

University Senate Meeting
March 5, 2018
Rome Ballroom, Storrs Campus

- I. Moderator Siegle called the meeting to order at 4:02 p.m. He introduced the Senate's Parliamentarian Alisa Geller.

- II. Approval of Minutes of February 5, 2018
Moderator Siegle noted a correction. Whereas the minutes stated, "A MOTION TO AMEND WAS PRESENTED BY SENATOR HUSSEIN..." The motion to amend was made by Senator Kersaint.
A motion to accept the corrected minutes was made by Senator Pane and seconded by Senator von Hammerstein.

MOTION PASSED UNANIMOUSLY

- III. Report of the President
Presented by President Susan Herbst

President Herbst noted that this was Provost Teitelbaum's last meeting as Provost and provided updates on matters of importance.

Legislative Session

The legislative session began and President Herbst has been spending time there. Every year she visits with all leaders individually, and also meets with the Appropriations Committee. This year the legislature has no money to give us, so the goal is to protect what we have with the block grant. Equally as important is garnering their help and support in exploring a public/private partnership to control costs at the Health Center. UConn is supposed to have plan for a public/private partnership by April. This is on the clinical side only. We also need to argue for the importance of bonding to protect our capital projects coming down the road, including the new STEM building. We hope the STEM building will still happen, but need to argue for its importance. We are trying to not get cut further and to establish the public/private partnership at UConn Health to be more competitive. Conversations with legislators also pertain to issues in the news, in addition to funding. It is important that these meetings with legislators happen face-to-face.

Politics

President Herbst reinforced that UConn is non-partisan. We have no opinions on the governor's race. Both republican and democratic governors have been good to the University. We work with all politicians; we are happy to work with whomever controls the Senate or House.

Philanthropy

President Herbst said she should be spending most her time in philanthropy, but cannot due to other obligations. We are millions of dollars ahead of where we were last year with

fundraising. Josh Newton would be happy to address the Senate or other groups, if desired. Fundraising takes a lot of time and travel. UConn has a lot of supporters, but many are hesitant because they are worried about state support for the institution. Donors never want to increase giving to make up for flagging state support. They want to see that the institution is well supported by the state, so that they will have a positive result. Funding goes to three main areas.

- 1) Student scholarships
- 2) Program support, such as for endowed professorships. One example is the Krenicki family from Florida and New York. They have given us five chairs and professorships, including fine arts, chemistry, engineering, genomics and design and digital media. They started as academic donors.
- 3) Athletics. We also have terrific athletics donors, but most of the money given is not for athletics. Some donors start on athletics side (e.g. Peter Werth) and move to academics. Mr. Werth started as a basketball supporter. Then a few years ago, he decided to honor his passion as an entrepreneur and recently gave \$23M for Entrepreneurship and Innovation. Athletics engages people with university so that they can come to appreciate and support academics.

New Board Chair

Tom Krueger has been on board for several years. He has been head of the Finance Committee. He met with the SEC in the beginning of February. He is highly capable; his only limitation is time. He is still an attorney. He is very interested in student success and what faculty are working on.

Construction

Communication will be disseminated this week about the summer construction. There will be lots of construction this summer. President Herbst asked Tyson Kendig to send out information about "what it means for me and where I have to go on campus this summer." A huge amount of construction is the steam pipe replacement. Check the Daily Digest for the announcement.

New Provost

Many have already met Craig Kennedy, who starts April 2nd. Dr. Kennedy is very excited about being here. He has been in frequent contact with Jeremy Teitelbaum and John Volin.

Senator Graf inquired about the building projects, specifically the future of the Torrey Life Science Building, which is large and expensive to replace.

Provost Teitelbaum responded. In the original version of Next Generation Connecticut, there was another building in addition to what we are calling Science 1. Due to the budget, this has been eaten away. Calculations suggest it is possible between Gant, Science 1, and other buildings to vacate Torrey. There are differences of opinion on those calculations. A lot of people will move out of Torrey, but it is uncertain if everyone will be able to vacate the building.

Provost Teitelbaum spoke about gun violence. The governors of Connecticut, Massachusetts, New York, New Jersey, Rhode Island, Delaware, and Puerto Rico have

signed a memorandum of agreement to establish a multistate coalition to address the problem of gun violence. Two elements are law enforcement related—to share information about guns used in crimes and best practices about regulation. The third is a multistate collaboration on research into gun violence. UConn volunteered to be the Connecticut contact for this coalition. The organizers are from SUNY. Over next few months, the Provost expects further discussions about what this means. The hope would be to get funding on gun violence, which has been limited due to CDC regulations on what they are willing to fund. If people are interested in doing this type of work, they should keep their eyes open for news. They will be recruiting names of people interested in doing this type of research.

- IV. Report of the Senate Executive Committee
Presented by SEC Chair Hedley Freake Attachment #17

There were no questions from the floor.

- V. Consent Agenda Items:
- Report of the Senate Curricula and Courses Committee Attachment #18
 - Report of the Senate Nominating Committee Attachment #19

AGENDA ITEMS PASSED UNANIMOUSLY

- VI. Report from Scholastic Standards Committee Attachments #20-21
- Presentation of new Honors Rules and Regulations
 - VOTE – Motion to amend the By-Laws, Rules and Regulations of the University Senate 11.C.1 and 11.C.1.g, Minimum Requirements for Undergraduate Degrees

Report from Jennifer Lease Butts, Assistant Vice Provost for Enrichment Programs and Director of the Honors Program, spoke about the new requirements and rewards.

Senator Mannheim inquired how many honors conversion courses there are as a percentage of all honors courses.

Dr. Lease Butts responded that they do about 1,000 honors conversions per year. She was not sure what that computed to as a percentage. In general, most students are completing honors requirements with a combination of honors and honors conversion courses.

Senator Mannheim further inquired about the end of the sophomore award and whether there was some advantage to students to allow them to have an accomplishment earlier in their academic career.

Dr. Lease Butts replied that that was the original rationale. However, students did not want credits in the middle. They want the credit at graduation, on their diploma, and want flexibility on when to take classes.

Senator McCutcheon has been an honors advisor for 6-7 years. Over that time, he has noticed

with Engineering students that they lose a lot of students in senior year because they do not realize what the thesis entails. He asked if there was any data on the yield of students, and whether they can differentiate between students who leave honors because they are not meeting the GPA requirement versus those who leave on their own. Are there any changes that would catch those students and convince them to stay in? There is a rumor that students stay in because of registration and housing benefits, which they do not need by senior year. Could we convince students to start their thesis earlier?

Dr. Lease Butts appreciated the data-driven question; they are always happy to provide data. 50-60% of students who start in honors, graduate with honors. This is about twice the national average, but they would like it to be better. With the changes, there will be a lot more intentional advising throughout an honors student's career. One thing they try hard to myth bust is the thesis. There is no requirement that thesis has to be done during senior year. It has to be done by graduation, but could be done at any point in a student's academic career. Students could start research during their sophomore or junior year. They do try to drill down to see where students are dropping out and how they can change that. As long as students stay in honors, they have to keep up on requirements, and there is value to them in doing that, even if they decide to drop out.

Senator Philbrick articulated that at the regionals there is a real need for more support for for honors curriculum. Most students do conversions, which can be challenging when students do not understand what the courses are they need to convert.

Dr. Lease Butts replied that the Honors Program has been working hard to ensure there are staff at the regionals who are knowledgeable. There are people from all regionals on the Honors Board. She has been to the regionals to talk about the curriculum. There are creative ways to structure honors experiences for students at the regionals that do not add too much additional effort for faculty, staff, or anyone else. The Honors Program is trying to lay out a plan. When students see a plan, they see themselves finishing. She expects Honors staff to be on the road a lot, including to the regionals, to provide info.

Senator Makowsky presented the Motion to amend the By-Laws, Rules and Regulations of the University Senate 11.C.1 and 11.C.1.g, Minimum Requirements for Undergraduate Degrees for vote.

Senator Pratto inquired if there was a purpose for determining primary and secondary majors other than determining what degree will be rewarded.

Senator Makowsky responded that the sole purpose was to determine the degree.

A MOTION TO AMEND WAS PRESENTED BY SENATOR SCHULTZ

Motion: ...Board of Trustees to students who: (1) met all the requirements...

Senator Makowsky accepted the editorial changes.

MOTION PASSED UNANIMOUSLY

VII. Annual Report of the Graduate School, Kent Holsinger, Vice Provost and Dean of the Graduate School

Attachment #22-23

Senator Schultz inquired about how the slow growth in some areas has affected the faculty to student ratio, normalized for graduate faculty.

Dr. Holsinger responded that they have not looked at that. His impression is that almost every tenured faculty is a member of the graduate faculty. Because those numbers have stayed the same, this would indicate there are more students per faculty.

Senator Schultz further noted that compared to peer and aspirant institutions, one explanation for flat numbers is that we are not providing comparable support.

Dr. Holsinger replied that anecdotally our stipends are somewhat lower than peer and aspirants. He does not know if that is the explanation for declining enrollments. Nationally, there is a decline in international students, but we have not seen that.

Senator McCutcheon stated that these are aggregate numbers, but enrollment is highly field specific. He said he would like to see school and department breakdowns.

Dr. Holsinger displayed slides that included these figures, which will be available on the Senate website.

Senator McCutcheon further inquired whether we further break down data by self-funded versus extramural.

Dr. Holsinger replied that the data is not easily available, but that Ann Wilhelm, formerly of the Graduate School and now with OIRE, compiles this data for annual reports. It takes her approximately one month to pull the data together from three different sources. Dr. Holsinger does not have historical data. A snapshot from last fall showed that ~40% of graduate students are research assistants, who are almost always supported by external funds.

Senator Pratto noted the big growth in Master's figures. She asked if there are more terminal Master's programs offered or if students dropping from Ph.D. programs.

Dr. Holsinger replied that John Elliott has led growth in the business school. This growth is primarily responsible for growth in Master's programs.

Senator Graf shared that when the Growth and Development Committee met with the Registrar, the Registrar mentioned he was not interested in plan of study until it was finalized. This concerned the committee.

Dr. Holsinger replied that one thing we are learning is that, while we use the phrase "plan of study" for graduate degrees, it means something very different than for undergraduates.

Graduate students fill out a plan of study during their first or second year. Undergraduates complete a plan of student at the end of their degree. They are still working out how this is going to work.

Moderator Siegle called for new business at 5:03 p.m. There was no new business proffered.

VIII. Annual Report of Vice President of Communications, Tysen Kendig, Vice President of
Communications Attachment #24

There were no questions from the floor.

Senator Beall made a motion to adjourn at 5:20 p.m. The motion was seconded by Senator McManus and accepted by a standing vote of the Senate.

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 March 5, 2018 meeting:

Accorsi, Michael
Aneskievich, Brian
Beer, Dianne*
Boyer, Mark*
Bradford, Michael
Bramble, Pamela
Brown, Stuart*
Caira, Janine*
Clark, Jon*
Clausen, John
Deibler, Cora
Dennis, Kelly

Fitch, R. Holly
Gilbert, Michael*
Gordon, Lewis*
Heath-Johnston, Pamela*
Jordon, Scott*
Korbel, Donna*
Lewis, Louise
Locust, Wayne*
Loturco, Joe
Ortega, Morty
Pancak, Katherine*
Rios, Diana

Sanapala, Sandhya
Schwab, Kristin
Simien, Evelyn
Tumu, Nandan
Valverde, Irma*
Wagner, David
Wei, Mei
Weiner, Daniel*
Werkmeister-Rozas, Lisa
Wogenstein, Sebastian*
Zurolo, Mark*

*Members who gave advance notice of absence

Senate Executive Report
To the University Senate
April 2, 2018

Good Afternoon,

The Senate Executive Committee met twice since the last Senate meeting. On March 23, the SEC met with Committee Chairs to review activities and to set the agenda for this meeting.

The Scholastic Standards continues work on the academic calendar and issues of final assessment. We expect to receive proposed by-law changes for our April 30 meeting. They are also working with our colleagues from Education Abroad who are seeking firmer guidelines that underwrite the procedures they are currently using. We can expect to see by-law revisions on this issue, as well.

Several subcommittees continue their respective work including Delta GE, General Education Environmental Literacy Task Force and the Academic Integrity Joint Subcommittee.

The Nominating Committee will present the 2018-2019 proposed committee rosters later in this meeting. The elections for the Nominating Committee and the Senate Executive Committee are currently underway. Expects those results to be announced later this week.

The Faculty Standards Committee is reviewing their report on the SETs one more time. Once it is received by the SEC, it will be presented to the full Senate.

On March 30, the SEC met with senior administration.

- Vice President Gilbert reviewed the schedule of events for Spring Weekend to be held April 19-21. Again, this year, we look forward to a slate of wholesome activities.
- Vice President Holsinger invited all to attend the 3-Minute Thesis presentations at the Student Union Theater on Thursday, April ? at 6:00pm. Eleven students will present in what is sure to be a great competition.
- Assistant Vice President Nathan Fuerst urged everyone to get involved with the Open House event on Saturday, April 14. Offers are out to highly qualified students and we can all play a part in showcasing UConn as their right choice.
- Laura Cruickshank offered a preview of summer construction. Be warned! Driving and parking on campus will be difficult. For details on construction activity, visit uconn.edu/construction
- Vice President Dan Weiner shared that an updated procedure on Will be posted in the coming week. This new procedures takes into account the State Department's updated Advisory System – formerly a Travel Warning system.

The SEC joins in welcoming Provost Kennedy to

**University Senate Curricula and Courses Committee
Report to the Senate
April 2, 2018**

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

- A. ARTH/AASI 2030 Art, Politics, and Propaganda (#5509)
Proposed Catalog Copy
ARTH 2030. Art, Politics, and Propaganda
(Also offered as AASI 2030) Three credits.
Asian art and propaganda in the Cold-War era (1949-1991) and its relation to Europe, the Soviet Union, and the United States. May include analysis of visual arts, film, photography, and multi-media.
- AASI 2030. Art, Politics, and Propaganda
(Also offered as ARTH 2030) Three credits.
Asian art and propaganda in the Cold-War era (1949-1991) and its relation to Europe, the Soviet Union, and the United States. May include analysis of visual arts, film, photography, and multi-media.
- B. PERS 1101 Elementary Persian I (#6327)
Proposed Catalog Copy
PERS 1101. Elementary Persian I
Four credits. Intended for students with no previous knowledge of Persian.
Introductory reading, writing, speaking, listening, and cultural context. Development of linguistic skills required to interact in everyday contexts.
- C. PERS 1102 Elementary Persian II (#6328)
Proposed Catalog Copy
PERS 1102. Elementary Persian II
Four credits. Taught in English and Persian. Prerequisite: PERS 1101 or comparable proficiency. Instructor consent required.
Continuation of Elementary Persian I. Development of oral and written skills. Deepening of cultural competence.
- D. MCB 1895 Special Topics in Molecular and Cell Biology (#6607)
Proposed Catalog Copy
MCB 1895. Special Topics in Molecular and Cell Biology
Credits and hours by arrangement. With a change in content, may be repeated for credit. Prerequisites and recommended preparation vary.

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

- A. ARAB 1111 Elementary Arabic I (#6329) [Revise number]
Current Catalog Copy
ARAB 1111. Elementary Arabic I

Four credits each semester. Four class periods and additional laboratory practice. Not open for credit to students who have had three or more years of Arabic in high school.
Development of ability to communicate in Arabic, orally and in writing.

Revised Catalog Copy

ARAB 1001. Elementary Arabic I

Four credits. Not open for credit to students who have had three or more years of Arabic in high school. Beginner Modern Standard Arabic. Basic conversation in formal Arabic.
Development of basic reading and writing skills.

B. ARAB 1112 Elementary Arabic II (#6330) [Revise number]

Current Catalog Copy

ARAB 1112. Elementary Arabic II

Four credits each semester. Four class periods and additional laboratory practice. Not open for credit to students who have had three or more years of Arabic in high school. Prerequisite: ARAB 1111.
Development of ability to communicate in Arabic, orally and in writing.

Revised Catalog Copy

ARAB 1002. Elementary Arabic II

Four credits. Not open for credit to students who have had three or more years of Arabic in high school. Prerequisite: ARAB 1001 or equivalent proficiency. Instructor consent required.
Development of ability to communicate in Modern Standard Arabic, orally and in writing.

C. ARAB 1113 Intermediate Arabic I (#6331) [Revise number]

Current Catalog Copy

ARAB 1113. Intermediate Arabic I

Four credits each semester. Four class periods and additional laboratory practice. Prerequisite: ARAB 1112.
Development of ability to communicate in Arabic, orally and in writing.

Revised Catalog Copy

ARAB 1003. Intermediate Arabic I

Four credits. Taught in English and Arabic. Prerequisite: ARAB 1002 or comparable proficiency. Instructor consent required.
Lower to upper intermediate level in Modern Standard Arabic. Development of ability to communicate orally and in writing.

D. ARAB 1114 Intermediate Arabic II (#6332) [Revise number]

Current Catalog Copy

ARAB 1114. Intermediate Arabic II

Four credits each semester. Four class periods and additional laboratory practice. Prerequisite: ARAB 1113.
Development of ability to communicate in Arabic, orally and in writing.

Revised Catalog Copy

ARAB 1004. Intermediate Arabic II

Four credits. Taught in English and Arabic. Prerequisite: ARAB 1003 or equivalent proficiency. Instructor consent required.

Development of ability to communicate in Modern Standard Arabic. Lower to upper intermediate skills in speaking and writing.

E. ARAB 1121 Traditional Arabic Literatures, Cultures, and Civilizations (#6333) [Revise number]

Current Catalog Copy

ARAB 1121. Traditional Arab Literatures, Cultures, and Civilizations

Three credits. Taught in English.

Representative works from the cultures of the Arab world. Pre-Islamic poets to later writers and thinkers. Relation of literary and artistic forms to their historical contexts. CA 1. CA 4-INT.

Revised Catalog Copy

ARAB 1751. Traditional Arab Literatures, Cultures, and Civilizations

Three credits. Taught in English.

Representative works from the cultures of the Arab world. Pre-Islamic poets to later writers and thinkers. Relation of literary and artistic forms to their historical contexts. CA 1. CA 4-INT.

F. ARAB 1122 Modern Arabic Culture (#6334) [Revise number]

Current Catalog Copy

ARAB 1122. Modern Arabic Culture

Three credits. Taught in English.

Introduction to modern Arabic culture from Napoleon's Egyptian Campaign to modern Islamism. Survey of institutions, philosophy, and social customs seen through the medium of literature. CA 1. CA 4-INT.

Revised Catalog Copy

ARAB 1771. Modern Arabic Culture

Three credits. Taught in English.

Introduction to modern Arabic culture from Napoleon's Egyptian Campaign to modern Islamism. Survey of institutions, philosophy, and social customs seen through the medium of literature. CA 1. CA 4-INT.

III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend ADDITION of the following 3000- or 4000-level Writing (W) courses:

A. HIST/AFRA/LLAS 3619W History of the Caribbean (#4958)

Proposed Catalog Copy

AFRA 3619W. History of the Caribbean

(Also offered as HIST 3619W and LLAS 3619W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

Encounter experience; slavery, antislavery mobilization, and abolitionism; colonialism; citizenship and nation building; race and gender; political cultures and movements; migration/immigration; cultural production; and political economy; topics will be examined from a historical perspective. CA 1. CA 4-INT.

HIST 3619W. History of the Caribbean

(Also offered as AFRA 3619W and LLAS 3619W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

Encounter experience; slavery, antislavery mobilization, and abolitionism; colonialism; citizenship and nation building; race and gender; political cultures and movements; migration/immigration; cultural production; and political economy; topics will be examined from a historical perspective. CA 1. CA 4-INT.

LLAS 3619W. History of the Caribbean

(Also offered as AFRA 3619W and HIST 3619W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

Encounter experience; slavery, antislavery mobilization, and abolitionism; colonialism; citizenship and nation building; race and gender; political cultures and movements; migration/immigration; cultural production; and political economy; topics will be examined from a historical perspective. CA 1. CA 4-INT.

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

- A. AMST/ENGL 3265W Seminar in American Studies (#3843) [Revise title and description]
Current Catalog Copy

AMST 3265W. Seminar in American Studies

(Also offered as ENGL 3265W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. With a change of content, may be repeated for credit.

An in-depth study of an event, historical period, or cultural production from an interdisciplinary perspective.

ENGL 3265W. Seminar in American Studies

(Also offered as AMST 3265W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. With a change of content, may be repeated for credit.

An in-depth study of an event, historical period, or cultural production from an interdisciplinary perspective.

Revised Catalog Copy

AMST 3265W. American Studies Methods

(Also offered as ENGL 3265W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. With a change of content, may be repeated for credit.

Interdisciplinary research and writing centered on a specific topic in U.S. culture. An introduction and overview of research methods in American Studies.

ENGL 3265W. American Studies Methods

(Also offered as AMST 3265W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. With a change of content, may be repeated for credit.

Interdisciplinary research and writing centered on a specific topic in U.S. culture. An introduction and overview of research methods in American Studies.

V. 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. AFRA 3619W History of the Caribbean (#4958) [A]
- B. HIST 3619W History of the Caribbean (#4958) [A]
- C. LLAS 3619W History of the Caribbean (#4958) [A]

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

- A. AFRA 3619W History of the Caribbean (#4958)
- B. HIST 3619W History of the Caribbean (#4958)
- C. LLAS 3619W History of the Caribbean (#4958)

VII. For the information of the Senate Curricula and Courses Committee and the University Senate, the Chair approved the following topic for one offering as a Special Topics Course:

- A. MCB 1895 Special Topics in Molecular and Cell Biology: Virus Hunting Laboratory (#6608)

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

3/21/18 meeting

Report of the Senate Nominating Committee
University Senate Nominating Committee
 2018-2019 Standing Committee Membership
 April 2, 2018

University Budget

*Atkinson-Palombo, Carol-CHAIR
 *Accorsi, Michael
 Bansal, Rajeev
 *Batt, Steven
 *Baumbauer, Kyle
 Brightly, Angela
 *Bull, Nancy
 *Fischl, Michael
 *Loturco, Joe
 Jeffcoat, Holly
 *Mannheim, Philip
 Marsden, James
 *McCutcheon, Jeffrey
 Morrell, Michael
 *Sanchez, Lisa
 Stolzenberg, Daniel
 *Terni, Jennifer
 *Willenborg, Michael

Curricula & Courses

*Bedore, Pam-CHAIR
 *Bradford, Michael
 Brand, Mark
 Buck, Marianne
 *Burkey, Daniel
 *Chandy, John
 *Ego, Michael
 Labadorf, Kathleen
 *Ouimette, David
 *Nunnally, Shayla
 *Schultz, Eric
 Stuart, Gina

Diversity

*Howell, Amy-CHAIR
 *Anagnostopoulos, Dorothea
 *Barrett, Edith
 *Bushmich, Sandra
 *Ceglio, Clarissa
 *Cobb, Casey
 Fairfield, Alice
 Fernandez, Maria-Luz
 *Heath-Johnston, Pam
 *Kane, Brendan
 LaPorte, Josh
 *McElya, Micki
 O'Donaghue, Ana
 *Pane, Lisa
 Price, Willena
 Rivera, Christina
 *Rubega, Margaret
 Tzingounis, Anastasios
 Ulloa, Susana

Enrollment

*Shore, Leslie-CHAIR
 Bordon, Tracie
 *Clausen, Jack
 Diggle, Pam
 Fuerst, Nathan
 *Green, Preston
 Gorbants, Eva
 *Nanclares, Gustavo
 Ndiaye, Mansour
 Quasnitschka, Nella
 Rockwood, Brian
 Ulloa, Susana
 *Zurolo, Mark

Growth & Development

CHAIR – TBD
 Banks, Johnny
 *Barnes-Farrell, Janet
 *Bird, Robert
 Boland, Kate
 Borden, Tracie
 *Chen, Ming-Hui
 House, Laura
 Jain, Faquir
 *Judge, Michelle
 *Lewis, Louise
 Moiseff, Andrew
 Perras, Kylene
 Rivers, Carl
 Scruggs, Lyle

Faculty Standards

CHAIR – TBD
 *Asencio, Marysol
 Blanchard, Lloyd
 Britner, Preston
 *Gordon, Lewis
 *Gould, Phillip
 *Holle, Lisa
 *Irizarry, Guillermo
 Jockusch, Elizabeth
 *Majumdar, Suman
 *McManus, George
 *Moblely, Amy
 *Pescatello, Linda
 *Philbrick, Paula
 Punj, Girish
 *Segerson, Kathy
 *Siegle, Del
 *Wilson, Cristina
 Woulfin, Sarah

Scholastic Standards

*Makowsky, Veronica-CHAIR
*Armstrong, Maureen
Bouquot, Greg
*Bresciano, Karen
*Brown, Stuart
*Coulter, Robin
Cowan, Susanna
*Crivello, Joe
Diplock, Peter
*Fitch, Holly
*Freake, Hedley
Grenier, Robin
Higgins, Katrina
Livingston, Jill
*Long, Thomas
McKeown, Kim
Stuart, Gina
Tripp, Ellen
*Vokoun, Jason

Student Welfare

*Wilson, Christine-CHAIR
Adams, Cinnamon
*Armstrong, Maureen
Bacher, Rebecca
Bartlett, Kelly
Fuller, Kate
Gattilia, Jennifer
*Gogarten, Peter
Kennedy, Kelly
*Korbel, Donna
McCarthy, Tina
Mrotek, David
*Ortega, Morty
Reel, Shelley
*Simien, Evelyn
*Van Heest, Jaci
*Wei, Mei

Advancing Research, Creativity, and Innovation at UConn

Annual Report on Research

Dr. Radenka Maric
Vice President for Research
UConn/UConn Health

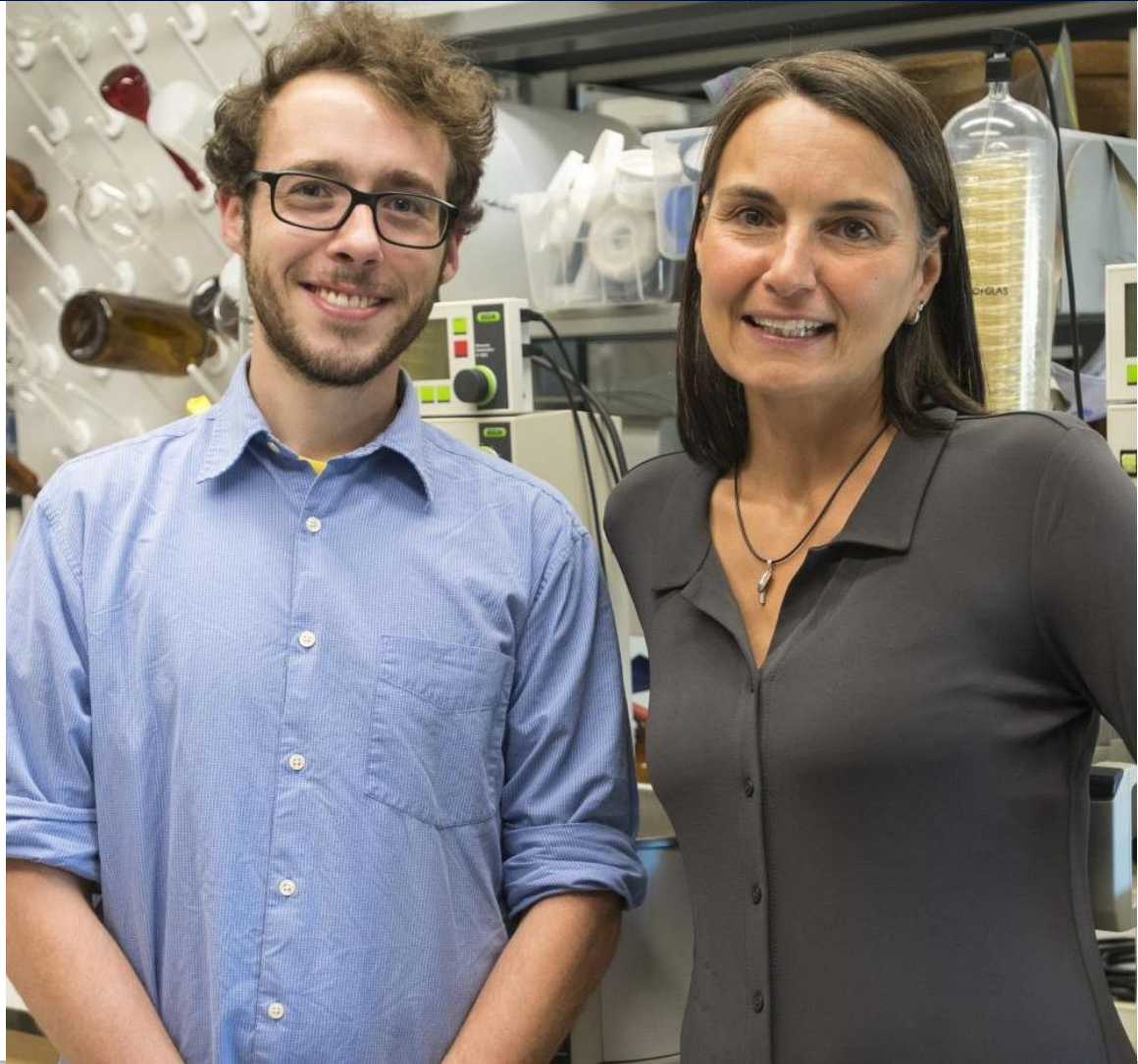
April 2, 2018

UConn

Mission

17/18 - A -168

Facilitate excellence in research, scholarship, and creative works for all UConn campuses by providing quality service, support, and investment that fosters a culture of discovery, innovation, collaboration, curiosity, and diversity.



Research Development

17/18 - A -169



Faculty



Industry



University



Foundations



Government

Collaboration with faculty, university administration, and government to:

- Invest in programs and people to support research, scholarship, and creativity
- Promote strategic alliances to grow UConn's research enterprise
- Develop new technologies and university-driven startups to position UConn as an engine for Connecticut's economy
- Optimize UConn's national and international reputation and impact

New Research Development Investments



Mentorship



**Provost
Partnership**



Workshops



Technology/IP



Creativity



**Internal/External
Communication**

- Strategic investments in creative works and humanities (approx. \$200K)
- SBIR/STTR initiatives
- In partnership with the Provost, matching startup funds to attract and/or retain eminent faculty (\$100K-\$200K)
- Reduction of overhead to 20% for grants up to \$50K
- Mentorship & grantwriting support

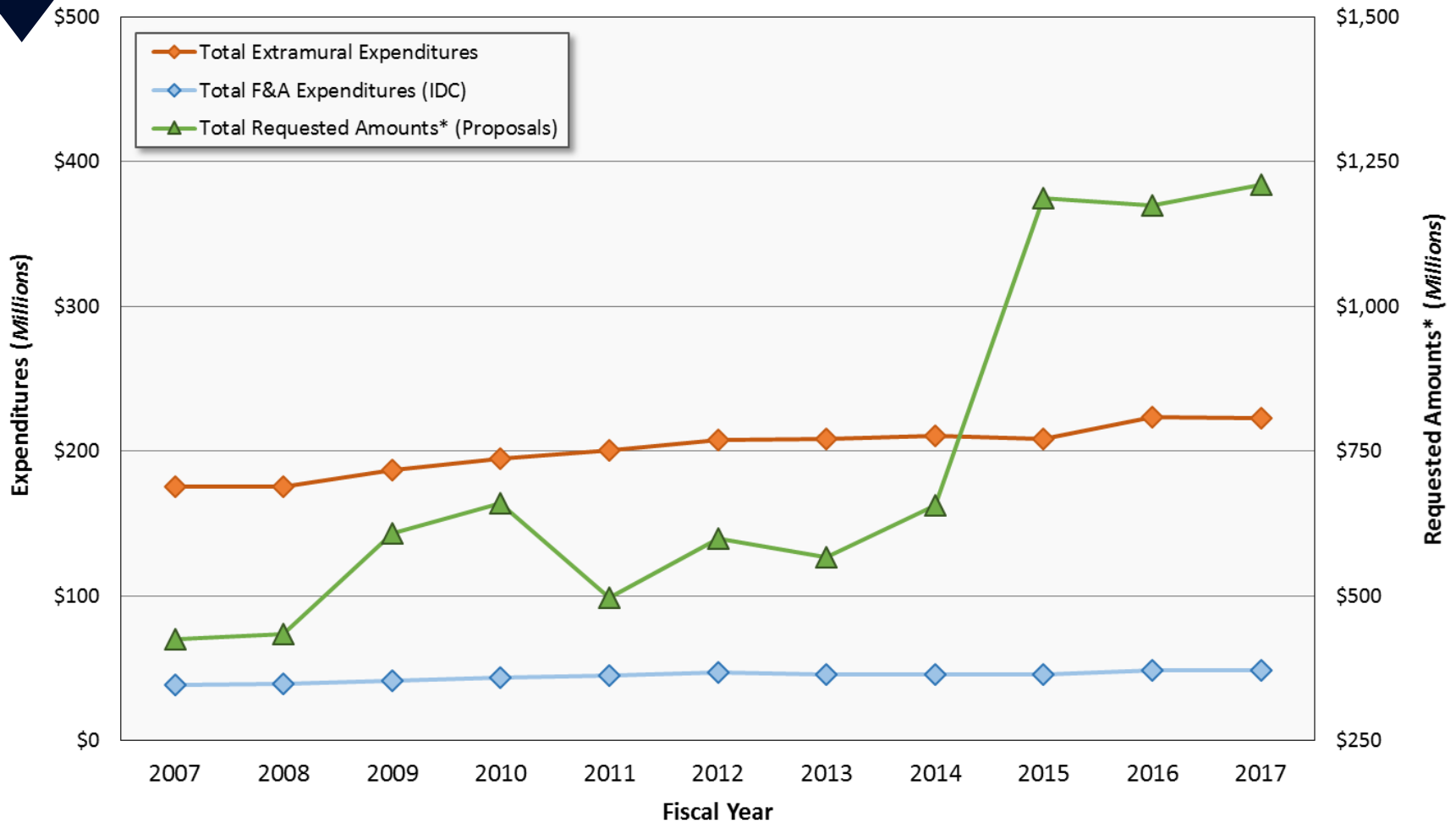
Additional Personnel Investments

17/18 - A-171

- Institutional Review Board (IRB)
- Institutional Animal Care and Use Committee (IACUC)
- Technology Licensing
- Faculty Services
- COR²E
- Training



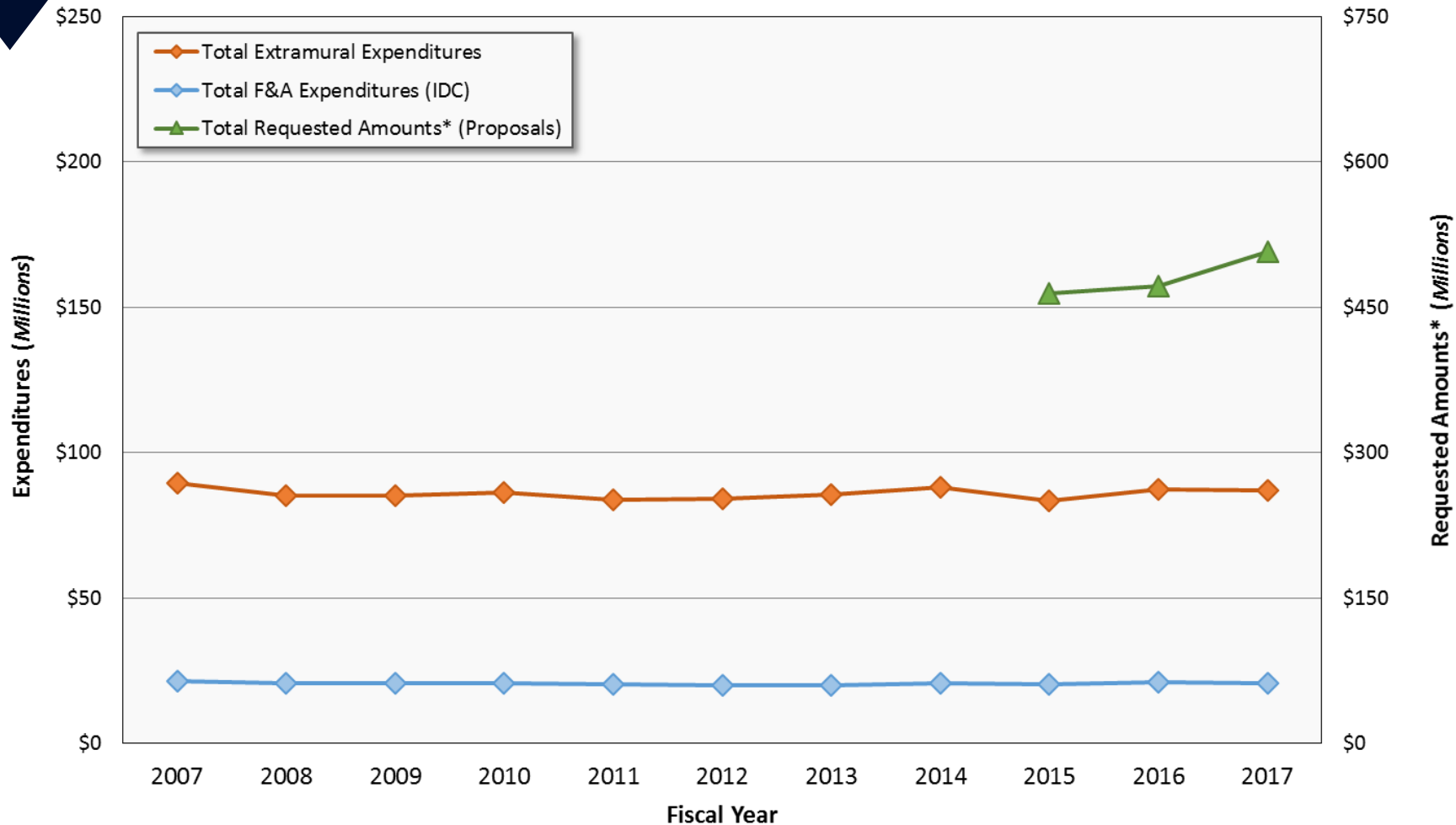
Sponsored Program Activity, FY2007-FY2017



* Proposal data for UConn Health is not available prior to FY2015. Total Requested Amounts for Proposals submitted in FY2007 to FY2014 reflect totals for Storrs and Regional campuses only.

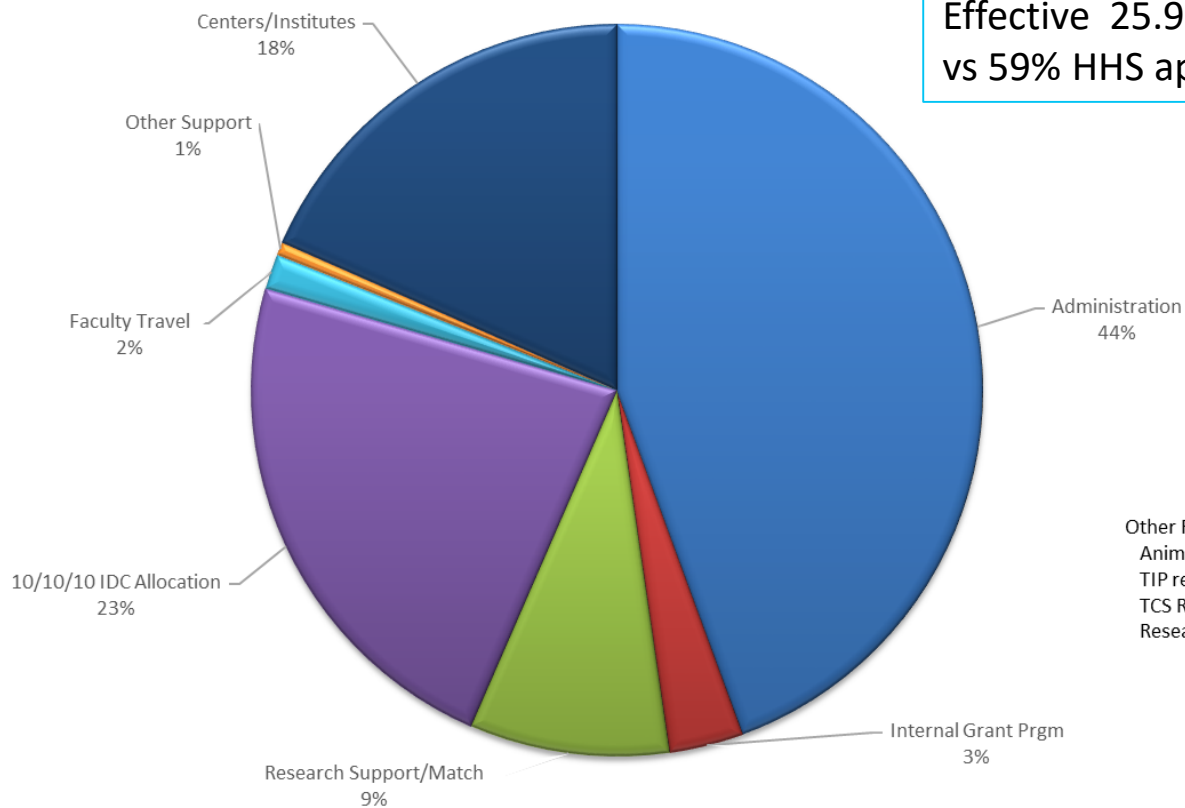
UConn Health Sponsored Program Activity, FY2007-FY2017

17-18 PA-173



* Proposal data for UConn Health is not available prior to FY2015. Total Requested Amounts for Proposals submitted in FY2007 to FY2014 reflect totals for Storrs and Regional campuses only.

FY18 OVPR BUDGET How IDC Recoveries and Other Service Revenues/Fees are Spent

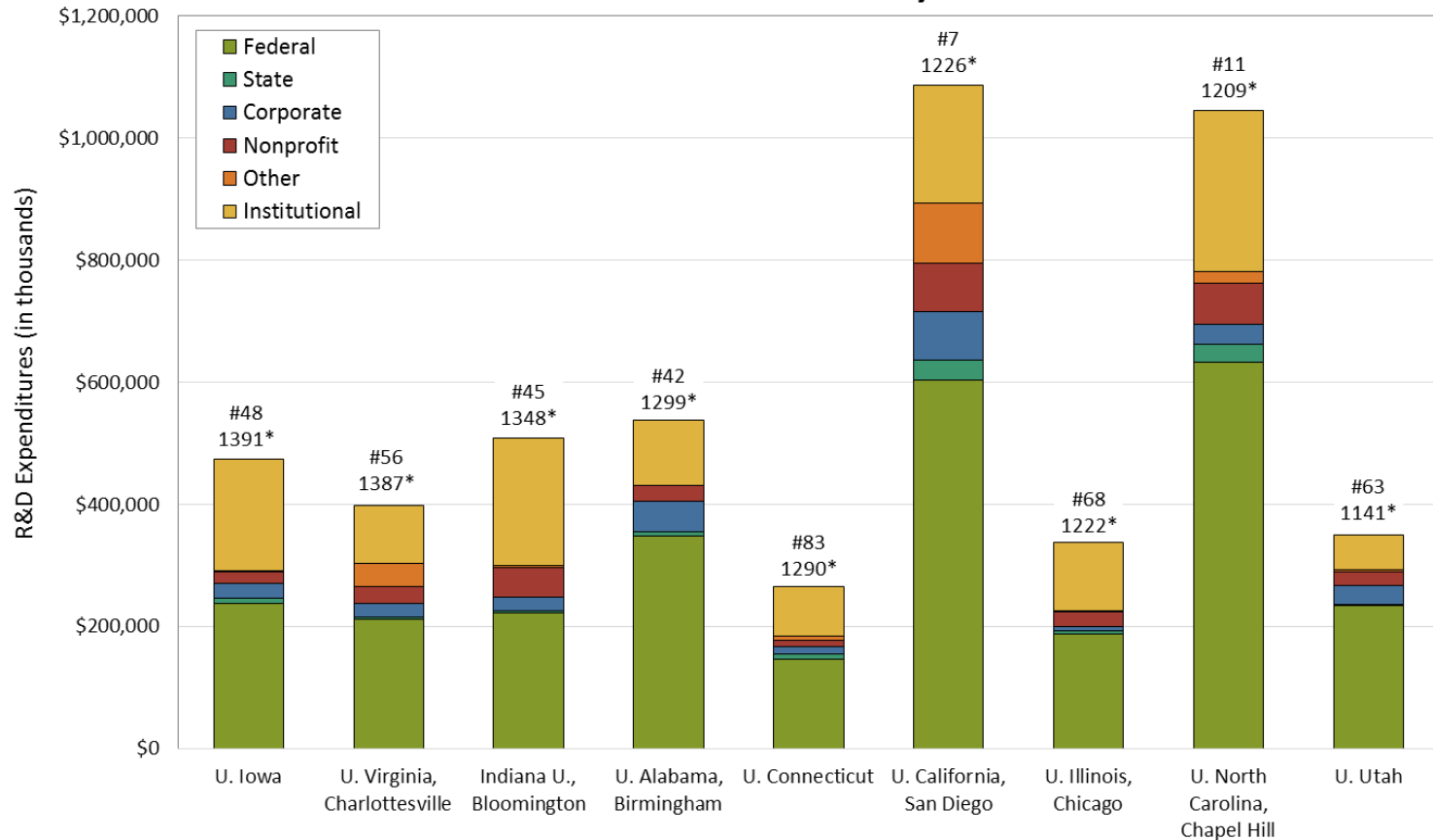


Effective 25.9% rate
vs 59% HHS approved rate

Other Revenue Sources Include:
Animal Care Per diems
TIP rental income
TCS Royalties
Research Core services

NSF HERD Survey FY16 Peer Comparison

University of Connecticut NSF HERD Survey R&D Expenditures Institutions of Similar Faculty Size FY2016



* The 1st number listed reflects the ranking of overall R&D expenditures (externally and internally sponsored) as reported on the 2016 NSF HERD Survey (646 institutions reporting).
The 2nd number shows the Tenure/Tenure-Track Faculty Count (IPEDS Fall 2015).

The OVPR will continue to pursue creative solutions and initiatives to increase:

- Efficiency and transparency
- Integration between Storrs/UCH
- Non-traditional extramural funding
- Recognition and incentives for research/scholarship success
- Engagement with internal and external stakeholders

