

UNIVERSITY SENATE MEETING
October 2, 2017
ROME BALLROOM, Storrs Campus

1. Moderator Siegle called meeting to order at 4:02 p.m.

He asked for a moment of silence to recognize the tragedy in Las Vegas, as well as those UConn families who may have been affected.

The moderator reminded the Senate of 4 key elements of Robert's Rules:

1. Members should address their remarks to the chair.
2. Crosstalk between members is to be avoided.
3. Mentioning other's names is generally inappropriate in comments.
4. A member who has spoken does not speak again until other members, who have not yet spoken, have had the opportunity.

It was also requested that Senators state their names each time they speak.

2. Approval of Minutes of September 11, 2017

A motion to accept the minutes was made by Senator Shultz and seconded by Senator Makowsky.

Senator Mannheim provided a correction to the Minutes, "Senator Mannheim noted that while he is not advocating that we scrap the athletics budget, he asked if we (the University) have the authority to do so if we wished, to which President Herbst responded in the negative."

A vote was held to approve the minutes as amended

MOTION PASSED WITH 1 ABSTENTION

3. Report of the President
Presented by President Susan Herbst

The athletics budget is a pittance related to what UConn is facing now; it would not be helpful to discuss it at this point.

President Herbst attended many meetings the past week, as she is sure the Governor did, but has nothing new to report. She does not know the future. President Herbst stated that the University is neither a public relations firm, nor political action committee. It is not set up to do the kind of communication that it has been doing the last few weeks. It does not have the time or money, but is doing the best it can. UConn has amazing people working for it, and this recent communication has taken them away from their normal work. There are opportunity costs to the University to continue to fight inaccurate and often rude attacks. This costs UConn every day. If individuals want to do something, they should write to legislators (on their own time, using their own computers and email accounts) to convey what they think of the University and what it contributes to the state economy, and cultural and spiritual life of Connecticut.

President Herbst read Board of Trustees Chairman McHugh's Report (Sept. 24 Board Meeting), which summarizes how he feels as board chair.

We should all be thankful for Governor Malloy's strong support of higher education. And those members of the Senate and House who are strong supporters of UConn.

As you know, I have been involved in supporting higher education in Connecticut for over 34 years. The Republican sponsored budget that just passed the General Assembly is probably the worst attack on public education I have seen in those 34 years. This budget is a disaster for higher ed.

I want to be clear that we are open to taking cuts. We were prepared to accept over \$100 million in cuts under the governor's budget. But this massive \$300 million cut is over the top. It threatens all the progress that has been made in making our university the pride of the state and undercuts the tremendous investment that has been made in UConn.

I have always said that we need to strive for excellence and I will not apologize for supporting a university that works toward that goal.

In my work at the Chamber of Commerce, I meet and work with members of the business community all day long. The State's economy is fragile. Regardless of the type and size of the business, the one common theme is how important it is to have a well-educated workforce.

Since a majority of our students remain here to live and work in Connecticut after they graduate, UConn is a place that these businesses count on as a source for its future hires. UConn is the catalyst for economic growth by providing the brain power, research, employees, and support to companies from start-ups to major corporations.

A strong UConn will help our economy to get back on the right track. So to make large cuts just for the sake of getting to a particular budget number is short-sighted to say the least.

Every state in the nation takes pride in its flagship university. We have just been ranked number 18 out of 132 public national universities.

Because of that, we are the envy of other states that strive to achieve that level of success. We are at a moment where our public leaders must make a choice as to whether or not they want an outstanding flagship University. So much of our economy depends on that choice. If the reputation and quality of UConn suffers, so will the economy, and it will lay squarely at the feet of those who make the public policy decision to sacrifice the University of Connecticut.

We know that we must be part of the solution and demonstrate shared sacrifice. Since 2010, we have contended with over \$142 million in cuts. We never complained. When the Governor proposed a budget that would mean having to absorb another \$100 million in cuts, we did not complain. We said we would do our part. Let's be clear that those are massive cuts. But to propose triple that amount is not something we can just stay quiet about.

What I am so proud of is that the UConn Nation has come together in reaction to this budget. Members of the UConn Nation, including alumni, students, parents, patients, donors, and sports fans, are represented in every town and district of this state. They are paying attention to how this budget will impact the economy, their healthcare, critical research, student success, and the value of their degree. Finally, I want to say how proud I am of how President Herbst has been out there defending UConn. She knows that now is not the time to sit idly by. Fighting for our budget is her job.

But let me make one thing perfectly clear. Any major cuts to programs whether at Storrs, UConn Health, or any of the regional campuses will be decided by the Board of Trustees, based on the university's recommendations. With these massive cuts looming, EVERYTHING is on the table. The Board will make those decisions based on what is in the overall best interest of protecting this great university, and not on politics.

I pledge that we will work to keep this university a place that all of Connecticut can continue to be proud of. Stick with us. We will need all your help.

Senator McCutcheon thanked the President for reading the remarks and for her aggressive response in dealing with attacks from Hartford, especially from certain legislators who do not quite have their facts right. As a registered republican, he expressed disappointment in certain members of his own party. Given the changing political landscape, with a legislature that is becoming more conservative, has President Herbst made efforts to reach out to all legislators; bring them to campus; engage them in what is no doubt a difficult budget situation; even perhaps rethink how the University gets money from the state. A block grant is an easy target. Have we considered a voucher program, for example?

President Herbst responded that she has never heard about a voucher program. Since she has been at UConn, she has advocated and worked both sides of the aisle, as she is sure UConn Presidents before her did. The University is nonpartisan. They try to bring all legislators to campus. Some are more interested than others, on both sides of the aisle.

UConn needs to protect the block grant with everything it has. If UConn were to go line by line, the legislature would be running the University. A block grant enables everyone at the University to come together to decide what they want to spend money on and why.

Senator Caira asked about philanthropy. What is happening could be negative because it could deter people from contributing to the University, but could it also inspire some to contribute?

President Herbst responded that the difficult state budget is negative for philanthropy. No philanthropist says that they want to give money to the University because the state won't support it.

Senator Bansal reflected that President Herbst has spoken eloquently and written about the dire consequences to the University. He asked what budgetary strategies the University would use in the short term.

President Herbst responded that it depends on how bad the cut is. The first thing UConn would do is implement a hard freeze on hiring. It can consider a mid-year tuition or fee increase. In the medium and long term, we would consider layoff notices. If there are very big cuts, we would take apart schools and colleges--this would take fiscal exigency and bargaining. It is important to understand that UConn is in the fiscal year being cut. Executive Vice President for Administration and Chief Financial Officer, Scott Jordan, noted that we are only a couple of months into the academic calendar, but half way into a fiscal year. The next moment for decision-making is that which leads up to the Spring semester. January 8th is the due date, and that does not give us a long window to make decisions. The hiring freeze would save money, as we do we do have a lot of turnover. But, the University's talent pool would then be determined by who decides to leave and who decides to stay. Mr. Jordan has spoken via phone with OPM Secretary Ben Barnes. Mr. Jordan made sure Mr. Barnes understood that UConn is halfway into the fiscal year, so whatever they decide will be like a double cut for us. If the state cuts a dollar halfway though, it is like \$2 for us. A little bit of good news is that we have been running ourselves pretty well. We have been building in expectation of cuts—many are used to 3% cuts. If the governor is in range of where legislature had been, we would be okay. It is the most recent projected cuts that would be difficult.

President Herbst noted that Provost Teitelbaum told faculty to proceed with faculty searches.

Provost Teitelbaum added that he told people to proceed with faculty searches until the time they need to make an offer. When staff requests come in, they tell people they are sitting on them in his office until they get clarity. They will not do anything until November 1 or when state budget comes in, whichever comes first.

Senator Mannheim commended President Herbst, the administration, and the Board of Trustees on their work over the last couple of weeks. He noted that we were functioning until September 30th on an action of the governor and asked how we are functioning today.

Mr. Jordan responded that when he was on his way to the Senate meeting, he learned that UConn got the second payment on executive order. We had no advance notice.

Under the governor's executive order, Storrs plus the regional campuses received a block grant for \$2.1M. The proposed budget was \$2.11, so \$2.1M is like a \$10-11M cut.

Senator Bramble shared that she sent a couple communiques to legislators. She asked about the credibility of the \$300M cut as a talking point.

President Herbst responded that some republicans, in particular, are saying \$230-240M, but this would be about the same level of disaster.

Mr. Jordan elaborated that budget people fight about this type of thing all time. \$309M is the cut for the University, minus FY17 appropriations for Storrs, regionals, and Health combined. The appropriations include fringe reimbursements, which are not insubstantial. For all of UConn, the fringe was \$260M. The total FY17 budget for Storrs, regional campuses, and Health was \$624M. For FY18, the governor proposed \$577M and the republicans proposed \$499M. For FY19, the governor proposed \$579M and the republicans proposed \$440M. This would be a \$124M cut in FY18 and a \$184M cut in FY19 (sum=\$309M).

President Herbst shared that the website <https://saveuconn.com/> provides budget information. There are bigger problems with the Connecticut state economy than we can solve for them. All we can do is come to UConn and continue to provide great service. We can tell our story and do our work well.

Senator Shor noted that regardless of the short term, the state is foreseeably in a financial mess for the next decade. She asked President Herbst to comment on what the Connecticut state investment is compared to other states. She further inquired about what UConn can do to reduce its dependency on state revenue.

President Herbst replied: philanthropy, corporate partnerships, being more entrepreneurial, and outsourcing. Michigan and Wisconsin are down to relying on a very small percentage of money from block grants. They also have \$10-15B endowments. All New England public universities in our realm get small percentages of their budgets from state block grants. UConn is on the high side. Some universities have made different choices. Even the University of Georgia has a better state economy and more pride in place. UMass is struggling now, though it had been on its way to becoming a truly great public university. UVM has decided to operate on a small appropriation, high tuition, and 70-80% out-of-state students. With UNH, URI, and UMaine, it is a quality question. Philanthropy takes a very long time. We need investments to generate return on investment with corporate partnerships. We look for efficiencies, but how efficient can the University be before it starts to give students a different experience? Quality is where the decision is made.

4. Report of the Senate Executive Committee

Presented by SEC Chair Hedley Freake

Attachment #7

Senator Kaminsky asked whether there is any interaction between the metanoia in November and UConn Reads. The UConn Reads 2017-18 selection is Viet Thanh Nguyen's "The Refugees".

Senator Freake replied in the affirmative. UConn Reads was specifically mentioned at the initial meeting for the metanoia. Metanoias are meant to be broad and inclusive. Any departments planning events should contact the metanoia committee to be included.

5. Consent Agenda Items:

- i. Report of the Nominating Committee
- ii. Report of the Senate Curricula and Courses Committee

Attachments #8-9

Moderator Siegle called for a vote to approve the Consent Agenda Items.

AGENDA ITEMS PASSED UNANIMOUSLY

6. Report from the Senate Scholastic Standards Committee

- VOTE on a motion to amend the By-Laws, Rules and Regulations of the University Senate II.A.5.b, Admissions Non-Degree Students and II.B.1, Registration and II.B.4 Credits Permitted in a Semester and II.B.10, Adding or Dropping Courses

Attachment #10

Senator Makowsky presented the motion. At request of Moderator Siegle, the motion was divided into four parts. The motions reflect the Scholastic Standards Committee's consideration of suggestions made at the September 11, 2017 Senate meeting. The word "undergraduate", which had been inadvertently omitted, was reinserted. The phrase "deans or designees" will remain, since this language appears elsewhere in the By-Laws. The table will also remain to provide informational clarify. This is not the first table in the By-Laws.

Moderator Siegle presented the four motions for separate votes.

FIRST MOTION PASSED UNANIMOUSLY

SECOND MOTION PASSED UNANIMOUSLY

THIRD MOTION PASSED UNANIMOUSLY

FOURTH MOTION PASSED UNANIMOUSLY

7. Annual Report on Regional Campuses

Presented by John Volin, Vice Provost for Academic Affairs

Attachment #11

The Senate was presented with numbers about regional campus enrollment at the September 11, 2017 Senate meeting. Dr. Volin reached out to campus directors to ask what they thought was important to share.

Senator Gramling asked about the Urban and Community Studies degree program at Waterbury and Hartford; does the phrase, “in partnership with Hartford campus” imply that students would need to travel between locations to earn a degree?

Senator Barrett, Director of Urban and Community Studies replied in the affirmative. Students in Hartford can complete the degree solely in Hartford, but students in Waterbury have to take classes in Hartford to fulfill the major.

Senator Barrett asked if the Bachelor of Social Work will also be Hartford-based. Dr. Volin said that was his understanding.

Senator Kaminsky highlighted that there seems to be a direct connection between increased enrollment and provision of housing. He inquired how this jives with central planning and enrollment at the University at large. He asked for clarify on the overall plan.

Dr. Volin stated that his response would be conjecture. At Waterbury they had increased enrollment, but the housing is not nearly at capacity. Housing holds 100, but they got 30. Increase enrollment is multifaceted, and not just related to housing.

Senator Caira inquired about access to the Hartford campus. She heard a story that a couple of students tried to visit, but as far as they could tell, they had to swipe a UConn ID to get in.

Dr. Volin said the public can walk into lobbies and classrooms without swiping an ID.

Senator Mannheim asked if the students might have been referring to parking; does parking require individuals to swipe their UConn ID?

Dr. Volin responded in the negative.

Senator Hertel asked if there is transportation support for students to travel between Hartford and Waterbury.

Senator Barrett responded that CT Transit is an option. Also, a good number of students who attend the Waterbury campus do not live in Waterbury. Senator Barrett noted that for students who live in Hamden, for example, the commute is equidistant. Both are commuter schools, and students are used to finding their own sources of transportation.

8. Progress Report on Recommendations of General Education Task Force

Presented by Eric Schultz, Chair of General Education Oversight Committee

Attachment #12

Senator Schultz reminded the Senate that approximately 1.5 years ago, the SEC charged the Senate C&C Committee to conduct an in-depth assessment of the University's current general education curriculum. This was partly at behest of Sally Reis.

The [General Education Oversight Committee \(GEOC\) Status and Actions AY 2016-2017](#) broke out recommendations one-by-one, providing status and actions. Since the spring, a small UConn contingent attended a summer program on General Education requirement held at Loyola University Chicago. At this program, they learned about general education requirements at other universities, and had the opportunity to reflect on improvements at UConn. The group prepared an action plan for change at the end of the summer institute. This report will propose a process for consideration and implementation of the action plan. The recommendations take into consideration the environmental literacy component to the General Education curriculum. This was discussed at the December 5, 2016 Senate meeting, and was referred to the General Education Oversight Committee.

Senator Schultz presented a motion for a ΔGE working group to consider the structure of the University General Education curriculum.

Senator Darre seconded the motion.

Further discussion ensued.

The shortcoming of the current General Education curriculum, which is sometimes called "check-box", is that students do not have opportunities to make connections across areas of the curriculum. Most universities have a more integrative curriculum, which force students to make connections. Only 11% have a credit distribution policy.

Senator Wogenstein inquired about the importance of foreign languages and global affairs.

Senator Schultz responded that they do not have a proposal to change competencies within the General Education curriculum at this time. ΔGE may see fit to recommend changes, but that is not in the current proposal to them.

Senator Mannheim asked whether considerations include changing the number of requirements, and if so, what the number is. He elaborated that at all Senate meetings, we have Consent Agenda items, in which we agree to add General Education courses.

Senator Mannheim did not recollect ever voting to remove. He further inquired what fraction of all classes are General Education.

Senator Schultz clarified that he does not envision changing the required number of General Education courses/credits on a programmatic basis; these are somewhat coded in accreditation. While we do add and remove courses via the Consent Agenda, we do not change the curriculum.

Senator Mannheim responded that his impression was that we have added a lot more courses into General Education than we have removed. He asked how much the program is expanding?

Senator Schultz responded that we have very large number of courses in the General Education curriculum, particularly in content areas 1 and 4, and the W competency. He cannot project how the proposed changes will affect the numbers. The benefit to having a large number of General Education courses is that the courses can be small, and there is a lot of availability to fit student schedules and interests.

Senator Clausen asked why GEOC is not doing the proposed work, since they have expertise and attended the summer session at Loyola. He posited that starting from scratch seems to be an entrenchment.

Senator Schultz explained that the gen ed taskforce that conducted the work two academic years ago was independent of the GEOC, and the proposed effort was similarly envisioned as a parallel structure. Furthermore, the GEOC is fully worked; asking them to also do the proposed effort would not be practical.

Senator Wilson reflected on the political problem of who participates. She asked why these schools/colleges were chosen, and not others (particularly professional schools). Content knowledge accreditation depends on the quality of these competencies.

Senator Schultz responded that the Senate C&C Committee will have considerable freedom to act on the composition of the working group. He hopes the proposal, as it stands, does not prohibit Δ GE from adding other members. The reason these schools were identified is that they participate the most in the General Education curriculum as it stands.

Senator Clausen noted that May is the reporting date to C&C, but it will take C&C another semester to process. He inquired about the deadline.

Senator Schultz commented that Senator Clausen is correct about the timeframe and its vagueness. There is the potential that the group will need to report to other Senate subcommittees, such as Scholastic Standards. The timeframe builds in latitude for SEC to make such recommendations. Any changes would not occur before the 2019-20 catalog year. The Senate could propose other dates.

Senator Mannheim asked what the deadline is to implement changes to the 2019 catalog.

Senator Schultz shared that his understanding for making changes to the catalog is essentially mid-year--approximately December of the preceding year.

Senator Kaminsky asked Senator Schultz to speak about environmental literacy—how will it be delivered and assessed.

Senator Schultz elaborated that environmental literacy is an unfortunate name, because it implies it is a competency with entrance and exit expectations. Environmental literacy is not a competency like Q and W, where students will demonstrate competency. It is also not a discipline. Where and how does it fit in? The General Education curriculum could be improved substantially by developing integrative components, also called a strand model. Themes, or outlooks, map onto interdisciplinary areas. Imagine content areas as they stand now. Imagine these are rows with cross-cutting themes as columns. In order to encourage students to make connections among the general education curriculum, they would take two or more courses along strands. The courses would stride across interdisciplinary areas. This would encourage students to make connections.

Moderator Siegle called for new business. There was no new business.

Senator Gramling shared that he thinks this will move us in a positive direction. In 2-3 forums, he has heard a recommendation made for a new competency in financial literacy. Is the proposal leaving a wide path for areas, like financial literacy, to be considered in the General Education curriculum? Or will the Δ GE committee go down the specific areas outlined in the proposal today?

Senator Schultz replied that one recommendation of the task force approved last December was financial literacy. The question is whether this could be included in the General Education curriculum, while still preserving the goal of general education. It is not intended, in any way, that other things are off the table. If Δ GE feels that there should be the inclusion of competencies, such as financial literacy, he would not oppose it. Senator Schultz does not yet know his role in Δ GE.

Senator Clausen shared his uncertainty as to why this is a motion for the Senate. The Senate asked GEOC to do certain things. GEOC is now asking another committee to do something. The SEC and Senate subcommittees all have the power to form committees. For this reason, Senator Clausen would vote against the proposal.

Senator Bansal shared that he would like this group to be the entity that integrates the different themes of general education. He asked how changes could be put in place for the 2019 catalog, given that courses would presumably be new courses that need to be developed to integrate themes.

Senator Schultz replied that much of the work has already been done. We already have diversity and multiculturalism courses. The group that proposed environmental literacy has already identified courses in that category. He thinks there is adequate capacity in this area, though Δ GE needed to do the work. He does not know whether there is capacity for the ethics component of the curriculum. With respect to implementation, two themes could be implemented without considerable effort. We could develop other themes, as we see fit, after that.

Senator Caira stated that C&C was charged by the Senate specifically to investigate ways of incorporating an environmental literacy requirement into the general education program. They have not done so. Instead, they have put forward a proposal to entirely restructure the General Education curriculum. Not only was this not their charge, but also such a complete restructuring will postpone the incorporation of environmental literacy even further.

Senator Mannheim expressed that cross-cutting themes could meet multiple contents simultaneously. Unless the current courses are modified in some ways and broadened, what benefit would cross-cutting bring?

Senator Schultz replied that a lot of content area 4 is also in content areas 1, 2, or even 3. The same could be said of an environmental course. An addendum to the proposal for environmental literacy had a list of courses. These may or may not be part of General Education curriculum. They certainly have not been reviewed on whether they meet the guidelines on General Education for new areas (e.g. environmental science) because this has not been developed yet.

Senator Freake, who was part of contingency that went to Chicago, articulated that question at hand is whether the Senate wishes to consider a wholesale reevaluation of the General Education curriculum. The purpose of bringing forth a working group to the Senate is to allow the Senate to make that decision. If it is not prepared to do this, the Senate may as well not empanel the Δ GE group. GEOC had considered the question of environmental literacy, which the taskforce noted lacks clarity. At the moment, how this panel functions and what it considers is beside the point.

The question was called and seconded by Senator Makowsky.

Moderator Siegle noted that calling the question requires a 2/3 vote.

MOTION PASSED

Sen Mannheim stated that as an individual who proposed the environmental science requirement, he wanted it to be understood that the only issue he raised was related to adjusting requirements. This was not initially raised as a literacy, thus why do we have to wait for the work of the ΔGE to implement the original list?

Senator Bansal called a point of order; there was no motion on floor.

Senator Mannheim clarified that he was raising a previously discussed motion as Old Business. He proposed that GEOC proceed to examine the list of courses previously presented by Senators Clausen and Wagner, with a view of incorporating them into GEOC.

Senator Clausen stated the discussion was out of order, as the Senate had concluded Old Business.

Senator Mannheim said that while it is true that the agenda does not list Old Business, it is required by Robert's Rules.

The motion was seconded by Senator Gogarten.

Senator Darre explained that GEOC considered environmental science, and what we heard today was result of their consideration. The way to integrate environmental literacy is to incorporate it across disciplines. What we heard today was how we can implement it, so that it goes across the curriculum. The courses in the list, as well as other new courses, can be considered. Since we just voted on working group, Senator Darre now holds responsibility for how we proceed.

Senator Freake said he understands the frustration of people who see the environment as a serious issue that needs to be addressed. It is now put off into the future because it catalyzed a larger examination of General Education. However, we cannot make piecemeal changes to the General Education. Further, many courses put forward are already part of the curriculum. It is not a matter of putting courses forward, rather incorporating them into General Education. That is why he will vote against the motion.

Senator Mannheim explained he was responding to remarks by Senator Schultz that there were some course they had not yet evaluated. They can do that now. He was comfortable with Senator Darre's response, which clarified the information provided by Senator Schultz.

Senator Mannheim moved to table the motion and Senator Bramble seconded.

MOTION TO TABLE THE MOTION PASSED

9. No New Business

10. Moderator Siegle called for a motion to adjourn the meeting.

Senator Wogenstein made a motion to adjourn and Senator McManus seconded.

MOTION TO ADJOURN APPROVED

The meeting was adjourned at 5:53 p.m.

Respectfully Submitted,

Jill Livingston
Head of Library Research Services
Secretary of the University Senate

SENATE EXECUTIVE COMMITTEE

Hedley Freake, Chair
Rajeev Bansal
Karen Bresciano
Janine Caira
Jaci Van Heest
Irma Valverde

Pam Bramble
Nancy Bull
George McManus
Katharina von Hammerstein
Deepthi Varghese

The following members were absent from the October 2, 2017 meeting:

Beer, Dianne
Bird, Robert*
Bradford, Michael
Brown, Stuart*
Cobb, Casey*
Coulter, Robin
Dennis, Kelly*
Fitch, R. Holly

Graf, Joerg
Heath-Johnston, Pamela*
Judge, Michelle*
Kane, Brendan
Kersaint, Gladis
Loturco, Joe
McCauley, Paula*
Ortega, Morty

Pratto, Felicia
Rios, Diana
Schwab, Kristin
Simien, Evelyn
Tumu, Nandan*
Von Hammerstein,
Katharina*
Zurolo, Mark

*Members who gave advance notice of absence

SENATE EXECUTIVE COMMITTEE
REPORT to the UNIVERSITY SENATE
October 2, 2017

Good Afternoon,

It has been a busy few weeks for the Senate Executive Committee. With the news of the proposed budget cutting over \$300 million in funding to our University, the SEC immediately got to work to consider what is the Senate's and SEC's role in these times and follow with appropriate action. The SEC made the decision to cancel our September 22 meetings with Senate committee chairs to enable us all to attend the rally organized by our unions in Hartford. We also feel that we, the University Senate, can be another constituency joining with our UConn colleagues to better inform our legislators and fellow citizens about the operation of the university and counter widespread misconceptions. To that end, members of the SEC co-wrote an op-ed piece that was submitted to the Hartford Courant last week. The piece included the multiple perspectives represented on the Senate; faculty, staff, undergraduate and graduate students. The SEC feels that it is important to share with our fellow Connecticut citizens specifically how such budget cuts would impact the work that is done at UConn and the consequences for the state.

You may notice that we will not receive the scheduled budget update from CFO Scott Jordan at this meeting. Given there is no state budget at this time, the decision was made to postpone the budget report to Senate. We will invite vice President Jordan to address the Senate when there is something concrete to report.

In last month's SEC report to the Senate, we announced that the process for authorizing metanoias was underway. We are pleased to report that the authorizing body, made up of representatives from administration, faculty and students, has unanimously approved a fall metanoia on race relations and a spring metanoia on the environment. Glenn Mitoma, Director of the Dodd Center and assistant professor of Human Rights and Education and Irma Valverde, president of USG and SEC member, have agreed to serve as faculty/student co-chairs for the fall planning committee, tentatively scheduled for the second week of November. We will share more information as the ad-hoc committees assigned to organize these events confirm activities.

Although our September 22 meetings were cancelled, the SEC did meet privately with President Herbst last week. On Friday September 29, the SEC met with Provost Teitelbaum followed by a meeting with administrators. Again, much discussion focused on the budget and the planning under way at UConn as we await its resolution. Vice President of Global Affairs Dan Weiner and others spoke of the many steps being taken to support UConn's Puerto Rican community and the relief efforts underway there and in other parts of the Caribbean. Dean of Students Eleanor Daugherty reported on the new guidance issued for Title IX. We were assured that UConn would be able to continue to utilize the current practice, which appear to be functioning well.

Lastly, I would like to extend my thanks to Katharina von Hammerstein for so graciously and expertly filling in for me as SEC chair early in the semester.

The next meeting of the University Senate will take place on November 6. Associate Vice President and Chief Diversity Officer Joelle Murchison will share with the Senate the Annual Update on Diversity.

Respectfully submitted,

Hedley Freake, Chair
Senate Executive Committee

**Nominating Committee Report
to the University Senate**

October 2, 2017

1. We move the following staff deletion from the named standing committees:
Erin Mason from Senate Student Welfare Committee
2. We move the following staff additions to the named standing committees with a term ending June 30, 2018:
Dianne Beer and Jennifer Gattilia to Senate Student Welfare Committee
3. For the information of the Senate, the following individuals have been appointed as ex-officio members to the standing committees of the University Senate:

Peter Diplock – Senate Scholastic Standards Committee
4. For the information of the Senate, the Undergraduate Student Government has appointed the following students to University Senate Committees:
Priyanka Thakkar to Senate Enrollment
Noah O'Connor to Senate University Budget Committee
Seeya Sodani to Senate Student Welfare Committee
Robert Bosco to Senate Scholastic Standards Committee
Zack Corolla to Senate Diversity Committee
5. For the information of the Senate, the Undergraduate Student Government has appointed Nandan Tumu as a representative to the University Senate for the current academic year
6. For the information of the Senate, the Graduate Student Senate has appointed Vignesh Vasu as a representative to the University Senate for the current academic year.

Respectfully submitted,

Maria-Luz Fernandez, Chair
Pam Bramble
Gustavo Nanclares

Rajeev Bansal
Jack Clausen
Leslie Shor

**University Senate Curricula and Courses Committee
Report to the Senate
October 2, 2017**

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

1. EDLR 2001 Contemporary Social Issues in Sport (#3134)

Respectfully Submitted by the 17-18 Senate Curricula and Courses Committee: Michael Darre (Chair), Michael Bradford, Marianne Buck, Daniel Burkey, John Chandy, Michael Ego, Peter Diplock (Ex-officio), Dean Hanink, Kathleen Labadorf, Jean Main, David Ouimette, Felicia Pratto, Eric Schultz (Ex-officio), Suzanne Wilson

Per the 9/20/17 meeting

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
September 11, 2017

Proposal to revise the Senate By-Laws to reflect current UConn practice/policy regarding Summer & Winter programs and other non-semester courses

A. Background:

The Senate By-Laws make limited mention of courses offered outside of the fall and spring semesters. As more courses are offered in the inter and summer sessions, the By-Laws require revision to clarify regulations covering those courses.

B. Proposal to Senate:

To make the following changes in the By-Laws, Rules and Regulations of the University Senate:

Deletions are indicated by strike through and additions are underlined.

1.**MOTION I:** II. Rules and Regulations/A. Admissions/5. Non-Degree-Students/b
 Generalize language covering when non-degree students may register to cover all sessions.

→Existing By-Laws:

b. Non-degree students may register for Spring or Fall courses two weeks prior to the beginning of classes. Registration is on a space-available basis and limited to two courses totaling not more than eight (8) credits in a semester. Requests for exceptions to this policy may be made to the director or designee of non-degree programs. Students who have been dismissed from the University must seek permission to take coursework with non-degree status from the dean or designee of the school or college from which the student was dismissed. They are not eligible for exceptions to course and credit limits.

→ New By-Laws

~~b. Non-degree students may register for Spring or Fall courses two weeks prior to the beginning of classes.~~ The Registrar shall set dates during which non-degree students may register for courses. Registration is on a space-available basis and limited to two courses totaling not more than eight (8) credits in a semester. Requests for exceptions to this policy may be made to the director or designee of non-degree programs. Students who have been dismissed from the University must seek permission to take coursework with non-degree status from the dean or designee of the school or college from which the student was dismissed. They are not eligible for exceptions to course and credit limits.

2. **MOTION II:** II. Rules and Regulations/B. Academic Advising/1. Registration
Remove/update inaccurate language.

→Existing By-Laws:

1. *Registration*

All undergraduate students are required to register on the dates announced and to pay the succeeding semester fee bills as due. Students are considered officially registered when they have met all University requirements for registration. Prior to the beginning of classes, a student will receive official notification of the courses for which enrollment has been completed. Students who have not paid their fee bills or have not been granted a deferral will have their class schedules cancelled. Registration instructions appear in the University Bulletin and the Directory of Classes.

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3. **MOTION III:** II. Rules and Regulations/B. Academic Advising/4. Credits Permitted in a Semester (paragraphs 5-7)

Move sentence on exceptions to the end of the section to avoid repetition and clarify credit limits for other sessions.

→Existing By-Laws

Exceptions to the regulations on credits permitted in a semester may be made by the dean of the school in which the student is registered after the student has consulted with the advisor.

Credits registered for or earned toward the degree by undergraduate students in independent study, variable, and special topics courses shall be limited to a maximum of six in any one semester. Permission to exceed this limit may be granted by the dean of the school or college in which the student is enrolled after the student has consulted with the advisor.

No student may earn more than seven credits in any six-week summer session.

→ New By-Laws

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~~No student may earn more than seven credits in any six-week summer session.~~

For courses that run outside the Fall and Spring semesters, credit limits will depend on the length of the session, as follows:

Session length	Credit limit
≤ 4 weeks	4 credits
> 4 weeks - ≤ 8 weeks	8 credits
> 8 weeks	12 credits

Exceptions to the regulations on credits permitted, including those resulting from overlapping sessions or terms, in a semester may be made by the dean or dean's designee of the school or college in which the student is registered after the student has consulted with ~~the~~ their advisor.

4. MOTION IV: II. Rules and Regulations/B. Academic Advising/10. Adding or Dropping Courses

Clarification that rules for adding and dropping apply to semester courses.

→ Existing By-Laws:

10. Adding or Dropping Courses

Instructions for adding and dropping courses appear in the Schedule of Classes. Within the following regulations, students may revise their course schedules on days and at hours specified by the Office of the Registrar. Though classes may be scheduled on weekends, these are not factored into the following regulations.

Students should consult with their academic advisor prior to adding or dropping courses.

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

Students may add courses during the first ten days of classes without special permissions. In exceptional circumstances only, a student may add courses after the tenth day of classes with the consent of the student's advisor, the course instructor, and the head of the department or program offering the course. After the fourth week, the permission of the student's academic dean or his/her designee is also required for adding classes.

Students may drop courses before the end of the tenth day of classes without transcript notations. After the tenth day of classes and through the ninth week, a student may drop one course for any reason with permission from the student's advisor. No student is permitted to drop a course after the ninth week of classes or to drop more than one course after the first ten days of classes unless on the recommendation of the advisor, an exception is made by the dean or designee of the school or college in which the student is enrolled. Exceptions are made only for extenuating circumstances beyond the student's control. Poor academic performance is not considered a sufficient reason for dropping a course after the ninth week. Any course dropped after the first ten days of classes will receive a 'W' on the transcript. Exceptions to transcript notations can be made only by the Provost or designee.

[paragraphs removed for readability]

For courses of fewer than 14 weeks duration, the add/drop periods will be adjusted and determined by the Registrar.

→ New By-Laws

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Students should consult with their academic advisor prior to adding or dropping courses.

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

Students may add semester courses during the first ten days of classes without special permissions. In exceptional circumstances only, a student may add courses after the tenth day of classes with the consent of the student's advisor, the course instructor, and the head of the department or program offering the course. After the fourth week of the semester, the permission of the student's academic dean or his/her designee is also required for adding classes.

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Regional Campus Update

University Senate

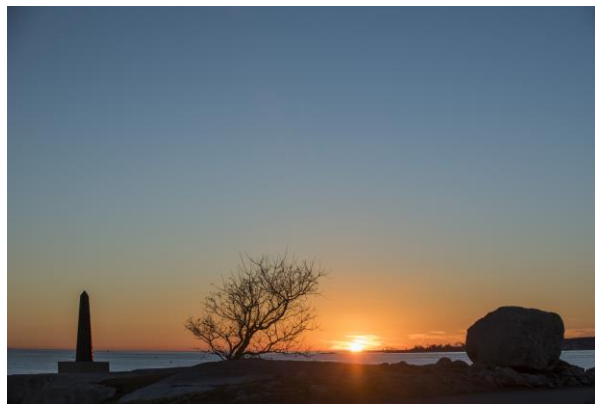
John C. Volin, Vice Provost for Academic Affairs

October 2, 2017

UConn

Avery Point Campus

- Celebrating 50th anniversary in 2017 – **Sunday, October 15th (11am-4pm)**, campus festival with learning and engagement opportunities for the whole family
- Home to Mystic Aquarium's researchers over the next five years
- Multiple on-campus partners: CT Sea Grant, Connecticut Institute for Resilience and Climate Adaptation (CIRCA), Project Oceanology, and the homegrown learning community Global Café



Avery Point Campus

- Active student life experience: 72 shoreline acres, new campus quad, waterfront program, UConn Dining, student center, fitness center
- Offers Bachelor's degrees in American Studies, English, General Studies, Marine Sciences, and Maritime Studies



Hartford Campus

- The new downtown Hartford campus opened on August 23rd with a celebration attended by both of Connecticut's Senators, the Governor, State Legislators, the Board of Trustees, faculty, staff, students, and University administrator
- A new director, Mark Overmyer-Velazquez, began the same day



Hartford Campus

- New Bachelor's of Social Work program approved by the BOT
- Offers Bachelor's degrees in Business Administration, Business Data Analytics, English, General Studies, Human Development and Family Studies, Psychology, and Urban and Community Studies in partnership with the Waterbury campus



Stamford Campus

- For Fall 2017, applications to UConn Stamford as #1 choice increased by 500%
 - Incoming freshman class of over 560: > 50%
 - 15% increase in total student population
- New residence hall: six-story, 116-unit building, just two blocks south of UConn Stamford, houses 260 students, operating in the same way as the Storrs residence halls, with resident assistants and study lounges



Stamford Campus

- Offers Bachelor's degrees in Business Administration, Business Data Analytics, Digital Media and Design, Digital Marketing and Analytics, Economics, English, History, Human Development and Family Studies, and Psychology



Waterbury Campus

- Entering freshman enrollment increased 25%
- Student housing, built entirely with private funding, has opened directly across the street from the campus. The housing can accommodate approximately 100 students. A UConn-operated Starbucks Coffee shop will open in November, located directly across from campus



Waterbury Campus

- Offers Bachelor's degrees in American Studies, Business Administration, Business Data Analytics, English, General Studies, Human Development and Family Studies, Psychology, and Urban and Community Studies in partnership with the Hartford campus



Regional Campus Census Data

¹ First-time Freshmen - Regional Campuses	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change Fall 2016 to Fall 2017
Avery Point	212	274	259	230	215	-6.5%
Hartford	377	466	445	453	521	15.0%
Stamford	231	337	383	365	561	53.7%
Torrington	66	54	53			
Waterbury	218	275	223	249	312	25.3%
² Undergraduates Total - Regional Campuses						
Avery Point	682	709	717	703	657	-6.5%
Hartford	1,409	1,355	1,347	1,252	1,279	2.2%
Stamford	1,363	1,485	1,564	1,507	1,796	19.2%
Torrington	211	177	153			
Waterbury	898	852	800	844	872	3.3%

Source: Fall 2017 Tenth Day University Census, Frozen 9-12-17

Progress Report on Recommendations of General Education Task Force

Background: On 5 December 2016, the Senate charged the Senate Curricula and Courses Committee with following up on recommendations that were in a report of the 2015-2016 General Education Task Force, chaired by Jon Gajewski (Linguistics). These recommendations were to 1) Do a better job of communicating the values and the importance of general education to all constituencies involved, including students, faculty and advisors; 2) Develop a single landing site webpage devoted to general education; 3) Restate the broad goals of general education with clearer and more forceful language; 4) Investigate further the possibility of changing the general education requirements; 5) Seek ways to address students' desire for training in life skills, while clearly distinguishing such training from the mission of general education. At the same meeting, the Senate discussed a motion to add Environmental Literacy to General Education Requirements. The Senate referred the matter to the Senate Curricula and Courses Committee, approving a motion to "refer the matter to the Senate C&C with the charge that they investigate ways of incorporating an environmental literacy requirement into the university's general education program." Significant progress has been made on four of these recommendations.

Communication about General Education: As described in the 2016-2017 GEOC Annual Report, multiple lines of communication about General Education have been developed.

GEOC Chair Schultz is meeting with student groups, especially Learning Communities (Nursing; Engineering; Ecohouse) and environmental groups (Sustainability Committee of the Undergraduate Student Government; Ecoalition). The discussions were guided by the findings of the Task Force, and structured around a set of questions: What would students see as a way to no longer organize GE as a perceived box check activity? Do students see GE outcomes/requirements as necessary/useful – if so, or if not – why?

General Education is now represented at Open Houses for prospective students and their families. At the open house, video content featuring faculty recipients of past Provost Competition grants and their classes was displayed.

GEOC Chair Schultz has resumed the practice of communicating with all faculty teaching a General Education course at the beginning of each semester, reminding them of the goals of General Education and thanking them for their role in contributing to it.

GEOC Chair Schultz presented on the value of General Education at the 2017 UConn Advisor's Retreat and at the 2017 New Faculty Orientation.

GEOC will convene a group to develop a communication plan that includes improved online content, as recommended by the 2015-2016 Task Force.

Restated goals: As noted below, a reconception of the General Education curriculum is being developed. Part of this reconception will entail new, clearer statements of the program's goals that will enable identification of assessable learning outcomes.

Changing the curriculum (requirements): As described in the 2016-2017 GEOC Annual Report, a team of seven UConn staff and faculty was accepted to attend the 2017 American Association of Colleges & Universities Summer Institute on General Education and Assessment. At the institute, the team attended presentations, workshops, and consulted with national experts on liberal education. These activities clarified for the team ways in which the University's General Education program could be updated to approach best practices in liberal education in a way that conforms with the institution's needs and character. The team filed an action plan to implement change at the conclusion of the summer institute. Actions have been refined in subsequent discussions with Senate Exec and the Vice Provost for Academic Affairs.

Presentations, workshops and discussions at the summer institute, as well as review of associated literature on best practices in General Education, indicate that the University of Connecticut retains an outmoded curriculum model. The University's General Education curriculum is referred to as a credit distribution model in which each course in the curriculum stands as a separate piece satisfying a requirement. Almost 90% of higher education institutions have adopted more-integrative models that provide the opportunity for students to make connections among courses, and among courses and extracurricular experiences. The action plan filed by the summer institute team included a more-integrative model for the University's General Education curriculum and a means to implement it, as described in a companion proposal for a Working Group on Changes to the General Education curriculum (Δ GE) to this report. Of note, the model envisions incorporating a significant Environment & Sustainability component in the curriculum.

In parallel to work on reconceiving the General Education curriculum, GEOC will examine ways to incorporate innovative pedagogical approaches in the General Education program. They will consider ways to promote integration of learning across the curriculum and with extracurricular activities, and to encourage student reflection on these connections. Such 'high impact practices' could include, but not be limited to, creating or modifying minor programs of study that incorporate general education courses, increasing representation of general education in high impact practices such as capstone experiences and/or service learning, and broadening implementation of e-portfolios. Deliberations will include analysis of resources necessary for implementation.

Working group on changes to the General Education curriculum

Background on proposal: The Senate charged the Curricula and Courses Committee with considering changes to the General Education curriculum. Participation in the 2017 American Association of Colleges & Universities Summer Institute on General Education and Assessment yielded an action plan that includes a more-integrative conception of the University's curriculum.

Charge: The Senate Curricula and Courses will empanel a ΔGE working group to consider the structure of the University Gen Ed curriculum. The working group will consider, but not be limited to, several specific proposals: 1) a model in which students take courses in multiple content areas that share cross-cutting themes 1a) Diversity & Multiculturalism, 1b) Environment & Sustainability, and/or 1c) Civility & Ethics; 2) addition of a Fine Arts content area and elimination of the Diversity & Multiculturalism content area. The working group will be attentive to the need to build the curriculum based on clearly-stated goals for General Education. Deliberations will include analysis of enrollment consequences.

Composition: The working group will include representatives of Business, CAHNR, CLAS, Engineering, and SFA, will have representation of regional campuses, and will include expertise in assessment.

Timetable: The working group will prepare a proposal to present to Senate committees by May 2018, for changes to be implemented in the 2019-2020 catalog year.