A regular meeting of the University Senate will be held on Monday, November 5, 2018 at 4:00 p.m. in the ROME BALLROOM, Storrs Campus

The Agenda for this meeting is as follows:

1. Approval of Minutes of October 8, 2018
2. Report of the President
   Presented by Provost Craig Kennedy
3. Report of the Senate Executive Committee
   Presented by SEC Chair Hedley Freake
4. Consent Agenda Items
   Report of the Senate Curricula and Courses Committee
5. Motion to Implement Environmental Literacy in General Education
   Presented by Senator Eric Schultz
6. Report on Student Evaluation of Teaching
   Presented by Faculty Standards Committee Chair George McManus
7. Annual Report on the University Budget
   Presented by Scott Jordan, Executive Vice President for Administration and CFO
8. New Business

SENATE EXECUTIVE COMMITTEE

Hedley Freake, Chair
Carol Atkinson-Palombo Pam Bramble
Karen Bresciano Nancy Bull
Gary English Debra Kendall
Jaci Van Heest Veronica Makowsky
Justin Fang Nandan Tumu

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 Senate Curricula and Courses Committee recommends approval to ADD the following 1000- or 2000-level courses:

A. ARIS 1211 Introduction to Islam (#6247)
   *Proposed Catalog Copy*
   ARIS 1211. Introduction to Islam
   Three credits. Taught in English.
   An introduction to the study of Islam as an intellectual and lived religious tradition. Revelation, literature, aesthetics, philosophy, theology, and law in relation to faith practices in diverse Muslim societies across time.

B. EEB 2222 Plants in a Changing World (#4856)
   *Proposed Catalog Copy*
   EEB 2222. Plants in a Changing World
   Three credits. The central role of plants in mediating impending environmental changes. Topics are considered from an ecological and evolutionary perspective. These include rising CO2, changing temperature and rainfall patterns, phenology, pollinator declines, agriculture and food security, genetically modified organisms, biofuels, bioprospecting, and invasive species.

C. EEB 2250 Introduction to Plant Physiology (#7189)
   *Proposed Catalog Copy*
   EEB 2250. Introduction to Plant Physiology
   Three credits. Prerequisite: BIOL 1107 or BIOL 1108 or BIOL 1110.
   The unique physiological processes of plants that underlie their capacity to grow, develop, and sense and respond to the environment. Topics include photosynthesis, water and nutrient uptake, long distance transport, signals and signal transduction, growth and development, and environmental interactions (biotic and abiotic).

D. ILCS 1168 Adaptation: Italian Literature into Film (#6927)
   *Proposed Catalog Copy*
   ILCS 1168. Adaptation: Italian Literature into Film
   Three credits.
   Survey of literary genres adapted into film in Italian context. Literary and visual styles, visual literacy, and film criticism. Literary texts cover a range of time periods and cultural considerations. Films represent a variety of cinematic techniques and the new audiences and artistic goals targeted by film adaptations. General film theory and theories of adaptation.

E. PERS 1104 Intermediate Persian II (#8637)
   *Proposed Catalog Copy*
   PERS 1104. Intermediate Persian II
   Four credits. Prerequisite: PERS 1103 or equivalent.
   Further development of listening, speaking, reading, and writing skills in Persian within a cultural setting. Readings to enhance cultural awareness of the Persian-speaking world.
F. PORT 1101 Elementary Portuguese I (#7131)
   Proposed Catalog Copy
   PORT 1101. Elementary Portuguese I
   Four credits.
   Development of ability to communicate in Portuguese, orally and in writing, to satisfy basic survival needs within a cultural setting.

G. PORT 1102 Elementary Portuguese II (#7132)
   Proposed Catalog Copy
   PORT 1102. Elementary Portuguese II
   Four credits. Prerequisite: PORT 1101 or equivalent.
   Development of ability to communicate in Portuguese, orally and in writing, to satisfy basic survival needs within a cultural setting.

H. SPSS 1060 The Great American Lawn: History, Culture and Sustainability (#6267)
   Proposed Catalog Copy
   SPSS 1060. The Great American Lawn: History, Culture and Sustainability
   Three credits.
   Examination of the health, social, cultural, and environmental impacts of the largest irrigated crop in the U.S.

I. SPSS 1115 Turfgrass Management Lab (#8356)
   Proposed Catalog Copy
   SPSS 1115. Turfgrass Management Lab
   One credit. One 2-hour laboratory period. Taught with SAPL 115. Prerequisite or corequisite SPSS 1100. Rackliffe.
   Grass establishment, grass identification, athletic field turfgrass playability evaluations, soil testing, turfgrass pest identification, turfgrass pest monitoring techniques, and fertilizer spreader and sprayer calibration.

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

A. PHYS 2501W Laboratory in Electricity, Magnetism, and Mechanics (#6214)
   Current Catalog Copy
   PHYS 2501W-2502. Laboratory in Electricity, Magnetism, and Mechanics
   Three credits each semester. One class period, one 3-hour laboratory period, and additional assignments on the theoretical interpretation of experiments. One hour lecture per week. Time by arrangement. A written presentation of methods and results is required for each experiment. Prerequisite: First semester, PHYS 1201Q or 1401Q or 1501Q or 1601Q; Second semester, PHYS 1202Q or 1402Q or 1502Q or 1602Q. Both semesters, prerequisite: ENGL 1010 or 1011 or 2011.
   Experiments with mechanical phenomena. Experiments with electric and magnetic phenomena, including their interaction with matter. The handling of experimental data. The use of computers in experimental physics.

   Revised Catalog Copy
   PHYS 2501W. Advanced Undergraduate Laboratory
Four credits. Three classroom meetings and one three-hour laboratory meeting per week.
Prerequisite: PHYS 1201Q or 1401Q or 1501Q or 1601Q; ENGL 1010 or 1011 or 2011.
Experiments in classical and/or quantum phenomena with an emphasis on acquiring, analyzing,
and interpreting experimental data. Extensive writing in the style of experimental reports and/or
journal articles.

B. SPSS 1100 Turfgrass Management (#8738) [Revise class structure]

*Current Catalog Copy*

SPSS 1100. Turfgrass Management
Three credits. Two class periods and one 2 hour- laboratory. Taught with SAPL 110.
An overview of turfgrass adaptation, selection, and management. Topics include turfgrass
growth, physiology, soil interactions, weeds and diseases, morphology and identification,
establishment, and maintenance. Cultural system practices for lawns, golf courses, athletic fields,
and other turf areas.

*Revised Catalog Copy*

SPSS 1100. Turfgrass Management
Three credits. Taught with SAPL 110. Rackliffe.
An overview of turfgrass adaptation, selection, and management. Topics include turfgrass
growth, physiology, soil interactions, establishment, and maintenance. Cultural system practices
for lawns, golf courses, athletic fields, and other turf areas. Turfgrass pest management practices
for weeds, insects, and diseases.

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

A. ARIS 1211 Introduction to Islam (#6247) [CA1-E]
B. ILCS 1168 Adaptation: Italian Literature into Film (#6927) [CA1-B]

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

A. POLS 3023/W Politics and Literature (No # - Old CAR)
B. POLS 3250/W The Political Economy of East Asia (No # - Old CAR)
C. SPSS 1060 The Great American Lawn: History, Culture and Sustainability (#6267)

V. The General Education Oversight Committee and the Senate Curricula and Courses
Committee recommend the following course for inclusion in Content Area 3 – Science and
Technology, non-Lab:

A. EEB 2222 Plants in a Changing World (#4856)
The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 4 – Diversity and Multiculturalism, International:

A. ARIS 1211 Introduction to Islam (#6247)

B. ILCS 1168 Adaptation: Italian Literature into Film (#6927)

And Respectfully Submitted by the 18-19 Senate Curricula and Courses Committee: Pam Bedore (Chair), Ama Appiah (student rep), Michael Bradford, Daniel Burkey, John Chandy, Mark Brand, Michael Ego, Kate Fuller, Marc Hatfield, David Ouimette, Lauren Schlesselman (Ex-Officio), Eric Schultz, Gina Stuart

10/10/18 and 10/24/18 meetings
Motion to implement Environmental Literacy in General Education

Background and Explanation: At its meeting on February 5, 2018 the Senate approved this motion: “All University of Connecticut students will be required to take a 3-credit Environmental Literacy course as part of the General Education Requirements that will not add to the total General Education course requirement.” The SEC established a General Education Environmental Literacy Task Force (GEELTF) to determine criteria for courses that would meet the Environmental Literacy (EL) requirement and how EL would be included in the General Education curriculum. The GEELTF presented a report of its work on 4/30/2018. The report included a definition of EL, a slightly modified version of which was approved by the Senate on 9/17/2018, and outlined the means by which an EL component can be implemented in the General Education curriculum. The GEELTF’s recommended implementation adds EL without adding to the General Education course requirement by increasing to two the number of courses that can fulfill multiple designations. At present, one of two courses that are designated as CA4 can fulfill another content area if the course is so designated. The motion permits a course within environmental literacy to fulfill one or two content areas if the course is so designated. The GEELTF’s report also expressed that the number of existing courses eligible for EL should be maximized. They therefore suggested that EL courses should have no limitation on prerequisites, unlike courses in Content Areas 1, 2 and 3 but like courses in Content Area 4, and the Q and W competencies. Finally, the GEELTF recommended that courses meeting the EL requirement should be designated in a way that was distinct from Content Area designations.

Proposed Motion: The General Education Oversight Committee and Senate Curricula and Courses Committee recommend the following changes to the General Education Curriculum.

Students must pass at least three credits of coursework in Environmental Literacy, as defined in a motion approved on September 17 2018, that may be counted towards the major.

Environmental Literacy courses may have prerequisites or corequisites that are not General Education courses.

Courses that meet the definition of Environmental Literacy will be identified in the catalog with the letter “E” following the course number.

An Environmental Literacy course may also be approved to satisfy one Content Area, or two Content Areas if one is Content Area 4. An Environmental Literacy course may also be approved to satisfy a Writing and/or Quantitative Competency. Students may use an Environmental Literacy course that has one or more Content Area designations to fulfill the Content Area requirements for which the course has been approved, if the established regulations on Content Area course number, credit number and subject code are met.
In Spring 2017, the SEC charged the FSC with reviewing the existing Student Evaluations of Teaching (SETs) and potentially recommending changes to them. These deliberations took place during Fall 2017 and Spring 2018. The draft of this report was reviewed at the February and March 2018 FSC meetings and further revised in October 2018. If the SEC endorses the recommendations in this report, the full Senate could debate and vote on the changes.

**Summary of Expert Consultations and FSC Discussions**

In September 2017, Dr. Lloyd Blanchard (OIRE) provided the FSC with a variety of analyses of the SETs, including information regarding bias in such measures. In particular, Dr. Blanchard argued that the current UConn SET is no more or less biased than other instruments. He did state that research (and provided supporting research) has shown that many/most instruments contain some degree of bias against instructors of color. There is also some evidence in the literature that female instructors fare worse than their male counterparts. OIRE and CETL have investigated other measures used at peer institutions, and none appear to have any greater validity than the measure developed and used at UConn.

In November 2017, Dr. Peter Diplock (CETL) and AAUP representatives (Profs. Tom Bontly and Tom Peters) were invited to attend the FSC meeting. Dr. Diplock discussed the various forms of course evaluation that are available through CETL and beyond. AAUP representatives discussed issues related to the current contract and the UConn AAUP views on the current SET.

In December 2017, Dr. Betsy McCoach (EPSY) attended the FSC meeting and spoke about Likert scaling as it relates to the SET among other issues regarding the SETs. Discussions ensued on matters including: the 5-point scale as ordinal or quasi-interval; strengths and weaknesses of a 5-point (vs. 7-point) scale and optimizing variability; interpretations of mean, median, and mode. Concerns included: the use of a different scale for specific dimensions (items 1 through 13) vs. the “overall” rating (item 14); small differences in ratings, especially for APIRs or instructors who aren’t also judged on research; response rates for SETs and ways to manage/enhance rates; over-reliance on the SETs, rather than utilizing a complement of other means of evaluating teaching effectiveness (e.g., peer evaluations, portfolios, and tracking of student outcomes).

Based on all of the experts’ advice and the discussions of the committee, the FSC concluded that the existing SET measure (and its 5-point scale) should remain in place. However, the committee makes the following recommendations for revisions to the measure and its interpretation.
Recommendations of the FSC to the Senate

#1 - Amend ordering of the questions as reported to instructors to make summary and/or independent items stand out.

This recommendation is specifically in response to confusion in interpreting Item #14 on the SET (“What is your overall rating of the instructor’s teaching?” with a 5-point scale from Poor to Excellent). Item #14 is widely interpreted (wrongly) as a composite indicator of Items #1-13 (which are on a different 5-point scale from Disagree strongly to Agree strongly).

Please note that OIRE has already reorganized some of the SET format. Questions 14 (overall instructor rating) and 22 (overall course rating) are set apart from the individual items, and the different scale is noted. OIRE also provides feedback to instructors (and their supervisors) that include all items, not just the summary items (14 and 22).

#2 – In Item #19, change “textbook” to “course materials.”

Many courses at the university do not use a textbook.

#3 – In collaboration with OIRE, revise some items for more appropriate use with on-line courses or encourage the use of supplemental assessments in online courses.

#4 – The University should investigate incentive systems for increasing the response rate for SETs.

Low response rates call into question the validity of scores. Incentives (such as the early release of student grades to those who have completed all class SETs) have been used effectively at other institutions. The University should continue to provide instructors with information about best practices for increasing response rate and encourage their use.

#5 – The FSC reaffirms its long-held stance that the SETs should not be the only method used to evaluate an instructor's teaching.