By-Laws, since its omission created ambiguity.
Approved February 1 2016.

F.3. University Scholars
This amendment updated the eligibility and curricula for the University Scholars program, removing out of date procedural language and recognizing the role of the University Scholar Oversight and Selection Committee.
Approved October 12 2015.

II.A. Admissions
Scholastic Standards completed a thorough review of the Admissions By-Laws primarily in the previous academic year but extending into the fall 2015 semester. The existing By-Laws were inaccurate and outdated and a completely new draft of this section was brought to the Senate.
Approved February 1 2016.

Consent Agenda Proposal

All references within the text of the By-Laws to letter grades should use single quotation marks, i.e. ‘A’
To be presented May 2, 2016.

Motions in Preparation for Fall 2016

11.E Scholastic Standing
The University Auditors suggested that updates were required to the By-Laws concerning changes to course grades. While making these revisions, the committee determined that many other parts of the Scholastic Standards sections of the By-Laws concerning were unclear or out of date and not in accord with current practice. It
therefore undertook a thorough revision of these sections that will be completed by the end of the academic year. To be presented during the 2016-2017 AY.

Minors
The by-laws are silent on the subject of minors but these are popular with students. While their governance can be left to the schools and colleges, some overarching language to be included in the by-laws would be helpful. This language was crafted and presented to the SEC, with the intention of bringing it to the Senate during the 2016-2017 AY.

In addition to the discussions that resulted in the above approved and planned motions, Scholastic Standards considered several other items that did not require Senate action. Among them were:

- A requirement to pass the laboratory component of a General Education CA3 lab course in order to pass the course. While there was no opposition to this idea, it was thought to be the purview of GEOC and Senate Curricula and Courses Committee.
- Readmissions after dismissal policy for Ratcliffe Hicks School of Agriculture students. Given the altered time-scale of the 2-year degree program, adjustment of this policy was deemed appropriate and a memorandum of understanding between Ratcliffe Hicks and the Dean of Students Office was completed.
- A concern that students can graduate with baccalaureate degrees without taking courses above the 2000 level. It was determined that this problem was restricted to the biology departments of CLAS and that they are dealing with it.
- Reading Days. The usefulness of the current system was discussed including hearing about a survey of students on the topic. The Student Welfare Committee is currently considering Reading Days and the SSC will await the results of their deliberations.

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

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

Consultations
Scholastic Standards would like to thank those who provided consultation on matters under consideration: Nathan Fuerst (Director of Admissions) and Jill Thorne and Brian Boecherer (Early College Experience) provided extensive consultation to Scholastic Standards on the Admissions By-Laws.
The committee is also grateful to Cheryl Galli for the assistance she provided over the course of the year and to Jill Livingston for acting as chair during Hedley Freake’s absence for part of the fall semester.

Respectfully submitted,

Hedley Freake (Chair)

2015-2016 Senate Scholastic Standards Committee Members:

Committee Charge:
This committee shall review the conditions that contribute to the academic success, personal development and well-being of students, including available forms of financial aid. It may seek the opinion of the University Senate on such matters and make recommendations. The committee shall include one graduate student and two undergraduate students.

Committee Members:

*Karen Bresciano, Chair, Student Affairs  Eliza Conrad, USG
*Peter Gogarten, Molecular & Cell Biology  Sydney Dinkeloo, USG
*Lewis Gordon, CLAS  Kate Fuller, UConn Libraries
*Karl Guillard, CAHNPR  Gerry Gianutsos, Pharmacy
*Shareen Hertel, Political Science  Michael Gilbert, VPSA (Ex Officio)
*Patricia Jepson, CAHNPR Advising  Kelly Kennedy, Business
*Katherine Pancak, Business  Erin Mason, Registrar’s Office
*Robert Tilton, English  Morty Ortega, CAHNPR
*Jaci VanHeest, Education  Michelle San Pedro, GSS

Cross-Representation:
Patricia Jepson- Diversity Committee
Karl Guillard- Growth & Development

Report of Activities:
During the 2015-2016 academic year, the Student Welfare Committee met with constituents across the University during nine monthly meetings from September to May.

Resolution/Motions Passed:

**In Support of the Open Textbook Initiative**

*September 21, 2015*

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

figures-tables/average-estimated-undergraduate-budgets-2014-15

Summary of Monthly Meetings:
Full minutes of each meeting can be found at http://www.senate.uconn.edu/SWC/swcminutes.html

Over the course of the year we invited several guest to our meetings to discuss many topics including the following:

Open Text Book Initiative Resolution- Martha Bedard can come to our meeting on 4/21/15 to discuss the issues. Kate Fuller worked to create the resolution, which passed 9/21/15.
Regional Campus Student Welfare Taskforce- The taskforce, formed, and met. They decided to hold focus groups at each campus with students, faculty, and staff. They created a list of standardized questions for each group to be asked at each campus. The note of all of these meeting were compiled and will be used to create surveys for students, faculty and staff at each campus. During the year, another group was formed to look at issues surrounding the decision to have common schedule/start time. They too were planning to survey folks about their topic. These groups have decided to merge their surveys. They will create the surveys together and administer the surveys in the fall of 2016.

Common Schedule/Start Times- This was a topic of much discussion since this mandate seemed to come down quickly with little to no discussion with regional and seemingly little time to prepare for the change. It was significant to the Regional Campus Student Welfare Taskforce and impacted how they spent their time and the current collaboration. It did go into effect for the spring semester. Some campuses have reported that they were able to accommodate most requests and the change was tolerated. Other campuses have reported that it has significantly impacted the usage of their campus. Instead of being active Monday through Thursday and quiet on Friday, they are now packed on Tuesday and Thursday with nearly no activity on Monday, Wednesday and Friday. The groups looking at this topic will continue doing so into the Fall 2016 semester.

Active Threat Training/Facilities Issues- Guests from OEM and UCPD, Lt. Chris Casa, Capt. Chris Renshaw, Ofc. Ketan Padalia, Ofc Eric Bard, Mary Rose Duberek, and Blaize Levitan gave a comprehensive overview of the work of the Office of Emergency Management, including information on trainings that they can do for faculty, staff, and students. They asked us for ideas on getting in front of more faculty and we suggested coming to a Senate meeting to give an update and a pitch for their training offerings. This occurred during the March Senate meeting.

Services for International Students, Graduate Students, and International Graduate Students -Dan Weiner and Kent Holsinger came to speak with us about our concerns and questions. We had an extensive conversation on the need for graduate students to have access to close and affordable housing. The desire for family housing was also highlighted. Michael shared that it looks like the number of beds that we can offer to graduate students has more than doubled for next year. It was also commented that Off-Campus Student Services has done well offering information to students about how to access off-campus housing.

We discussed that transportation continues to be a challenge for graduate students, another issue that disproportionally impacts our international graduate students. Also, we discussed the need for support for incoming graduate students (with an emphasis on international graduate students) and the feeling that some departments are great about helping new students get settled and others are not quite as proactive. Kent spoke about where graduate students are to go if they have a concern about anything not strictly connected to their academics, sharing that they have three members of his staff that have some responsibility for this sort of thing.
Housing, On and Off Campus- Pam Schipani and Beverly Wood came and spoke with us about current and developing issues surrounding housing on and off campus. The Nathan Hale will keep running as at least a partial hotel until there is another hotel option in the area. The University is actively pursuing partners for a new hotel. Developers have been coming in to see about demand on and off campus. They are doing a market analysis.

Library Budget- We had many discussions over the year about the concerning cuts to library budget which would have impact to both faculty and student services. We are pleased to learn there were mitigations put into place to lessen this impact for the upcoming year.

Academic Integrity Policy- Discussion with Scholastic Standards and with SEC as well as concern raised by Ellen Tripp from CPIA (NCAA requirement for campuses to have a policy and consistent administration to athletes vs non-athletes), prompted SEC to ask our committee to look at this topic. Primary was the anecdotal, but educated impression that the policy was not being implemented by instructors as written, specifically, the requirement for instructors to inform Community Standards when they suspect academic misconduct and have implemented a sanction/consequence. The student welfare concern is that students may not be learning of their right to a hearing and that Community Standards may not be able to recognize patterns of repeat violations without these reports. Our committee wondered if this was, in fact the case, and if so, why was this occurring. With the help of Sarah Redlich, HESA practicum student, we developed a survey for both instructors of undergraduates and for students to provide us information about their experience with, feeling about, and use of UConn’s current policy. Sarah also did a review of peer and aspirant institutions. The review of this data will continue into next year, though preliminary data suggests that only about 30% of instructors who responded to the survey informed Community Standards when dealing with cases in their classes. Ashley Vrabely from Community Standards, joined us at our April meeting to share the perspective of her office. Other issues for next year’s continued discussion are the definition of plagiarism (intent, citation error vs. intentional misrepresentation of another’s work as one’s own) as well as procedures for dealing with plagiarism on non-classroom work, such as applications.

Greek Life- The SEC asked us to look at student welfare issues as it relates to the Greek community, specifically issues around underage drinking and other troubling behavior at university sponsored or related events. Todd Sullivan, Director of the Office of Fraternity and Sorority Life will be attending our May meeting, taking place after the submission of this annual report.

Anticipated and Continuing Topics for Next Year include the following:
Regional Campus Student Welfare Taskforce
Academic Integrity Policy
Dining Services Update
CMHS/SHS Update

Respectively Submitted on April 24, 2016 by Karen L. Bresciano
Committee Charge. This committee shall review the planning, negotiation, and allocation of the University operating, capital, and other budgets, the process of making budgetary and financial decisions and the determination of priorities among academic and other programs having financial implications. This committee may recommend any desirable expressions of Senate opinion on these matters. The committee shall include two undergraduate students and one graduate student.

Committee Members 2015-16. *Suresh Nair, Chair, Business; *Carol Atkinson-Palombo, Geography; *Rajeev Bansal, Engineering; *Bontly, Tom, Philosophy; *Nancy Bull, CAHNR; *Ellen Carillo, English; *Eleni Coundouriotis, English; *Kelly Dennis, Fine Arts; *Joe Loturco, Physiology & Neurobiology; *Paula McCauley, Nursing; *Lisa Sanchez, English; *Zeki Simsek, Business; *Stephanie Sponzo, USG; Angela Brightly, Waterbury Campus; Edward Leardi, USG; Philip Mannheim, Physics; James Marsden, Business; Jeanne Martin, Avery Point Campus; Corey O’Brien, Student Union; Katrina Spencer, Budget Office (Ex-Officio Member); Daniel Stolzenberg, Education;

(*Senate Member 2015/2016)

Overview of the committee’s business in 2015-16:

The Senate University Budget Committee met 5 times during the year. Two additional meetings were canceled due to weather and a personal emergency of the guest.

10/1/2015 Meeting: As in past years, the committee’s first meeting featured an overview of the University’s financial situation and also the faculty hiring plan, provided by Budget Director Katrina Spencer. She updated the FY15 budget and gave an overview of the FY16 budget. She also spoke about the new fringe benefit rates. FY15 ended with a small surplus, the budget was balanced despite state rescissions. She talked about uncertainties around NextGenCT operational funding, and collective bargaining. She mentioned that fringe benefits expenses are almost 22% of the budget, and the rates are rising due to hybrid retirement plan conversions. Salaries and fringes are expected to be 64% of the operating budget in FY16.

11/12/2015 Meeting: The second meeting of the committee was with Provost Mun Choi who provided information on the budget situation. He talked about a net ~260 new hires in the past 6 years (436 minus 175 retirees), and an additional about 150 in-residence full time teaching faculty. The Provost gave an update on the Academic Plan competition, including FMRI investment for Big Brain, Hartford campus and Library funding was discussed.
1/25/2016 Meeting: The third meeting of the committee was with Martha Bedard, Vice Provost for University Libraries. She discussed the budget situation and shared budget numbers. He updated the committee on the initial review done last year to decrease the footprint of collections, and free up space. She explained bundle contracts with publishers. There was quite a bit of discussion on how journal/material usage was measured.

2/19/2016 Meeting: The fourth meeting of the committee was with Wayne Locust, Vice President, Enrollment Planning and Management. He mentioned that due to no additional operating funds and only some block grants being available, the admission numbers are going to stay the same for Fall 2016 as Fall 2015. He gave us information on application trends, applicant mix, etc. He made a case for increasing scholarships.

3/29/2016 Meeting: The fifth meeting of the committee was with Scott Jordan, Executive Vice President and Chief Financial Officer. He highlighted that the budget situation at the State is serious. The additional cuts since mid-March was $18 million for UConn and an additional $6 million for UCHC. He talked about shortfall for even capital projects, in addition to cuts in operating fund support. He discussed the change in management of the Co-op and the process used to pick a new vendor. There was discussion on the subsidy provided to athletics.

Respectfully submitted,
Suresh Nair, 2015-16 Chair, on behalf of the Senate University Budget Committee
Report of the Senate Nominating Committee
University Senate Nominating Committee
2016-2017 Standing Committee Membership
April 4, 2016

University Budget
*Atkinson-Palombo, Carol-CHAIR
*Bansal, Rajeev
*Batt, Steven
Brightly, Angela
*Bull, Nancy
*Coundouriotis, Eleni
*Dennis, Kelly
*Loturco, Joe
*Mannheim, Philip
*Marsden, James
*Martin, Jeanne
*McCauley, Paula
*McCutcheon, Jeffrey
*Nair, Suresh
*O’Brien, Corey
*Simsek, Zeki
*Stolzenberg, Daniel
*Thorpe, Judith

Curricula & Courses
*Darre, Michael-CHAIR
Buck, Marianne
Hanink, Dean
Labadorf, Kathleen
*McManus, George
O’Donoghue, Maria Ana
*Quimette, David
Park, Steven
*Schultz, Eric (ex-officio)
*Wilson, Suzanne

Diversity
*Fernandez, Maria Luz-CHAIR
*Boylan, Alexis
*Bushmich, Sandra
*Cobb, Casey
*Fairfield, Alice
*Heath-Johnston, Pamela
*Hughes, Matthew
*IrizARRY, Guillermo
*Pane, Lisa
*Price, Willena
*Salorio, Eugene
*Schipani, Pamela
*Stephens, Robert
*Thurmand, Charmane
*Tzingounis, Anastasios
*Ulloa, Susana
*Werkmeister-Rozas, Lisa
*Zack, John

Enrollment
*Faustman, Cameron-CHAIR
*Bradford, Michael
*Clark, Christopher
*Deibler, Cora Lynn
*Fuerst, Nathan
*Gorbants, Eva
*Martinez, Samuel
*Ndziaye, Mansour
*Nelson, Brandy
*Richardson, Wendi
*Rios, Diana
*Rockwood, Brian
*Wogenstein, Sebastian
*Ulloa, Susana

Growth & Development
*Bird, Robert-CHAIR
*Benson, David
*Borden, Tracie
*Bouquet, Greg
*Ferron, Nick
*Graf, Joerg
*Gordina, Maria
*Jain, Faquir
*Judge, Michelle
*Lewis, Louise
*Lin, Carolyn
*Lin, Min
*Moiseff, Andrew
*Perras, Kylene
*Schwab, Kristin
*Scruggs, Lyle

Faculty Standards
*Beall, JC-CHAIR
*Bellini, Sandra
*Bramble, Pam
*Britner, Preston
*Clausen, Jack
*Fernandez, Maria-Luz
*Fischl, Michael
*Gordon, Lewis
*Jockusch, Elizabeth
*Murray, Brandon
*Punj, Girish
*Siegle, Del
*Wei, Mei
*Wanjera, Osundwa
*Woulfin, Sarah

*Senate Member 2016/2017
Scholastic Standards
*Freake, Hedley-CHAIR
*Aneskievich, Brian
*Bresciano, Karen
*Brown, Stuart
Clokey, David
Coulter, Robin
Cowan, Susanna
Coulvillo, Joe
DiGrazia, Lauren
*Fitch, Holly
*Gramling, Larry
Higgins, Katrina
Livingston, Jill
Skoog, Annelie
*Spiggle, Susan
Stuart, Gina
Tripp, Ellen
*Wagner, David

Student Welfare
*Bresicano, Karen-CHAIR
Fuller, Kate
*Gianutsos, Gerry
Gogarten, Peter
*Guillard, Karl
*Jepson, Patricia
Kennedy, Kelly
Mason, Erin
Mrotek, David
Ortega, Morty
Reel, Shelly
Tilton, Robert
*Van Heest, Jaci
*Wilson, Christine
Recommendation to update University By-Laws, Article IX.B.a

A. Background

Full-time faculty members currently holding “in-Residence” titles are counted as part of the faculty constituencies, appear on the ballot, and serve in the Senate. However, Article IX.B.a. defines voting members of a constituency by referring to Article X.A. Thus, voting members of each school/college are defined as “the President, the Provost, the Dean of the school/college, and all full-time Professors, Associate Professors, Assistant Professors, and Instructors.” This may be problematic since the President and Provost are ex-officio in the Senate, Deans are a separate constituency, and the definition of full-time faculty seems not to include “in-Residence” or Lecturer titles.

Given the recent action by the Board to Trustees to close the Torrington regional campus, Section IX.B of the University By-Laws will require revision.

B. Current Relevant By-Laws

By-Laws of the University of Connecticut IX.B.a.

The voting members of the faculty (see Article X.A.) of each of the following units shall, for these purposes, be deemed an electoral constituency: College of Agriculture and Natural Resources, School of Business, Neag School of Education, School of Engineering School of Fine Arts, School of Law, College of Liberal Arts and Sciences, School of Nursing, School of Pharmacy, School of Social Work, and the Avery Point, Hartford, Stamford, Torrington, and Waterbury Regional Campuses. A person who is a voting member of more than one faculty will belong to only one constituency, that of the faculty in which his or her principal appointment is held.

C. Proposal to Senate: Motion

To recommend amending the University By-Laws, Section IX.B.a as follows: (Deleted items in strikethrough; new language underlined).

The voting members of the faculty of each constituency shall consist of all full-time faculty holding the following titles: Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, Professor-in-Residence, Associate Professor-in-Residence, Assistant Professor-in-Residence, and Instructor-in-Residence. The voting members of the faculty (see Article X.A.) of each of the following units shall, for these purposes, be deemed an electoral constituency: College of Agriculture, Health and Natural Resources, School of Business, Neag School of Education, School of Engineering, School of Fine Arts, School of Law, College of Liberal Arts and Sciences, School of Nursing, School of Pharmacy, School of Social Work, and the Avery Point, Hartford, Stamford, Torrington, and Waterbury Regional Campuses. A person who is a voting member of more than one faculty will belong to only one constituency, that of the faculty in which his or her principal appointment is held.
A Statement of Position Regarding Bill Cosby’s Honorary Degree from the University of Connecticut

WHEREAS; the Undergraduate Student Government is charged with representing the views of the undergraduate student body,

WHEREAS; Bill Cosby was awarded an honorary degree from the University of Connecticut in 1996 after delivering a commencement address,

WHEREAS; according to Article XVII of the University of Connecticut Laws and Bylaws, an honorary degree is awarded “only in recognition of extraordinary and lasting distinction. The award should represent the highest intellectual and moral values; it should reflect the very character and quality of the University itself”,

WHEREAS; Bill Cosby has since been publicly accused of sexual assault by over 50 women,

WHEREAS; in a 2006 deposition, Bill Cosby admitted to purchasing sedatives with the intent to give them to women,

WHEREAS; the actions of Bill Cosby are in no way a reflection of “the highest intellectual and moral values” or the “character and quality of the University itself”,

WHEREAS; the University of Connecticut must honor its commitment to support survivors of sexual assault, and should not retain any association with an individual who has committed such horrific acts,

WHEREAS; eight Universities have rescinded Bill Cosby’s honorary degrees,

WHEREAS; according to University spokeswoman Stephanie Reitz, “This issue has the topic of thoughtful discussion, although UConn has made no decision yet”,

WHEREAS; the Undergraduate Student Government has called upon the state of Connecticut as well as the University community to support victims of sexual assault through supporting of Affirmative Consent and SAFEs on campus as well as through passing a statement of position against the proposed Safe Campus Act and Fair Campus Act,

THEREFORE BE IT RESOLVED; that the Undergraduate Student Government formally calls upon the University of Connecticut to immediately revoke the honorary degree awarded to Bill Cosby in 1996.

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