University Senate Meeting
April 30, 2018
Rome Ballroom, Storrs Campus

1. Moderator Siegle called the meeting to order at 4:01 p.m.

2. Approval of Minutes of April 2, 2018

   Senator Schultz pointed out a typo in the President's report—Stanford was misspelled.
   A motion to accept the minutes with the spelling correction was made by Senator McManus and seconded by Senator Wogenstein.

   MOTION PASSED UNANIMOUSLY

3. Report of the President
   Presented by President Susan Herbst

   President Herbst was unable to attend the meeting, due to illness. In lieu of the report, Senators were invited to present questions to those University administrators present.

   Senator Mannheim expressed regret that Scott Jordan was not in attendance, as his question pertained to the budget. All UConn employees are due to receive a $2,000 bonus and it is unclear how this is being funded. Upon inquiry, AAUP told Senator Mannheim that the state has not provided additional money to UConn, but did provide additional money for other state agencies. Senator Mannheim asked whether this is true, that UConn is being treated differently than the rest of the workforce. He further questioned how UConn will pay for this.
   Provost Kennedy replied that the question would be best answered by Scott Jordan.

4. Report of the Senate Executive Committee
   Presented by SEC Chair Hedley Freake

5. Consent Agenda Items:
   - Report of the Senate Curricula and Courses Committee
   - Non-Senate Committee Report
     - Annual Report of the University Interdisciplinary Courses Committee
   - Senate Standing Committee and Subcommittee Reports
     - Annual Report of the Curricula and Courses Committee
     - Annual Report of the Diversity Committee
     - Annual Report of the Enrollment Committee
     - Annual Report of the Faculty Standards Committee

- Annual Report of the General Education Oversight Committee
- Annual Report of the Growth & Development Committee
- Annual Report of the Scholastic Standards Committee
- Annual Report of the Student Welfare Committee
- Annual Report of the University Budget Committee

AGENDA ITEMS PASSED UNANIMOUSLY

6. Report of the Senate Nominating Committee presented by Chair Maria-Luz Fernandez
   VOTE on 2018/2019 standing committee membership slate

SLATE PASSED UNANIMOUSLY

7. Annual Report of Senate Standing Committees

Moderator Siegle explained the format of the reports. Each chair was allotted 3-minutes to present. Senators were asked to hold questions until after all reports were delivered.

- Curricula and Courses Committee
  Senator Darre

- Diversity Committee
  Senator Luz Fernandez

- Enrollment Committee
  Senator Wogenstein

- Faculty Standards Committee
  Senator McManus on behalf of Senator Boyer

- General Education Oversight Committee
  Senator Schultz

- University Budget Committee
  Senator Atkinson-Palombo

Senator Mannheim asked how the administration is using the SET, a question he had first posed a couple of years ago.
Senator McManus replied that the SETs are used at the college and departmental level. It is up to individual colleges to decide how to use them. Per the AAUP contract, the SET cannot be the only metric used for judging an instructor's teaching. The University is now, individual unit by individual unit, doing what is called SET+ to determine additional ways to assess faculty.

Senator Caira addressed a comment pertaining to the Budget Committee. The fringe rate is going to increase further and the sooner we can get ahead of this, the better. An 80% fringe rate for certain categories of staff is going to strain us.
Senator Atkinson-Palombo expressed that her understanding is that the fringe increase is a proposal. It has not yet passed, and when it does pass it will be lower. This will be an agenda item for the Budget Committee next year.

8. Report from General Education Environmental Literacy Task Force
Presented by Senator Atkinson-Palombo

The information was provided as a report. The Senate will be reviewing the report and voting on changes in the 2018-19 year.

The committee was formed to work out how to implement the Gen Ed Environmental Literacy motion passed by the Senate. They were given the caveat that the new Environmental Literacy requirements could not increase the total number of Gen Ed credits a student needs to take.

Senator Atkinson-Palombo thanked Senator Freake for putting together a great committee with all the necessary credentials. They met almost every Friday to work out the definition for the Gen Ed and to think about options for implementation. A key aspect of implementing a course is defining what it ought to be. The definition scopes environmental literacy as interactions between human society and the natural world. It is intended to be inclusive across disciplines.

The implementation strategy parallels both what the students asked for and the intention of the motion. An important criteria is the credit requirement. Students are required to take at least three credits in environmental literacy, but these need not be Gen Ed credits. There is an allowance for two double dips, which allows students to take all they need to take without increasing number of courses or overall credits.

Senator Wagner asked about the six criteria presented with the definition. How locked in are we and how might these evolve?
Senator Atkinson-Palombo responded that the committee tried to be as inclusive as they could. The criteria are a recommendation and the committee can take comments under advisement. They will review comments and make necessary revisions prior to presenting in the fall.
Senator Segerson added that the committee made a conscious decision in the definition that there needed to be an interaction between humans and the environment. A course focused purely on the scientific side would not count towards the requirement. If a course looked at a species, it would need to look at the role humans play in threatening the species, for example.

Senator Caira asked whether a course at any level (1000-4000) could fulfill the requirement.
Senator Atkinson-Palombo responded in the affirmative.

Senator Freake expressed that it would be desirable to do this by fall 2019. The Senate will look at the motion at its first meeting in September 2018, with voting to occur at the October meeting. The process will then be to look for new courses that meet the requirement. If individuals have suggestions for modifying course objectives, Senator Freake asked that they submit them over the summer. This will enable the committee to vet them prior to meeting. Comments should be sent to Senators Atkinson-Palombo and Freake.

Senator Schultz said that given the definition is in pretty good shape, those who teach or are planning courses within the guidelines should talk to him about their course proposals. Typically what GEOC tells people is that in order to get a course approved, it must clear their college by October. It would be good to get the pieces in place, as much as possible, ahead of time.

9. Report from △GenEd Working Group
Presented by Senator Schultz

Senator Schultz outlined principles for integration, clarity, and flexibility. The hope is to get everyone invested in Gen Ed and to design a more coherent system that does not increase the number of credits required. They are considering various models for accomplishing this. He will communicate more and seek feedback next year.

Senator Mannheim asked a question that also pertained to the Report from General Education Environmental Literacy Task Force. The proposal for Environmental Literacy specifies a minimum of 3-credits, but no maximum. In principle, could a student concentrate on one-concept and pass the Gen Ed requirement?
Senator Schultz emphasized that breadth is going to continue to be an important part of Gen Ed. He does not anticipate abandoning important disciplinary areas when we go forward. It will continue to be important for students to develop familiarity with different lenses (e.g. art, social sciences, science and tech, and perhaps diversity and multiculturalism, etc.) before we go forward. This would represent the type of breadth we want to accomplish in General Education.

Senator Hussein stated that most organizations no longer provide retirement benefits. Most workers are not getting the type of remunerations that enable them to have a decent life while working, and many Americans do not have enough savings for retirement. He thinks financial literacy is important for everyone and should be included in Gen Eds.
Senator Schultz thanked Senator Hussein for the suggestion and shared that it has not been clear to the group that there needs to be dedicated semester-long coursework about financial literacy. Students have noted the need to be informed about financial literacy, and he is not dismissing this as a need for the curriculum, but he is not sure if it would be a Gen Ed. Senator Schultz would be happy to talk with Senator Hussein and others about this.

Senator Kaminsky shared his perspective as an advisor. The picture he is getting, particularly the response to Senator Mannheim's question is that the basic breadth and configuration of the content areas is likely to remain the same. What they are looking for is a more meaningful Gen Ed experience, directing those courses to a capstone or culmination, and providing a consistent theme that develops through the courses. He does a lot of undergraduate advising and his experience is that a lot of students do not understand how Gen Ed

competencies and competence areas work. Advising has to play an important role here. Since Katrina Higgins, Director of University Advising, was part of the group, have they thought of implementation and what this means in terms of added responsibilities for advisors in relation to students?
Senator Schultz replied that they are sensitive to this. When looking at ways of changing the curriculum, it is tempting to make a lot of changes. It is currently difficult for students to negotiate Gen Eds. Feedback from students is that there are too many requirements. Simplification is good if possible, but it is hard to simplify when talking about what the curriculum is not doing. We want to add things like integration. The tension between doing new things to the curriculum (e.g. strands) and not complicating the burden of advisors is going to be a major topic next year.

Senator Mannheim addressed the point. If content areas had detailed mission statements, such as were provided for Environmental Literacy, the statements could be used to determine whether a course offered in one content area also meets another area.

10. New Business
Moderator Siegle called for new business at 5:17 p.m.
No new business was brought forth.

11. Annual Report on Financial Aid and Retention
Presented by Nathan Fuerst, Assistant Vice President of Enrollment and Director of Admissions and Mona Lucas, Assistant Vice President for Enrollment Policies and Strategic Initiatives

May 1st is the national deadline for enrollment deposits and he is very optimistic about how the class is shaping up. We get about 400 enrollment deposits in the final two days. There is increased diversity and quality of incoming students. The graduating class is the largest ever.

Mr. Fuerst thanked Mona Lucas who helped prepare the presentation and full report. He also thanked every individual at the University, because all are involved in retention and graduation efforts.

Senator McCutcheon asked about the Next Gen Connecticut recruitment goals. His belief is that the School of Engineering met its recruitment goal. What recruitment goals are we deciding to not reach and how are the Next Gen funds helping us to reach the goals?
Mr. Fuerst replied that one goal was in the School of Engineering and we were able to achieve that quickly. We are putting other goals on hold because funds are not coming to help us reach the goals. We are holding targets steady across programs. He meets with the Provost, President, and CFO about the larger picture, and he meets with the deans each fall to talk about enrollment targets.

Senator Schultz asked about financial aid numbers. Over the past three years, the number has increased by almost 20%. The figures are very impressive and help with diversity. How are we doing it in terms of numbers?
Mr. Fuerst responded that as tuition goes up, so does need. He works with administration to be able to offer packages to students so they can come and graduate. We maintain packages over all four years providing a student's financial circumstances do not change.

Senator Pane expressed appreciation that packages are consistent through the four years. She asked for verification that revenue from parking tickets goes to financial aid.
Ms. Lucas responded that this was still true. She believes the fund is now housed in the Graduate School.

Senator Makowsky asked for information about the drop in retention of African American males.
Mr. Fuerst replied that this year we studied freshman and their first year retention rate. We looked at where the places are on campus where students, particularly males, are engaging. What is making an impact? There are no real conclusions this early. We know we are not losing them early from freshman to sophomore year, but in the upper division years. We need to spend more time this year to study the issue.

Senator Zirakzadeh asked about what the graduate rate at the regional campuses meant. Is 61% from college or from UConn specifically? How do we factor transfers?
Mr. Fuerst answered that all completion stats are for UConn—if a student starts here and finishes here, regardless of campus. Completion is for UConn, not for campus. He tries to avoid comparing Storrs to the regional campuses. A number of students who begin at regional campuses have no intention of finishing at UConn, whereas the vast majority of students who begin at Storrs plan to finish here.

Senator Mannheim asked whether it was true that we have to provide a fixed percentage of tuition to financial aid.
Mr. Fuerst replied yes.

Senator Hertel asked whether the statistics are not tracking students who transfer into UConn.
Mr. Fuerst replied that we have started tracking our transfer student completion rates, which are not on the slides. Nationally, defining a cohort of incoming transfer students is not done well. We have tried to work hard to track transfers, particularly students who transfer in from community colleges. The student who transfer in through guaranteed admission graduate at about the same rate as other students. He cannot make a connection between African American males and transfer students. We capture students who drop out for a year or two and then come back with the 6-year completion data. They are not tracked separately.

Senator Bramble asked Mr. Fuerst to share information about the wait list.
Mr. Fuerst replied that wait lists are necessary for universities because we are not entirely certain about conversions. Philosophically, we want to keep the wait list as small as possible, so we looked at how many students we have taken off wait list in recent years. We then cut the size of the wait list by 40%. This was a huge cut, and if you look at stats about other institutions, many have done the opposite. We are proud of what we have done by taking a pragmatic view.

Senator Mannheim made a motion to adjourn at 5:38 p.m. The motion was seconded by Senator Wagner.
The motion was 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 | Pam Bramble |
| Karen Bresciano | Nancy Bull |
| Janine Caira | George McManus |
| Jaci Van Heest | Katharina von Hammerstein |
| Irma Valverde | Deepthi Varghese |

The following members were absent from the April 30, 2018 meeting:

| | | |
|---|---|---|
| Accorsi, Michael | Fitch, Holly | Wei, Mei |
| Aneskievich, Brian | Gordon, Lewis | Werkmeister-Rozas, Lisa |
| Barnes-Farrell, Janet* | Hagan, Raymond | |
| Bansal, Rajeev* | Herbst, Susan* | |
| Barrett, Edith | Holsinger, Kent* | |
| Beall, Jc* | Howell, Amy | |
| Bellini, Sandra* | Irizarry, Guillermo | |
| Boyer, Mark* | Jordan, Scott* | |
| Bradford, Michael | Judge, Michelle | |
| Brown, Stuart* | Kane, Brendan | |
| Bull, Nancy* | Kendig, Tysen* | |
| Bushmich, Sandra | Langley, Anne | |
| Cetegen, Baki | Lewis, Louise | |
| Chester, Ryan | Locust, Wayne* | |
| Clark, Jon | Loturco, Joe | |
| Cobb, Casey | Rios, Diana* | |
| Coulter, Robin | Sanchez, Lisa | |
| D'Alleva, Anne | Schwab, Kristin | |
| DeMoura, Dylan | Simien, Evelyn | |
| Dennis, Kelly | Vasu, Vignesh | |

*Members who gave advance notice of absence

**University Senate**
**Report of the Senate Executive Committee**
**April 30, 2018**

Good Afternoon,

The Senate Executive Committee has met three times since the last Senate meeting including private meetings with Provost Kennedy and President Herbst as well as meetings with chairs of Senate committees and senior administration.

The SEC has received the Faculty Standards Committee report on the SETs. The report includes a number of recommendations, reiterating that it should not be used as the sole measure of teaching performance. We are grateful to the FSC for taking on this project this year and for their suggestions for improving the form. We are now collecting more data before bringing specific recommendations for change to the Senate floor.

We have a longstanding policy in the Senate to not present any motions that have a direct impact on students during final exam weeks. For this reason, Scholastic Standards and GEOC will delay presentation of their by-law amendment motions until the fall. We will hear today a report from the task force we established earlier this semester on how to incorporate Environmental Literacy into the General Education requirements, as well as an update from the committee deliberating on more wholesale changes to the General Education program

It has been a productive year for the Senate Committees. A full record of their activities can be found in the annual reports submitted to the Senate for today's meeting. Copies of these reports as well as the University Senate Summary of Action for 2017-2018 will be available soon on the Senate website.

This month has seen the culmination and successful conclusion of the Metanoia on the Environment. Shown here is a project at the Stamford campus, where Senator Bramble's class created this installation drawing attention to the hazards associated with fish ingesting our discarded plastic. The SEC thanks metanoia committee co-chairs David Wagner, Jack Clausen and Ben Breslau, together with the rest of the organizing committee for the tremendous amount of work they committed to this project.

In the SEC meeting with administrators, we learned from Michael Mundrane that ITS, in concert with the School of Engineering, has formed a relationship with AutoCAD. Autodesk, a product of AutoCAD, is now available on all university and personal computers at no charge.

Michael Gilbert shared that changes in Dining Services and Student Health Services beginning this fall will result in a $550 thousand savings for the University. To achieve this savings, the Northwest complex dining hall will close on Friday and Saturday nights. USG was consulted before this decision was made. Students will be able to choose from the many other dining

options in that area. He also shared that Student Health Services had pared back evening hours this year, offering appointments until 8:00pm and may trim weekend hours this fall.

As this is the last Senate meeting of the year, I wish to thank our elected membership for serving this past year. The Senate shapes policy, and provides input into procedures and processes, with a particular focus on the undergraduate curriculum. Your participation is critical to this mission.

In 1967 the University Senate approved a motion presented by Senator Thomas Wyman that was drafted in an effort to encourage new participation within the University Senate. The Wyman motion changed the by-laws so that after a Senator serves two consecutive three-year terms, they must rotate off the Senate for at least one year before becoming eligible to serve again. The Senate passed this motion and playfully determined that any Senator who has to rotate off at the end of their two terms will be referred to as "Wymanized" in honor of the gentleman who proposed the idea in the first place. We have six Senators who will be Wymanized and therefore, will not serve on the Senate next year. They are Rajeev Bansal, Jc Beall, Mark Boyer, Janine Caira, Maria-Luz Fernandez and Diana Rios. Thank you for your service.

We also wish to recognize three individuals for their long-standing service to the University and wish them well in their retirement. We are very grateful for the countless hours and many contributions they have made to the University Senate. Mike Darre, Larry Gramling and Ernie Zirakzadeh, thank you for your service. Through your leadership roles in the Senate, each of you has been an important voice in shaping policy and guiding our business. Please know that we appreciate your dedication and you will be greatly missed.

Much of our work in the Senate is done at the committee level and it is the chairs who leads the charge. It is through their leadership, commitment and enthusiasm that we accomplished what we did this year. We wish to thank all of the Committee Chairs. Five Senate committees will see new leadership next year. Thank you to our outgoing chairs who have been so dedicated to leading the work of their respective committees this year:

- Mike Darre for Curricula & Courses
- Maria-Luz Fernandez for the Diversity and Nominating Committees
- Sebastian Wogenstein for the Enrollment Committee
- Mark Boyer for Faculty Standards

We also wish to acknowledge Janet-Barnes Farrell for stepping in to Chair Growth & Development during Robert Bird's leave.

The results of the recent Senate elections for the Senate Executive Committee are complete. The incoming SEC members are Carol Atkinson-Palombo, Debra Kendall and Veronica Makowsky. We are grateful for the service and dedication of outgoing SEC members Rajeev

Bansal, Janine, Caira, George McManus and Katharina von Hammerstein. I am honored to serve a second term as Chair of the SEC.

The SEC joins Cheryl Galli in acknowledging Shelby Olson who has served as the student admin in the Senate Office for the past two years. She has been an extraordinary help to Cheryl, the University Senate and Senate committees, not only producing efficient and accurate work but also being able to anticipate what is needed next. We wish you well, Shelby. We also wish welcome to Zoya Ali to the Senate Office and look forward to working with her. Of course, Cheryl Galli is central to all that the Senate does. She makes all of our work possible and does so with professionalism, intelligence and remarkable good humor. Thank you, Cheryl.

Finally, the SEC thanks Jill Livingston and Del Siegle for their work as Secretary and Moderator of the Senate. Your work in helping to conduct and record University Senate business extends well beyond the meeting itself. We appreciate the dedication you have shown to this body.

Our next Senate meeting is scheduled for September 18. Wishing you all a restful summer.

Respectfully submitted,

Hedley Freake, Chair
Senate Executive Committee

**University Senate Curricula and Courses Committee**
**Report to the Senate**
**April 30, 2018**

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

A. ARAB 2751 Arabic Folk Tales and Mirrors for Princes (#6066)
*Proposed Catalog Copy*
ARAB 2751. Arabic Folk Tales and Mirrors for Princes
Three Credits. Taught in English.
Folk tales and advice to princes and rulers of the Muslim World: Arabic, Persian and Moghul texts read in translation, such as The Thousand and One Nights, the Qabusname, and Jahangirname. Comparisons with European frame-tales and advice literature (Chaucer, Boccaccio, Machiavelli). Manuals for rulership from India to Andalusia. Ethics, conduct and political philosophy in folk literature and elite prose.

B. ENGL 1095 Special Topics (#5786)
*Proposed Catalog Copy*
ENGL 1095. Special Topics
Credits and hours by arrangement. Prerequisites and recommended preparation vary. With a change in content, may be repeated for credit to a maximum of 4 credits.

C. NURS 2XXXW Fostering a Culture of Health through Health Equity and Interprofessional Collaboration (# 4776)
*Proposed Catalog Copy*
Nursing 2XXXW. Fostering a Culture of Health through Health Equity and Interprofessional Collaboration
3 credits. Open to all majors. Prerequisite: English 1010, 1011 or 2011.
An in-depth examination of our nation's quest toward a Culture of Health, with movement toward health equity by reducing disparities and improving social determinants of health for all members of our society. The principles of interprofessional collaborative practice will be applied as a method to strengthen this work with under-represented, diverse, and vulnerable populations, including enhancing cultural continuity for groups from outside the US.

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

A. EPSY 2100 Introduction to Special Education (#5025) [Level change to 1000]
*Current Catalog Copy*
EPSY 2100. Introduction to Special Education
Three credits. Prerequisite: PSYC 1100.
Special education services in American education, including various exceptionalities and the roles of professionals.

*Revised Catalog Copy*
EPSY 1100. Introduction to Special Education
Three credits.

Special education services in American education, including various exceptionalities and the roles of professionals.

B. WGSS 2255/W Sexualities Activism and Globalization (#5787) [Revise title]
*Current Catalog Copy*
WGSS 2255. Sexualities, Activism, and Globalization
(Formerly offered as WS 2255.) Three credits. Prerequisite: Open to sophomores or higher. Globalization of LGBT identities, cultures and social movement activism, and cultures from a transnational perspective; use, role, and impact of digital media. CA 4-INT.

WGSS 2255W. Sexualities, Activism, and Globalization
(Formerly offered as WS 2255W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher. CA 4-INT.

*Revised Catalog Copy*
WGSS 2255. LGBTQ Sexualities, Activism, and Globalization
(Formerly offered as WS 2255.) Three credits. Prerequisite: Open to sophomores or higher. Globalization of LGBTQ identities, cultures and social movement activism, and cultures from a transnational perspective; use, role, and impact of digital media. CA 4-INT.

WGSS 2255W. LGBTQ Sexualities, Activism, and Globalization
(Formerly offered as WS 2255W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher. CA 4-INT.

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

A. ARAB 3550W Classical Arab Literature (#6087)
*Proposed Catalog Copy*
ARAB 3550W. Classical Arabic Literature
Three credits. Taught in English (Arabic readings optional). Prerequisites: ENGL 1010, 1011, or 2011.
Survey of Classical Arabic Literature from pre-Islamic Arabia to the Late Middle Ages, from the Fertile Crescent to the Iberian Peninsula. Recent scholarship and theory in the field of Arabic literature.

B. GEOG 4000W Capstone Seminar in Geography (#6248)
*Proposed Catalog Copy*
GEOG 4000W. Capstone Seminar in Geography
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Prerequisite or corequisite: one Geography class at the 3000 level or higher. Open to juniors or higher. Open to Geography majors; others by instructor permission.
Techniques for, and practice in, research, writing, citation, and data presentation in geography.

C. GEOG 4001W Writing in Geography (#6249)
*Proposed Catalog Copy*
GEOG 4001W. Writing in Geography

One credit. Prerequisite: One Geography class at the 2000 level or higher. ENGL 1010 or 1011 or 2011. Co-requisite: One Geography class at the 3000-level or higher. Open to juniors or higher. Open to Geography majors only.
Techniques for, and practice in, research, writing, citation, and data presentation in geography.

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

A. MARN 3801W Marine Sciences and Society (#4720) [Level change to 2000]
*Current Catalog Copy*
MARN 3801W. Marine Sciences and Society
Second semester (Avery Point). Three credits. Prerequisite: MARN 2002 and 3001 or instructor consent; ENGL 1010 or 1011 or 2011. Vaudrey
Scientific analysis of coastal zone issues and their implications for society. Written analysis and discussion of primary literature.

*Revised Catalog Copy*
MARN 2801W. Marine Sciences and Society
Second semester (Avery Point). Three credits. Prerequisite: MARN 1002 or 1003; ENGL 1010 or 1011 or 2011.
Scientific analysis of coastal zone issues and their implications for society. Written analysis and discussion of primary literature.

## 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. ARAB 2751 Arabic Folk Tales and Mirrors for Princes (#6066) [E]

B. ARAB 3550W Classical Arab Literature (#6087) [B]

C. ARAB 3751 Al-Andalus: Music, Poetry and science in Muslim Spain (#6067) [C]

D. ARAB 3771 Cinema in the Middle East and North Africa (#6046) [A]

E. HEJS/HIST 3362 Responses to the Black Death (#3720) [C]

## VI. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend INCLUSION of the following courses in Content Area 2 – Social Sciences:

A. HDFS 3141 Developmental Approaches to Intergroup Relations and Victimization (#5104)

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

A. EPSY 2100 Introduction to Special Education (#5025)

B. HDFS 3141 Developmental Approaches to Intergroup Relations and Victimization (#5104)

C. Nursing 2XXXW Fostering a Culture of Health through Health Equity and Interprofessional Collaboration (#4776)

## VIII. 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. ARAB 2751 Arabic Folk Tales and Mirrors for Princes (#6066)

B. ARAB 3751 Al-Andalus: Music, Poetry and science in Muslim Spain (#6067)

C. ARAB 3771 Cinema in the Middle East and North Africa (#6046)

D. HEJS/HIST 3362 Responses to the Black Death (#3720)

## V. Revised S/U-Graded Courses:

A. ACCT 4891 Field Study Internship (#5946)

*Current Catalog Copy*

ACCT 4891. Field Study Internship

One to six credits. Hours by arrangement. Prerequisite: ACCT 2101 or BADM 2710; ACCT 3201, and at least 3 credits of 3000-level ACCT courses; consent of instructor and department head; open only to Business majors of junior or higher status. Students taking this course will be assigned a final grade of "S" (satisfactory) or "U" (unsatisfactory).

Designed to provide students with an opportunity for supervised field work. Students will work with one or more professionals in their major academic area. Student performance will be evaluated on the basis of an appraisal by the field supervisor and an appropriate summative activity submitted by the student.

*Revised Catalog Copy*

ACCT 4891. Field Study Internship

One to six credits. Hours by arrangement. Prerequisite: ACCT 2101 or BADM 2710; ACCT 3201 or BADM 3201, and at least 3 credits of 3000-level ACCT courses; consent of instructor and department head; open only to Business majors of junior or higher status. Students taking this course will be assigned a final grade of "S" (satisfactory) or "U" (unsatisfactory).

Designed to provide students with an opportunity for supervised field work. Students will work with one or more professionals in their major academic area. Student performance will be evaluated on the basis of an appraisal by the field supervisor and an appropriate summative activity submitted by the student.

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, Tyler DiBrino (Undergraduate Rep)

4/4/18 and 4/18/18 meetings

**Report to Senate: University Interdisciplinary Courses Committee**

April 20, 2018

Eric Donkor, Chair

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

The committee met 3 times in the current academic year. This report summarizes its activities.

**Clarification and documentation of UICC policies**

The principles for separation of the existing INTD curriculum into INTD and UNIV sections developed by the committee were approved by the Senate in 2012 (Senate meeting 2/27/12). The INTD designation is used for courses offered by more than one department from within the schools and colleges, whereas UNIV is used for those courses that originate from units that report to the Provost outside of the schools and colleges. The latter require careful oversight since they arise outside of the normal departmental and school/college curricula and courses review structures. The mechanisms developed for oversight for UNIV courses were built on the principle of faculty governance of the curriculum and attempt to replicate those used within the schools and colleges. The curriculum now comprises 17 INTD and 30 UNIV permanent courses, including special topics and independent study offerings. In addition UICC oversees 9 MISI, and 7 AIRF courses offered by the Office Veterans Programs.

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

**Course Request (Add/Drop/Revise)**
The UICC approved the following new courses:

- UNIV 1993 International Study (see Education Abroad section for reference)
- UNIV 2993 International Study (see Education Abroad section for reference)
- UNIV 3993 International Study (see Education Abroad section for reference)
- UNIV 1995 Higher Education in Brazil: Access, Equity, and Opportunity
- UNIV 1985 Special Topics: Public Engagement Entrepreneurship Fellowship sponsored by Co-Op Bookstore
- UNIV 3080 SSS Peer Mentor Leadership Development Course *(*pending as of 4/3/2018)*
- UNIV 3995 Special Topics: Healthcare Internship with Atlantis Project – Greece

In 2016, the UICC was asked by Student Affairs to drop UNIV 4800, Senior Year Experience. Student Affairs will no longer sponsor this course and there has not been interest from other areas (school/college, department or program) to administer the course. The UICC will leave the assigned course number in place but the course will not be offered at this time.

INTD Designation by Undergraduate Admissions Office

The UICC met with representatives from the Undergraduate Admissions Office to discuss how the INTD designation has been used by the Undergraduate Admissions for transfer course, prior to the creation of the UICC. Further meetings were held to discuss managing transfer credits and use of the INTD designation as defined by UICC. The issues was eventually referred to the Vice-Provost for Academic Affairs, as UICC and the Undergraduate Admissions Office could not reach a resolution.

**Items for Continuing Discussion by the UICC:**

- Special Topics at Graduate Level
  UICC was approached by a faculty team interested in offering a graduate level INTD course. UICC held exploratory discussion with the graduate. Further action is pending waiting a decision from the graduate school.

**Periodic Review of UNIV courses**

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

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

<u>Course Shells</u>
Units offering courses with multiple sections/semester shall supply to UICC a periodic report for each course shell. This report will include:

- A listing of the offerings of the course for the academic year, including section title and instructor name and rank.
- A narrative description of how comparability across parallel offerings and consistency between repeat offerings of the course is achieved.
- Three representative syllabi from the course.

<u>Individual courses</u>
Units offering individual courses shall supply to the UICC a copy of the syllabus for each offering of the course. They will also report on any significant changes in the course since its approval by UICC.

In September 2016, the UICC completed review of all UNIV courses, individual and shells. The committee has developed a 3-year course alignment schedule for AY20-AY23. UICC Course Realignment Review Guidelines have been developed and approved by the committee to accompany the schedule.

**Education Abroad**

The UICC continues to receive requests from students to align courses taken while studying abroad. To date this academic year, the UICC has received requests from 11 students (down 13 from 2016-17) to accredit 14 different courses (down 24 from 2016-17) from 8 countries (down 7 from 2016-17). All of the 14 course requests received we aligned as UNIVs.

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

A number of issues persist regarding study abroad course alignment:

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

**The UNIV Curriculum**

| Offering unit | Course number | Course title |
|---|---|---|
| First Year Programs and Learning Communities | UNIV 1800 | FYE University Learning Skills |
| | UNIV 1810 | FYE Learning Community Seminar |
| | UNIV 1820 | First Year Seminar |
| | UNIV 1840 | Learning Community Service-Learning |
| | UNIV 3820 | Learning Community Advanced Seminar |
| Honors Program | UNIV 1784 | Freshman Honors Seminar |
| | UNIV 3784 | Interdisciplinary Honors Seminar |
| | UNIV 1730 | Holster Research Proposal Development |
| Career Services | UNIV 1991 | Supervised Internship Experience |
| | UNIV 1981 | Documented Internship Experience (S/U) |
| | UNIV 3991 | Interdisciplinary Internship Field Experience |
| | | |
| Center for Academic Programs within the Institute for Student Success | UNIV 2100 | The McNair Scholar |
| African American Cultural Center | UNIV 2230 | The PA²SS Program, Mentoring African American Students |
| Rainbow Center | UNIV 2500 | Gender, Sexuality and Community |
| Individualized & Interdisciplinary Studies Program | UNIV 2600 | Individualized Study Across Academic Disciplines |
| | UNIV 4600W | Capstone Course |
| | UNIV 4697W | Senior Thesis |
| Other courses | UNIV 1985/3985 | Special Topics (S/U) |
| | UNIV 1995/3995 | Special Topics (graded) |
| | UNIV 1993/2993/3993 | International Study |
| | UNIV 1983/2983 | International Study (S/U) |
| | UNIV 1999/3999 | Independent Study |

**The INTD Curriculum**

| Sponsoring unit(s) | Course number | Course title |
|---|---|---|
| Literature, Culture, and Languages | INTD 3222 | Linkage Through Language |
| College of Liberal Arts and Science | INTD 3260 | The Bible |
| Urban and Community Studies Program | INTD 3584 | Seminar in Urban Problems |
| | INTD 3590 | Urban Field Studies |
| School of Nursing, School of Pharmacy, and Center for Correctional Health Networks | INTD 3200 | Introduction to Correctional Health |
| | INTD 4200 | Translating Evidence: Applied Correctional Research |
| Other Courses | INTD 1993/1999 3993/3999 | International Study |
| | INTD 1985/1995 3985/3995 | Special Topics |
| | INTD 2245 | Introduction to Diversity Studies in American Culture |

**The AIRF and MISI Curriculum**

| Sponsoring unit(s) | Course number | Course title |
|---|---|---|
| Office of Veterans Affairs and Military Programs | AIRF 1000/1200 | Air Force Studies I |
| | AIRF 2000/2200 | Air Force Studies II |
| | AIRF 3000/3200/W | Air Force Studies III |
| | AIRF 3500 | Aviation Ground School |
| | AIRF 4000/4200 | Air Force Studies IV |
| Office of Veterans Affairs and Military Programs | MISI 1101/1102 | General Military Science Ia/Ib |
| | MISI 1133 | General Military Science: Air Rifle Marksmanship |
| | MISI 2201/2202 | General Military Science IIa/IIb |
| | MISI 3301/3302 | General Military Science III |
| | MISI 4401/4402 | General Military Science IV |

**UNIV, INTD, MISI and AIRF Course Offerings (2017-2018, 2016-2017, 2015-2016)**

| | 2017-2018 | | 2016-2017 | | 2015-2016 | |
|---|---|---|---|---|---|---|
| | Section | Seats | Sections | Seats | Sections | Seats |
| UNIV 1730 | 1 | 12 | 1 | 12 | | |
| UNIV 1784 | 29 | 515 | 30 | 513 | 31 | 527 |
| UNIV 3784 | 3 | 39 | 3 | 39 | 4 | 51 |
| UNIV 1800 | 142 | 2662 | 104 | 1806 | 133 | 2330 |
| UNIV 1810 | 90 | 1524 | 92 | 1490 | 81 | 1283 |
| UNIV 1820 | 48 | 725 | 42 | 559 | 52 | 726 |
| UNIV 1840 | 15 | 268 | 16 | 248 | 16 | 216 |
| UNIV 1991 | 2 | 5 | 2 | 12 | 2 | 8 |
| UNIV 3991 | 4 | 6 | 0 | 0 | 2 | 17 |
| UNIV 1981 | 2 | 4 | 2 | 17 | 2 | 8 |
| UNIV 2100 | 2 | 33 | 1 | 15 | 1 | 5 |
| UNIV 2230 | 2 | 152 | 2 | 157 | 2 | 163 |
| UNIV 2500 | 2 | 42 | 2 | 29 | 2 | 26 |
| UNIV 2600 | 2 | 37 | 2 | 44 | 2 | 41 |
| UNIV 3820 | 26 | 434 | 18 | 240 | 8 | 119 |
| UNIV 4600W | 2 | 38 | 2 | 33 | 2 | 34 |
| UNIV 4697W | 12 | 13 | 16 | 16 | 12 | 12 |
| UNIV 4800 | 0 | 0 | 11 | 238 | 25 | 622 |
| UNIV 1985/3985 | 5 | 39 | 1 | 4 | 2 | 48 |
| UNIV 1995/3995 | 1 | 9 | 1 | 7 | 1 | 14 |
| UNIV 1999/3999 | 2 | 3 | 0 | 0 | 0 | 0 |
| **TOTAL UNIV** | **392** | **6560** | **348** | **5479** | **380** | **6250** |
| INTD 1985/3985 | 0 | 0 | 0 | 0 | 0 | 0 |
| INTD 1995/3995 | 0 | 0 | 0 | 0 | 0 | 0 |
| INTD 2245 | 1 | 36 | 1 | 39 | 1 | 40 |
| INTD 3222 | 0 | 0 | 0 | 0 | 5 | 30 |
| INTD 3260 | 1 | 13 | 1 | 12 | 1 | 22 |
| INTD 3584 | 0 | 0 | 0 | 0 | 0 | 0 |
| INTD 3590 | 0 | 0 | 0 | 0 | 0 | 0 |
| INTD 3594/W | 0 | 0 | 0 | 0 | 0 | 0 |
| **TOTAL INTD** | **2** | **49** | **2** | **51** | **7** | **92** |
| **TOTAL INTD & UNIV** | **394** | **6609** | **350** | **5530** | **387** | **6342** |
| AIRF 1000/1200 | 6 | 120 | 6 | 88 | 3 | 46 |
| AIRF 2000/2200 | 4 | 80 | 4 | 66 | 2 | 16 |
| AIRF 3000/3200 | 4 | 72 | 4 | 8 | 2 | 6 |
| AIRF 3000W/3200W | 0 | 0 | 0 | 0 | 0 | 0 |
| AIRF 3500 | 1 | 15 | 1 | 15 | 1 | 13 |
| AIRF 4000/4200 | 4 | 24 | 4 | 16 | 1 | 24 |
| **TOTAL AIRF** | **19** | **311** | **13** | **193** | **9** | **105** |
| MISI 1101/1102 | 4 | 37 | 4 | 28 | 4 | 37 |
| MISI 1133 | 0 | 0 | 0 | 0 | 0 | 0 |
| MISI 1201/1202 | 3 | 35 | 3 | 33 | 4 | 32 |
| MISI 3301/3302 | 4 | 76 | 4 | 48 | 4 | 68 |
| MISI 4401/4402 | 4 | 42 | 4 | 58 | 4 | 68 |
| **TOTAL MISI** | **15** | **190** | **15** | **167** | **16** | **205** |
| **TOTAL UICC COURSES** | **428** | **7110** | **378** | **5890** | **412** | **6652** |

Based on data supplied by OIRE.

**UNIV Courses offered at Regional Campuses**

| **FALL** | **Avery Point** | | **Hartford** | | **Stamford** | | **Waterbury** | |
|---|---|---|---|---|---|---|---|---|
| UNIV 1800 | 7 | 120 | 12 | 296 | 17 | 373 | 11 | 214 |
| UNIV 1810 | | | | | | | | |
| UNIV 1820 | 4 | 47 | | | | | | |
| UNIV 3784 | | | | | 1 | 13 | | |
| UNIV 3820 | | | | | 1 | 3 | | |
| UNIV 3985 | | | | | 1 | 23 | | |
| UNIV 3991 | | | | | 1 | 3 | | |
| | | | | | | | | |
| **SPRING** | | | | | | | | |
| UNIV 1784 | | | | | 1 | 11 | | |
| UNIV 1800 | | | | | 2 | 15 | | |
| UNIV 1810 | | | | | | | | |
| UNIV 1820 | 1 | 22 | 2 | 43 | | | | |
| UNIV 1985 | | | 3 | 12 | | | | |
| UNIV 3784 | | | | | 1 | 7 | | |
| UNIV 3985 | | | | | 1 | 23 | | |
| UNIV 3991 | | | | | 3 | 3 | | |
| UNIV 3999 | | | | | 1 | 2 | | |

**UICC Membership 2017-2018**

| **Faculty (voting members and alternates)** | | |
|---|---|---|
| Chair | SOE/ECE | Eric Donkor |
| Member | SOE/CEE | Sarira Motaref |
| Member | CLAS/ HDFS | Shannon Weaver |
| Member | NEAG/EDLR | Laura Burton |
| Member | SFA/ DMD | Dan Pejril |
| Member | SOB/ACCT | Mohamed Hussein |
| Member | CAHNR/NRE | Morty Ortega |
| Member | SON | Kyle Baumbauer |
| Member | SOP/ PHAR SCI | David Grant |
| Member | REGIONAL/ENGL | Pamela Bedore |
| Alternate | CLAS/ANTH | Sam Martinez |
| Alternate | CAHNR/AHS | Susan Gregoire |
| Alternate | NEAG/EDCI | Rachael Gabriel |
| Alternate | SFA/DRAM | Ed Weingart |
| Alternate | SOB/MRKT | Joseph Pancras |
| Alternate | SOE/ECE | Shengli Zhou |
| Alternate | SON | Thomas Long |
| Alternate | SOP/ PHAR SCI | Robin Bogner |
| Alternate | REGIONAL/Pub Pol | Thomas Craemer |
| **Ex-Officio (non-voting members and alternates)** | | |
| Member | Enrichment Programs | Jaclyn Chancey |
| Member | Inst. for Student Success | David Ouimette |
| Member | Center for Career Devel. | Jim Lowe |
| Member | Registrar's Office | Marianne Buck |
| Member | Student Affairs | Maureen Armstrong |
| Member | VA and Military Programs | Alyssa Kelleher |
| Alternate | Enrichment Programs | Monica van Beusekom |
| Alternate | Inst. for Student Success | Maria D. Martinez |
| Alternate | Center for Career Devel. | Beth Settje |
| Alternate | Registrar's Office | Marcus Hatfield |
| Alternate | Senate C&CC | Mike Darre |
| Alternate | Student Affairs | Daniel Doerr |
| Alternate | VA and Military Programs | Nikki Cole |

Administrative support was provided by Cheryl Galli, Administrative Services Assistant.

**Annual Report of the Curricula & Courses Committee**

**to the University Senate**

**April 30, 2018**

During the period April 4, 2017 through April 2, 2018, the Curricula and Courses Committee met 15 times and brought to the Senate the following actions:

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

New courses added:

| | |
|---|---|
| AMST 2400 | City and Community in Film (2/5/18) |
| ECON 1495 | Special Topics (2/5/18) |
| ECON 1498 | Variable Topics (2/5/18) |
| EPSY 1450W | Mind Body Health (5/1/17) |
| MAST 1001 | The Sea Around Us (2/5/18) |
| MCB 1895 | Special Topics in Molecular and Cell Biology (4/2/18) |
| PERS 1101 | Elementary Persian I (4/2/18) |
| PERS 1102 | Elementary Persian II (4/2/18) |
| SPAN 1030 | Religion in Latin America: A Historical View (11/6/17) |

Courses revised:

| | |
|---|---|
| AMST/MUSI 1002 | Sing and Shout! The History of America in Song (3/5/18) |
| AMST/ENGL 2274W | Disability in American Literature and Culture (3/5/18) |
| ARAB 1111 | Elementary Arabic I (4/2/18) |
| ARAB 1112 | Elementary Arabic II (4/2/18) |
| ARAB 1113 | Intermediate Arabic I (4/2/18) |
| ARAB 1114 | Intermediate Arabic II (4/2/18) |
| ARAB 1121 | Traditional Arabic Literatures, Cultures, and Civilizations (4/2/18) |
| ARAB 1122 | Modern Arabic Culture (4/2/18) |
| ECE 1101 | Electrical and Computer Engineering Tools (2/5/18) |
| KORE 1103 | Intermediate Korean I (9/11/17) |
| KORE 1104 | Intermediate Korean II (9/11/17) |
| MARN 1001 | The Sea Around Us (2/5/18) |
| MARN 1002 | Introduction to Oceanography (2/5/18) |

| | |
|---|---|
| MARN 1004 | Oceanography Laboratory (2/5/18) |
| MATH 1793 | Foreign Study (5/1/17) |
| URBN 2400 | City and Community in Film (2/5/18) |

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

New courses added:

| | |
|---|---|
| AMST/ENGL 2276/W | American Utopias and Dystopias (3/5/18) |
| AMST/ENGL/HIST 2207 | Empire and U.S. Culture (3/5/18) |
| ARAB 2170 | Levantine Arabic (12/4/17) |
| ARIS 2170 | Arabic Cinema (12/4/17) |
| ARTH/AASI 2030 | Art, Politics, and Propaganda (4/2/18) |
| COMM 2110 | Presenting in the Digital World (12/4/17) |
| DRAM 2203 | The Holocaust in Print, Theater, and Film (5/1/17) |
| ENGL 2013W | Introduction to Writing Studies (3/5/18) |
| ENGL 2605/W | Capitalism, Literature, and Culture (11/6/17) |
| ENGL 2607 | Literature and Science (5/1/17) |
| ENVE 2411 | Introduction to Computer Aided Design (2/5/18) |
| EPSY 2450 | Whole Child, School, and Community: Linking Health and Education (2/5/18) |
| HIST 2020 | Pyramids, Pirates, and the Pōlis: The Ancient Mediterranean (3/5/18) |
| HIST 2810 | Crime, Policing, and Punishment in the United States (3/5/18) |
| LING 2793 | Foreign Study (5/1/17) |
| MATH 2793 | Foreign Study (5/1/17) |
| MCB 2612 | Honors Core: Microbe Hunters – Crowdsourcing Antibiotic (3/5/18) |
| PHIL 2410 | Know Thyself (3/5/18) |
| PSYC 2209 | Learning and Memory: From Brain to Behavior (9/11/17) |

Courses revised:

| | |
|---|---|
| AH 2001 | Medical Terminology (9/11/17) |
| CE 2710 | Transportation Engineering and Planning (2/5/18) |
| CHEG 2103 | Introduction to Chemical Engineering (2/5/18) |
| DMD 2310 | 3D Modeling I (11/6/17) |
| DMD 2320 | 3D Lighting and Rendering I (11/6/17) |

| | |
|---|---|
| ECE 2001W | Electrical Circuits (9/11/17) |
| EDLR 2001 | Contemporary Social Issues in Sport (9/11/17) |
| HDFS 3261 | Men and Masculinity: A Social Psychological Perspective (11/6/17) |
| HEJS/HRTS 2203 | The Holocaust in Print, Theater, and Film (5/1/17) |

Courses deleted:

| | |
|---|---|
| KINS 2215 | Theory of Coaching (12/4/17) |

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

New courses added:

| | |
|---|---|
| ILCS 3291 | Italian Internship (3/5/18) |

Revised courses:

| | |
|---|---|
| MGMT 4891 | Field Study Internship (5/1/17) |
| SAAS 373 | Management Skills and Practices – Livestock (9/11/17) |

## IV. General Education Content Area actions approved by the Senate:

Newly included in Content Area 1 Arts and Humanities:

| | |
|---|---|
| AMST 1002 | Sing and Shout! The History of America in Song (3/5/18) |
| AMST/ENGL/HIST 2207 | Empire and U.S. Culture (3/5/18) |
| AMST 2274W | Disability in American Literature and Culture (3/5/18) |
| AMST/ENGL 2276/W | American Utopias and Dystopias (3/5/18) |
| AMST 2400 | City and Community in Film (2/5/18) |
| AMST 3201 | Introduction to Asian American Studies (2/5/18) |
| DRAM 2203 | The Holocaust in Print, Theater, and Film (5/1/17) |
| ENGL 2605/W | Capitalism, Literature, and Culture (11/6/17) |
| ENGL 2607 | Literature and Science (5/1/17) |
| HIST 2020 | Pyramids, Pirates, and the Pōlis: The Ancient Mediterranean (3/5/18) |
| PHIL 2410 | Know Thyself (3/5/18) |
| SPAN 1030 | Religion in Latin America: A Historical View (11/6/17) |

Newly included in Content Area 2 Social Sciences:

| | |
|---|---|
| EPSY 1450W | Mind Body Health (5/1/17) |
| LLAS/SOCI 3525/W | Latino Sociology (9/11/17) |

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

| | |
|---|---|
| MAST 1001 | The Sea Around Us (2/5/18) |

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

| | |
|---|---|
| MCB 2612 | Honors Core: Microbe Hunters – Crowdsourcing Antibiotic Discovery (3/5/18) |

Newly included in Content Area 4 Diversity and Multiculturalism, non-International:

| | |
|---|---|
| AFRA 3050/W | African American Art (5/1/17) |
| AMST 1002 | Sing and Shout! The History of America in Song (3/5/18) |
| AMST/ENGL/HIST 2207 | Empire and U.S. Culture (3/5/18) |
| AMST 2274W | Disability in American Literature and Culture (3/5/18) |
| ENGL/AFRA 3215/W | Twentieth- and Twenty-First Century African American Literature (9/11/17) |
| LLAS/SOCI 3525/W | Latino Sociology (9/11/17) |
| SOCI 2651/W | Sociology of the Family (2/5/18) |
| SPAN 1030 | Religion in Latin America: A Historical View (11/6/17) |

Newly included in Content Area 4 Diversity and Multiculturalism, International:

| | |
|---|---|
| DRAM 2203 | The Holocaust in Print, Theater, and Film (5/1/17) |
| HIST 2020 | Pyramids, Pirates, and the Pōlis: The Ancient Mediterranean (3/5/18) |

## V. Actions reported for the information of the Senate:

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

| | |
|---|---|
| AFRA 3050/W | African American Art (5/1/17) |
| AMST 3440/W | 19th Century American Art (11/6/17) |
| AMST 3822/W | Law and Popular Culture (11/6/17) |
| COMM 4200W | Advanced Interpersonal Communication (5/1/17) |
| COMM 4222W | People of Color and Interpersonal Communication (5/1/17) |
| COMM 4640W | Social Media: Research and Practice (9/11/17) |
| EEB 3244W | Writing in Ecology (12/4/17) |
| ENGL/AFRA 3215/W | Twentieth- and Twenty-First Century African American Literature (9/11/17) |
| HIST/AFRA/LLAS 3619W | History of the Caribbean (4/2/18) |
| POLS 3610/W | American Politics in Film (3/5/18) |

| | |
|---|---|
| POLS 3613W | Congressional Elections (11/6/17) |
| SPSS 3660/W | Nursery Production (12/4/17) |

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

| | |
|---|---|
| AMST/ENGL 3265W | Seminar in American Studies (4/2/18) |
| AMST/HIST 3502/W | Colonial America: Native Americans, Slaves, and Settlers, 1492-1760 (3/5/18) |
| ANSC 4697W | Undergraduate Honors Thesis Writing In Animal Science (9/11/17) |
| ARTH 3440/W | 19th Century American Art (11/6/17) |
| ARTH 3050/W | African American Art (5/1/17) |
| LLAS/SOCI 3525/W | Latino Sociology (9/11/17) |
| POLS 3012/W | Modern Political Theory (9/11/17) |
| POLS 3822/W | Law and Popular Culture (11/6/17) |

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

| | |
|---|---|
| CAMS 3256W/HEJS 3218W/ HIST 3330W | Palestine Under the Greeks and Romans (3/5/18) |

Offering in intensive session:

| | |
|---|---|
| CHIN 3270 | Chinese Film [CA1, CA4-Int] (9/11/17) |
| DRAM/AFRA 3132 | African American Women Playwrights [CA1, CA4] (11/6/17) |
| ECON 2500W (ONCE ONLY) | Writing in Economics [W] (2/5/18) |
| SOCI 1001 | Introduction to Sociology [CA2] (3/5/18) |

Special Topics courses:

| | |
|---|---|
| MCB 1895 | Special Topics in MCB: Virus Hunting Laboratory (4/2/18) |
| UNIV 1985 | Special Topics: Public Engagement Entrepreneurship Fellowship sponsored by Co-Op Bookstore (2/5/18) |
| UNIV 3995 | Special Topics: Healthcare Internship with Atlantis Project – Greece (2/5/18) |

## VI. Non-Senate Courses Reviewed

The Senate Curricula and Courses Committee also reviewed the following graduate-level S/U graded courses. These courses were reported directly to the Graduate School and were not reviewed by the University Senate.

New graduate-level S/U graded courses:

| | |
|---|---|
| AGNR 5099 | Independent Study |
| COMM 5991 | Internship in Communication |

Revised graduate-level S/U graded courses:

| | |
|---|---|
| ARE 6495 | Graduate Research Seminar |
| NURS 5869 | Doctor of Nursing Practice Residency Elective |
| NURS 5879 | Doctor of Nursing Practice Residency I |
| NURS 5889 | Doctor of Nursing Practice Residency II |
| PT 5461 | Acute Care Practicum |
| PT 5464 | Musculoskeletal Practicum |
| PT 5467 | Neuromuscular/Rehabilitation Practicum |
| PT 5469 | Integrated Acute Care Practicum |

## VII. Course Action Request Form Workflow Report

So far, this is some of the data we have been able to collect using this new form.

| CHOICE | COUNT | PERCENT |
|---|---|---|
| Add Course | 413 | 53.4% |
| Revise Course | 321 | 41.5% |
| Drop Course | 40 | 5.2% |
| **Total** | **774** | **100%** |

| CHOICE | COUNT | PERCENT |
|---|---|---|
| College of Liberal Arts and Sciences | 373 | 48.1% |
| College of Agriculture, Health and Natural Resources | | |
| School of Fine Arts | 171 | 22.1% |
| School of Engineering | 78 | 10.1% |

| | | |
|---|---|---|
| UICC - University Interdisciplinary Courses Committee | 66 | 8.5% |
| School of Business | 14 | 1.8% |
| Ratcliffe Hicks | 5 | 0.6% |
| Neag School of Education | 14 | 1.8% |
| The Graduate School | 50 | 6.5% |
| Other | 3 | 0.4% |
| **Total** | **774** | **100%** |

**Respectfully Submitted by the 2017-18 Senate Curricula and Courses Committee:** Michael Darre (Chair), CAHNR; Michael Bradford, Dramatic Arts; John Chandy, Engineering; David Ouimette, Institute for Student Success; Felicia Pratto, Psychological Sciences; Eric Schultz, Chair of GEOC (Ex-Officio); Suzanne Wilson, School of Education; Marianne Buck, Registrar's Office; Daniel Burkey, Engineering; Tyler DiBrino, Undergraduate Student Representative; Peter Diplock, Assistant Vice Provost (Ex-Officio); Michael Ego, HDFS, Stamford Campus; Wawa Gatheru, Undergraduate Student Representative; Dean Hanink, Geography; Kathleen Labadorf, UConn Libraries; Jean Main, Admissions Office
Program Assistant: Karen C. P. McDermott

**University Senate Diversity Committee**

**Annual Report April 2018**

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

**Diversity Committee members** 2017-2018: *Maria Luz Fernandez (Chair), *Dorothea Anagnostopoulos, * Edith Barrett *Sandy Bushmich, *Casey Cobb *Pam Heath-Johnston, *Amy Howell, *Lisa Pane, *Ernie Zirakzadeh, Mansi Chapatwala (undergraduate student), Zach Corolla (undergraduate student), Serena-Susan Jacob (undergraduate student), Donna Korbel, Alice Fairfield, Josh LaPorte, Joelle Murchison (Associate Vice President, Ex Officio member), Willena Price, Christina Rivera, Anastasios Tzingounis, Susana Ulloa.
*Senate member (2017-2018).

The Senate Diversity Committee will have met 6 times during Academic year 2016-2017: September 13, October 11, November 8, December 7, March 8, and the last meeting will be April 26.

During our first meeting on ***September 13***, we talked about the priorities for the Academic year. A continuous concern is the retention of under-represented faculty and staff. As discussed before, the University does better in the retention of under-represented students; however retaining minority faculty/staff will support our students better. One of our priorities of this year is to ensure that leadership/administrative searches should have a diversity representative.

In our meeting on ***October 13,*** the main theme of this meeting was the discussion of the Metanoia that was going to take place on November 8. It was decided that we should bring information regarding our priorities for this year in addition to graphs portraying the information of the race/ethnicity composition of UConn faculty, staff, students and administrators. Another important issue that was discussed was the training of UConn's employees on implicit bias and a special emphasis was made on PTR Committee members.

Metanoia took place on ***November 8.*** We met at the student Union and had a very good attendance of our Committee (almost 100%). We had several people approaching our table including students, staff, faculty, and administrators. As mentioned before, we had two handouts to distribute: 1) On the priorities for the committee for the year 2017-2018 and 2) the race/ethnicity distribution of faculty, students, staff and administrators at UConn. We invited people to sign our book and provide some thoughts or examples of their experiences on Campus in regards to racism, bigotry and other as a result of the current National Climate.
Some of the comments worthy to mention are as follows:
" I am a Latino undergraduate student and I have never experienced racism"
"I am very interested in hiring/retention of under-represented faculty and staff
"I have heard from friends about discrimination against African American students"

"We need more diversity programs to help understand the majority why the minority feels the way they do"
"We need to continue encouraging dialogue and understanding among faculty, staff and students"
"We need cultural competency for faculty when it comes to students"
"We need to have staff ethnicity ratios more comparable to that of the state".
"Minorities are under-represented".

Overall, we had a very busy morning and we reached a good number of individuals including the kitchen staff.

In our meeting on ***December 8,*** Janine Cairo visited the Committee to express her point of view on the resolution that the Senate Diversity Committee wanted to bring forward. This issue has proven to be very difficult to come to a consensus so that we have the necessary support from the SEC and the Chairs of the other Committees. We had a long discussion on Lucian Wintrich, the speaker who was brought to campus on November 14. One salient point that was brought up was, what we what we can do as the Senate Diversity Committee, to support those students who felt discriminated against by the comments of the speaker. We also discussed the email sent by President Herbst regarding controversial speakers on Campus. This was a very unfortunate incident that we hope will not resurface in the future

We met on ***March 3.*** In this meeting we continued to discuss the idea with Hedley Freake, the SEC chair, of having a representative of diversity in the Search Committees for higher administration positions. We envisioned that this diversity member should be a voting member of the Committee. This resolution was proposed to take to the Chair's lunch to assess the acceptability of our proposal. We also discussed the potential implementation of Exit interviews. Finally there was a long discussion on the events occurring in Residential Life regarding the use of pronouns. This was an unfortunate incident for lack of proper communication. Joelle Murchison will put all her efforts to avoid these events in the future.

We will have the last meeting of the semester on ***April 26, 2018***. The Committee will meet with **Craig Kennedy, our new Provost** so that we can communicate with him the priorities of the Senate Diversity Committee, the problems that we see on Campus in terms of discrimination, the lack of success in retaining under-represented faculty and the implicit bias training for all levels for UConn's employees. We would like to hear what the Provost envisions as his priorities and how he will try to implement them

**Future Agendas**: The efforts of the committee in this Academic year were focused on trying to ensure that hired administrators are aware of the implicit bias and the lack of retention of our under-represented faculty so that new policies are put in place to alleviate some of these problems. Next year's agenda will continue to promote a diverse and inclusive environment for all UConn's constituencies (students, faculty, staff and administrators).

**Senate Enrollment Committee**
**Annual Report**
**2017-2018**

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

Committee Membership, 2017/18
(*Senate Member 2017/18)

*Sebastian Wogenstein, Chair, Literature, Culture & Languages
*Cora Lynn Deibler, School of Fine Arts
*Diana Rios, Communication
*Leslie Shor, Engineering
*Lisa Werkmeister-Rozas, Social Work
Christopher Clark, History
Pam Diggle, Ecology & Evolutionary Biology
Nathan Fuerst, Admissions Office
Eva Gorbants, School of Fine Arts
Raymond Hagan, Undergraduate Student Representative
Wayne Locust, Vice President for Enrollment Planning & Management (Ex-Officio Member)
Mansour Ndiaye, CLAS
Nella Quasnitschka, Early College Experience
Brian Rockwood, Registrar's Office
Priyanka Thakkar, Undergraduate Student Representative
Susana Ulloa, ISS Academic Program Center

Report of Activities:

During the 2017-2018 academic year, the Enrollment Committee met with constituents and administrators across the university during six meetings from September 2017 to April 2018.

Summary of Monthly Meetings:
A summary of the major items discussed is presented below.
Full minutes of each meeting can be found at

http://senate.uconn.edu/enrollment-committee-minutes-2014-2015/

1) Throughout the year, committee member and Assistant VP for Enrollment and Director of Admissions, Nathan Fuerst, provided information regarding enrollment, enrollment targets, and the demographics of enrolled students. Compared to previous years, a significant change has been dramatically increased enrollment at the Stamford campus as the new residence halls

opened this academic year. For more details, see the addendum to the minutes of the September 2017 meeting and the table in the February 2018 minutes.

2) Throughout the year, committee member and Associate Registrar, Brian Rockwood, provided information regarding student demographics as well as classroom space and scheduling challenges. For more details on the situation in the AY 2017/18, see the attachment to the November 2017 meeting.

Rockwood noted decreasing compliance with the standard meeting pattern over the past few years as a specific problem for scheduling. This has led to significant challenges when assigning classroom space.

3) The committee continued its focus on the enrollment situation at regional campuses in two meetings.

In September 2017, Annemarie Seifert, director of the Avery Point Campus, and Laurie Saunders, Senior Admissions Officer at the Avery Point Campus presented on their campus.

In March 2018, the committee visited the Hartford Campus to see the new facilities and meet with Campus Director Mark Overmyer-Velazquez and Assistant Campus Director / Director of Student Services Katherine Martin.

For more details, see the September and March minutes.

4) The committee discussed the English language skills and TOEFL scores of admitted international students. For more details, see the April 2018 minutes.

5) The committee invited directors of summer programs to present and discuss the programs and campus use over the summer with the committee members. The directors included Kate Copeland, Assistant Director of University Events and Conference Services; Susanna Cowan, Director, Office of Summer & Winter Programs; Bidya Ranjeet, Executive Director, Center for Academic Programs; and Nella Quasnitschka, Associate Director of Early College Programs & Director of Pre-College Summer.
For more details, see the April 2018 minutes.

***Annual Report of the University Senate Faculty Standards Committee***

- ***April 2018***
- ***Submitted by Mark A, Boyer, Chair, 2017-2018***

The FSC had four items of business this year, with one of them dominating much of the year's deliberations.

***#1: Review and Evaluation of the SETs***

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 Winter 2018. The draft of this report was reviewed at the February and March 2018 FSC meetings and further through email deliberations with the hope of moving the discussion to the SEC and full Senate by April 2018.

***Expert Consultations: Summary of Discussions***

- September 2017 – Dr. Lloyd Blanchard (Director of 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 people of color. There is also some evidence that female instructors fare worse than their male counterparts.
- November 2017 – Dr. Peter Diplock (director of 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.
- 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.
- **Items for recommended for review to the full Senate:**
    - Overall Summary statement: Prof. McCoach, in particular, and our other guest consultants "validated" the existing measure. Their views bolstered the sense that this is a good, if not a perfect, instrument. But then, as Dr. Blanchard discussed, there aren't any perfect measures.
    - ***Proposals for Change to the Current Instrument*** – these would be implemented with review by the FSC/SEC in collaboration with OIRE, if approved by the full Senate.
    - #1 – **Report the Median and Mean for all response items.**
        - This would help faculty better understand the results of the items.
    - #2 - **Amend ordering of the questions as reported to instructors to make summary and/or independent items stand out.**
        - This is specifically in response to confusion in interpreting Item #14 on the SET ("What is your overall rating of the instructor's teaching?" with

scale Poor to Excellent across 5 scale points). Item #14 is widely interpreted (wrongly) as a composite indicator of Items #1-13. It is not and in fact has a different scale (than the "Disagree strongly to Agree strongly" along 5 scale points that applies in #1-13). Thus, moving this from placement at the end of the first 13 items will help avoid misinterpretation. Item #14 is also the indicator that has been the central score used in the "Provost's good/bad teaching letters."

        - There was also discussion of perhaps reporting the percentage of respondents on #14 who respond with Good, Very Good, Excellent. No decision was reached on this idea.
        - Please note that OIRE has already reorganized some of the SET format:
            - Questions 14 (overall instructor rating) and 22 (overall course rating) are already highlighted differently and the different scale is noted.
            - Broken-down results are displayed after the first page to allow more finely tuned understanding of the aggregate results.
    - #3 – **In Item #19, change "textbook" to "course materials."**
        - Many courses at the university do not use a textbook.
    - #4 – **In collaboration with OIRE, revise some items for more appropriate use with on-line courses.**
        - This will likely take further study, as some of the items in questions could be interpreted for use in both contexts. But some faculty argue that they are not appropriate for on-line classes (like Item #2 – "The Instructor was well-prepared for class.")
    - **#5 – Keep the 5 point Likert scale rather than changing to a 7-point scale.**
        - This is based on the comments from Prof. McCoach that moving to a 7-point scale wouldn't gain us much benefit relative to the existing scale.
    - **#6 – The FSC reaffirms its stand the SETs should not be the only method used to evaluate an instructor's teaching.**
    - Lastly, there was extensive discussion about the return rate. There is a sense that the University should investigate incentive systems for increasing the return rate.

***#2 – Changes to the 3rd/4th Year PTR Process*** – several members of the FSC volunteered to work with representatives from the Provost's Office and AAUP to review potential changes to the mid-track tenure-track review process. There

***#3 – Review of the Academic Integrity Process*** - several members of the FSC volunteered to work with representatives from the Graduate School, Scholastic Standards and others to review the academic integrity documents and process.

***#4 – Recusals and the Potential for Double-Voting in the PTR Process*** – after some discussion at our March meeting, the FSC agreed that anyone participating in the PTR process at a "lower"

level should recuse themselves from the process at higher levels (college, FRB or C3). This was discussed at the behest of the Provost's Office.

# General Education Oversight Committee
# Status and Actions AY 2017-2018



## Executive Summary

The routine duties of the General Education Oversight Committee (GEOC) include: review of proposals to add courses to, delete courses from, and revise courses within, the General Education Curriculum; review of proposals to teach General Education courses during intensive session; fund innovative proposals in the General Education Course Enhancement Grant Competition; assessment of whether the goals of General Education Curriculum components are met; and, consider whether selected courses within the curriculum are aligned with the University's criteria for General Education courses. While most of these routine duties are typically executed every year, assessment is not. Assessment of the Quantitative Literacy component of the curriculum has begun this year.

This year's additional items or activities of note included addition of representatives from the First Year Writing Program to GEOC membership, adding review of Second Language Courses, development of proposed changes to the Senate Rules and Regulations.

## Responsibilities and Composition of the General Education Oversight Committee

### Status

GEOC is formally a subcommittee of the Senate Curricula and Courses Committee. GEOC is charged with 1) setting the criteria for approving all course proposals for the Content and Competency Areas; 2) setting the criteria for entrance and exit requirements for the Competency Areas; 3) developing policy regarding the delivery of the University-wide General Education program; 4) reviewing and approving courses proposed for inclusion in the General Education Requirements; 5) determining the resources necessary to deliver the General Education Curriculum; 6) monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and 7)

reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Courses Committee when appropriate.

GEOC is a faculty committee. Voting members are chairs or co-chairs of eight GEOC Subcommittees, each corresponding to a content area or competency in the General Education curriculum. GEOC also has an undergraduate student member, a position that was not filled this year. Two non-voting ex-officio members of the GEOC represent the Quantitative Center and the Writing Center, which support student and faculty development in competencies identified as particularly crucial to the success of general education. New representation from the First Year Writing Program has been added this year. A representative of the Senate Curricula and Courses Committee also serves as a non-voting ex-officio member of the GEOC. GEOC's current composition departs in several ways from that set out in Senate By-Laws on General Education (Senate By-Laws II.C.2.) in that it presently holds no Computer Technology or Assessment subcommittee and lacks a graduate student representative.

### Actions 2017-2018

Chair Schultz has asked the Director and Associate Director of the First Year Writing Program to meet with GEOC as ex officio nonvoting members, so that the committee can be advised of concerns of and developments within their program. This addition has been described to the Senate Executive, and is proposed in amendments to the Senate Rules and Regulations.

Chair Schultz has asked co-chairs of the Second Language Subcommittee to discuss with departments that provide Second Language courses the potential for providing learning outcomes and course criteria that would generalize across all second language courses within the General Education curriculum (i.e., those that are in the first year of study). These goals and criteria would bring this component of the General Education curriculum to the same level of specificity and potential for assessment as the other components of the curriculum.

In a similar vein, the Second Language Subcommittee is now reviewing course action requests for second language courses that are in the General Education curriculum. For unclear reasons these courses had not historically been routed through GEOC.

## Changes to the goals and structure of the General Education Curriculum

### Status

The current General Education curriculum has been in place for more than a decade. Its genesis was the Taskforce on General Education Report of 2000, which launched a transformative faculty-led initiative aimed at creating a strong undergraduate curriculum across the University. This initiative was completed and approved in 2004 for the 2005-2006 academic year. Since then, the structure of the General Education Curriculum has incurred only minor changes but its implementation has changed considerably. As set out in Senate By-Laws, Rules, and Regulations II.C.2. General Education Requirements, the curriculum consists of four content areas (Arts and Humanities; Social Sciences; Science and Technology; Diversity and Multiculturalism) and five competencies (Computer Technology, Writing, Quantitative Skills,

Second Language Proficiency, and Information Literacy). The GEOC has recommended deletion of the Computer Technology competency but this has not yet been approved by the Senate.

A Task Force was convened in the 2015-2016 academic year, following a charge by the University Senate Executive Committee to the Senate Curricula and Courses Committee to conduct an in-depth assessment of the University's current General Education system. The Executive Committee asked the Curricula and Courses Committee to address the following questions: 1) To what degree are the goals of the General Education program being met? 2) What is the long term impact of the General Education requirements? 3) Are the current goals for General Education requirements appropriate for the 21st century university? 4) Are revisions in goals needed? 5) Do the content areas as currently constructed meet the needs of our evolving society? 6) [Do any] content areas within GER need to be revised, deleted and/or [should any] content areas be added?

The task force performed analysis of peer and aspirant institutions, conducted focus groups of students and faculty, and disseminated online surveys to students, faculty and alumni. Their findings culminated in a set of recommendations that were modified into a resolution that was approved by the Senate in its meeting of 5 December 2016. The Senate charged the Curricula and Courses Committee to act on the report's recommendations by: 1) Doing a better job of communicating the values and the importance of General Education to all constituencies involved, including students, faculty and advisors; 2) Developing a single landing site webpage devoted to general education; 3) Restating the broad goals of General Education with clearer and more forceful language; 4) Investigating further the possibility of changing the General Education requirements; 5) Seeking ways to address students' desire for training in life skills, while clearly distinguishing such training from the mission of general education. In the resolution, the Senate also urged the University to: 1) Establish a governing body for assessment at the university level; 2) Provide additional support to faculty who teach General Education courses, including TA support for large lectures and resources on how to teach General Education courses.

Coincident with work of the 2015-2016 Task Force, a grassroots effort began to promote addition of an environmental component to the curriculum. The proposal to effect such an addition appeared as a motion to revise the General Education Rules and Regulations in the Senate meeting of 5 December 2016, the same meeting in which the Task Force's recommendations were approved. The Senate revised the motion to revise the Rules and Regulations, instead referring the matter to the Senate Curricula and Courses Committee with the charge that it "investigate ways of incorporating an environmental literacy requirement into the university's General Education program."

## Actions 2017-2018

GEOC has embarked on several initiatives in response to the Task Force Report and concomitant Senate recommendations. These are pushing forward on two fronts: renewing efforts to stimulate dialogue about General Education across the University, and taking the first steps towards comprehensive consideration of the goals and structure of General Education.

The GEOC initiated multiple lines of communication about General Education. This year, chair Schultz continued 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. He presented on the value of the General Education curriculum at several venues, notably at an Advisor's retreat in August of 2017, and at New Faculty Orientation. He continues to staff a booth at open house events for prospective or admitted students.

Deeper consideration of the General Education curriculum and how its purpose is being communicated has been largely taken over by groups that are outside of GEOC. Addition of an Environmental Literacy requirement is discussed below. A broader consideration of the General Education curriculum as a whole is being discussed by the $\Delta$ Gen Ed Task Force, that has been meeting since November of 2017. This group is providing a separate report to the Senate.

The Senate approved a motion in February 2018 to add Environmental Literacy to the General Education curriculum in such a way that it would not add to General Education requirements (meaning no additional credits). Means by which this new component can be implemented have been discussed by a General Educational Environmental Literacy Task Force. This group is providing a separate report to the Senate.

## General Education in Senate By Laws, Rules, and Regulations

### Status

Senate Rules and Regulations pertaining to GEOC (also referred to in prior annual reports, and posted on the GEOC website, as 'Guidelines') have undergone minor revisions since their approval in 2004. Some of the language is devoted to the initial implementation of the General Education Curriculum, and some concerns philosophy or principle rather than rules or regulations.

### Actions 2017-2018

GEOC has completed comprehensive revisions of Senate Rules and Regulations pertaining to General Education and passed these along to the Senate Scholastic Standards and Curricula and Courses Committees. Some of the changes reflect proposed changes in the structure of General Education. For example, last year's GEOC recommendations to delete the Computer Competency and revise the Information Literacy have not yet been reviewed by the Senate and will appear in the revision. Many of the changes are designed to streamline the Rules and Regulations, eliminating text that pertains to initial implementation and eliminating points of principle. Rather than expunging these points of principle from the record, they will be presented as Senate Policy. The revisions may be presented to the Senate in its one remaining meeting of the 2017-2018 academic year.

# Assessment of General Education components

## Status

Components of the General Education curriculum (but not the curriculum as a whole) have been assessed to varying degrees. Assessment is conducted in a four-phase framework that was outlined in the GEOC Annual Report of 2009-2010. Briefly, assessment of the content area or competency begins with inquiry into whether key courses identify student learning outcomes that are aligned with General Education goals, followed by communications with faculty and students, development of tools to assess learning outcomes, measurement of student learning based on classroom work in key courses, and concludes with dissemination of assessment tools to other courses and recommendations of changes to instruction based on assessment findings. Progress through the phases has not been uniform (see table 1 of Task Force report and associated text). Two content areas are at initial stages only; none have completed all four phases. In contrast, W courses have been subjected to rigorous assessment in selected academic programs (W task force, 2011; see also "Assessment of Student Writing in 1-Credit W Courses at UConn: Findings from Allied Health, Animal Science, Economics, and Nutritional Sciences", 2014).

## Actions 2017-2018

In 2017-2018, GEOC initiated assessment of the Q competency. The process is still within Phase I, in which key courses are being identified. GEOC is particularly interested in the Q competency courses that are taken by students whose majors are outside of quantitative fields of study, as these courses are viewed a crucial for providing students a framework for quantitative understanding they will not get in other courses they take at the University.

# Course Additions, Revisions, Deletions

## Status

The General Education curriculum contains an estimated 509 content area courses and 541 writing and quantitative competency courses (Table 1). The first number was calculated as total courses across content areas minus the courses with multiple content areas (153). The second number was calculated as total of Q and W courses minus courses with two competencies (2). The number of courses fell slightly in content areas and competencies because the active course lists were purged of those archived by the Office of the Registrar.

Courses with CA4 and W designations have few 1000-level courses, and many 3000- and 4000-level courses, relative to other content areas or competencies. There continue to be relatively few 2000-level courses in any content area or competency; however, the number of 2000-level courses did increase in most areas, most significantly in CA1 (from 36 to 57) and CA4 (from 14 to 27). CA3-Lab also added its first ever 2000-level course, one that fulfills the Honors Core requirement for Honors students.

## Actions 2017-2018

As of the end of March 2018 in AY 2017-2018, 62 proposals were received (14 fewer than last year). These proposals have so far resulted in the addition of 20 new courses to the curriculum,

revision of 15 existing courses, and dropping of 1 course (Table 2). Five of the new courses involved adding cross-listings to existing courses. Four courses requested permission to be offered in intensive session; three were granted full permission, and one was granted provisional approval for one semester. Twenty two of the 62 proposals are still in the review process.

The GEOC has agreed that archived or inactive courses that have not been taught for five years or more do not need to be listed as part of the General Education course list in advising audit sheets or on the website.

Table 1. Numbers of courses now approved for the General Education curriculum (as of April 2, 2018 Senate meeting). The table shows both current course totals for all content area and skill courses, as well as percentages for courses in those categories at the 1000- and 2000- level. Since some courses are included in more than one category, the actual totals are less than the sum of the individual categories.

| Content Area/Competency | 1000-level courses 2017-18 | 2000+level courses 2017-18 | Total # of courses 2017-18 | Percentage at 1000-level | Percentage at 2000-level |
|---|---|---|---|---|---|
| CA1 Arts & Humanities | 105 | 57 | 238 | 44% | 23% |
| CA2 Social Sciences | 42 | 12 | 83 | 51% | 14% |
| CA3 Science & Technology | 25 | 7 | 34 | 82% | 18% |
| CA3 Science & Technology – Lab | 31 | 1 | 32 | 97% | 3% |
| CA4 Diversity & Multiculturalism | 32 | 27 | 150 | 21% | 18% |
| CA4 Diversity & Multiculturalism – Int'l | 49 | 21 | 125 | 39% | 17% |
| ***Total content area courses** | **284** | **125** | **662** | **43%** | **19%** |
| Q Quantitative Competency | 41 | 21 | 79 | 52% | 27% |
| W Writing Competency | 25 | 69 | 464 | 5% | 15% |
| ****Total competency courses** | **66** | **90** | **543** | **12%** | **17%** |

* Actual totals are less than the number of content area courses listed as some CA4 courses are also CA1, CA2 or CA3.

** Actual totals are less than the number of skill courses listed as some courses are both Q and W.

Table 2. Course additions, revisions and deletions.

| Content Area/Competency | Additions | Revisions | Deletions |
|---|---|---|---|
| CA1 Arts & Humanities | 10 | 3 | 0 |
| CA2 Social Sciences | 1 | 1 | 0 |
| CA3 Science & Technology | 1 | 1 | 0 |
| CA3 Science & Technology – Lab | 1 | 1 | 0 |
| CA4 Diversity & Multiculturalism | 5 | 4 | 0 |

| | | | |
|---|---|---|---|
| CA4 Diversity & Multiculturalism – Int'l | 3 | 2 | 0 |
| Q Quantitative Competency | 0 | 0 | 0 |
| W Writing Competency | 12 | 8 | 1 |

# Intensive Session Offerings

## Status

The GEOC reviews proposals to offer existing General Education courses in intensive sessions (4 weeks or less). Courses are approved either fully or provisionally, depending on the measure of assurance GEOC has that the General Education objectives of a given course can be maintained in the intensive course format. In the past, GEOC has collected faculty reports on provisionally approved intersession courses offered more than two times in a condensed format and used this information to determine whether a course should be re-categorized to "fully approved." Over the past several years, the GEOC has been less inclined to issue provisional approvals but has instead opted for full approvals when appropriate; courses that are in question may simply be declined or sent back for revision. Since 2005, GEOC has approved 76 intensive session proposals, has given provisional approval to 7 proposals (1 of which has since been granted full approval), and has rejected 8 proposals.

## Actions 2017-2018

In 2017-2018, GEOC approved 4 intensive session proposals. Breaking with more recent practices, the committee provisionally approved one course for a single offering in the Winter intensive session. The course was a 1-credit Writing (W) course, and it was granted permission to run with an enrollment cap of one (1) person. Only two other W courses have ever been approved for intensive session, and the committee is generally disinclined to consider most W courses for intensive session. GEOC made a temporary exception for this one given its special circumstances, the low credit hours, and the single-person enrollment cap.

# General Education Course Substitutions and Transfers

## Status

There are two processes for reviewing and approving substitutions for General Education courses. Most substitutions are made at the School or College level (73% in 2015-2016); of these, most are for transfer students who completed coursework at their previous institution and coursework completed abroad. General Education credits in these cases are carried in a generic course code. The remainder of the substitutions are made at the University level through the Academic Adjustments Committee, for students with a significant disability whose documentation and educational history provide compelling evidence of an inability to complete graduation expectations. The Registrar's office kindly supplies GEOC with a list of all substitutions made for enrolled students during the academic year. In the previous two academic years, the total number of substitutions were 176 (2015-2016) and 230 (2016-2017).

Another source of General Education credits is through the Early College Experience (ECE) program. These are University of Connecticut courses taught by high school teachers throughout the State under the supervision of University departments. Numbers of ECE-related General Education substitutions are provided by the ECE program; they provide data on course substitutions granted for students matriculating to UConn in the Fall semester, for ECE courses during the year prior to their matriculation. Note that the limitation to ECE courses taken only in the previous year means that the effective number of General Education course substitutions is therefore greater than the data provided by ECE indicate. There are no W ECE substitutions. Over all content areas and the Q competency, there were 1888 and 1493 substitutions for the previous matriculating classes of Fall 2016 and Fall 2015 respectively.

## Actions 2017-2018

After spiking to 230 in 2017, only 149 substitutions were granted by schools and colleges in 2018 (Table 3). The greatest number of substitutions are granted in CA4.

Table 3. Category Substitutions by School or College 2017-18.

| Sch/Col | CA1 | CA2 | CA3 | CA3-L | CA4 | CA4-Int'l | Q | W | 2nd Lang | **Total** |
|---|---|---|---|---|---|---|---|---|---|---|
| ACES | | | | | | | | | | **0** |
| AGHNR | 4 | 2 | | 1 | 6 | 1 | | 6 | | **19** |
| BUSN | | 1 | | 5 | 4 | 1 | | | | **11** |
| CLAS | | 1 | 2 | 12 | | 1 | 7 | 1 | 17 | **41** |
| CTED | | | | 1 | 1 | 2 | | 1 | 2 | **7** |
| EDUC | 4 | | | | 3 | 3 | 1 | | | **11** |
| EGBU | | | | | | | | | | **0** |
| ENGR | 5 | 7 | | | 8 | 12 | | | | **32** |
| FNAR | 1 | 2 | | | 1 | 6 | | 3 | 3 | **16** |
| NURS | | 1 | | | 3 | | | | | **4** |
| PHAR | 2 | | | | 3 | 2 | | 1 | | **8** |
| **Total** | **16** | **13** | **2** | **19** | **29** | **28** | **8** | **12** | **22** | **149** |

After climbing each year by one quarter to one third since 2014, ECE substitutions granted for the Fall 2017 cohort of students entering UConn were down by just over 100 from last year (Table 4). In particular, there were exactly 100 fewer Q substitutions this year. Substitutions for CA4 and CA4-Int did increase slightly while all other areas declined. As always, there were no W substitutions.

Table 4. ECE transfers into General Education – 2016-17 ECE Cohort admitted Fall 2017 at UConn.

| Content Area/Competency | Substitutions |
|---|---|
| CA1 Arts & Humanities | 194 |
| CA2 Social Sciences | 167 |
| CA3 Science & Technology | 104 |
| CA3 Science & Technology – Lab | 565 |
| CA4 Diversity & Multiculturalism | 21 |
| CA4 Diversity & Multiculturalism – Int'l | 24 |
| Q Quantitative Competency | 698 |
| W Writing Competency | 0 |
| **Total** | **1773** |

# General Education Course Enhancement Grant Competition

## Status

The annual General Education Course Enhancement Grant Competition (also known as the Provost's Competition) is designed to promote the ongoing enhancement, innovation, renewal, and academic rigor of the content and teaching of UConn's General Education curriculum. Since 2004, this grant program has tremendously enriched UConn's General Education program by positively encouraging the development of courses that support GEOC goals for continuous improvement and renewal of General Education. The competition to fund new courses was not held in 2015-2016 but resumed in 2016-2017. At that time, the maximum award was adjusted upwards to $7500.

## Actions 2017-2018

The competition changed from a two-year grant to a one-year renewable grant this year, partially due to concerns about encumbering money in future fiscal years, and partially to allow GEOC greater leeway to assess the progress of awardees before additional funds are offered.

In 2017-18, three course proposals were awarded funding, and one course from the 2016-17 cohort was awarded a second year of funding (Table 5).

Table 5. Recipients of General Education Course Enhancement Grant Competition.

| Proposer(s) | Course # | Course Title | General Education | New or Revised |
|---|---|---|---|---|
| Cummings, Lindsay | DRAM 3130 | Women in Theatre | CA4, CA1 (pending) | Revised |
| Kleinman, Jamie | PSYC 1100 | Department of Psychological Science | CA3 | Revised |
| Kumar, Challa | CHEM 3170W | Technical Communication | W | Revised |
| Brenick et al. (2nd year) | HDFS 3141 | Developmental Approaches to Intergroup Relations and Victimization | CA2, CA4 | Revised |

# General Education Course Alignment

## Status

GEOC's charge includes "monitoring periodically courses that satisfy General Education requirements to ensure that they continue to meet the criteria adopted by the Senate". Given the large number of courses that comprise the General Education Curriculum, it is not possible for the GEOC to examine each course. It instead has developed a stratified sampling design, wherein courses are chosen within each subject area that is revisited on a six-year cycle. (Initially a five-year cycle was envisioned, but GEOC redesigned the plan this year in accommodating the large number of subject areas within the LCL department). Within each subject area, courses are selected by consultation between the GEOC and the department according to a combination of factors such as enrollments, content area and competency designations, and regional campus offerings. Details on the course selection process are described in earlier GEOC annual reports.

Information on each selected course is provided by the department. Information for every selected course includes instructional pattern, the professional rank of instructors, and at least a sample of recent syllabi. Additional information is submitted according to content area and/or competency, so that the GEOC can assess whether the selected course continues to be consistent with the criteria for each component of the General Education Curriculum.

This monitoring process has multiple benefits that justify the resources of time and funds required. Over the years, GEOC acquires information on how well the components of the General Education Curriculum continue to follow the guidelines that have been set out for it. For departments, the process is an occasion to reconsider their General Education offerings, and frequently results in proposals to add, revise or delete courses. For this reason, the process is referred to as an alignment. Historically, if a course is determined by the GEOC to not be

aligned, no action is taken beyond identifying specific issues with the department, and notifying the University community.

## Actions 2017-2018

Eighteen courses were submitted for alignment this year (Table 6). As has been the case in recent years, the GEOC found that all content area and Q courses were aligned upon review of the material submitted by departments, but that some W courses do not align for various reasons.

Table 6. Courses reviewed for alignment.

| Subject Area(s)[1] | Course Number | Course Title | Content Area and/or Competency | Aligns? |
|---|---|---|---|---|
| ANSC | 1645 | The Science of Food | CA3 | Y |
| ANSC | 3312W | Scientific Writing in Comparative Exercise Physiology | W | Y |
| CHIN | 1121 | Traditional Chinese Culture | CA1, CA4-INT | Y/Y |
| CLSC | 1101 | Classics of World Literature I | CA1, CA4-INT | Y/Y |
| GERM | 1171 | The German Film | CA1, CA4-INT | Y/Y |
| GERM | 3261W | German Film and Culture | CA1, CA4, W | Y/Y/N |
| HCMI | 4997W | Senior Thesis in Health Care Management and Insurance Studies | W | Y |
| HDFS | 1070 | Individual and Family Development | CA2 | Y |
| HDFS | 2001 | Diversity Issues in Human Development and Family Studies | CA4 | Y |
| HDFS 2 | 2004W | Research Methods in Human Development and Family Studies | W | N |
| HRTS | 1007 | Introduction to Human Rights | CA2, CA4 | Y/Y |
| ILCS | 1149 | Cinema and Society in Contemporary Italy | CA1, CA4 | Y/Y |
| ILCS | 3260W | Italian Cinema | W | Partially |
| JOUR | 2000W | Newswriting I | W | N |
| MARN | 1003 | Introduction to Oceanography with Laboratory | CA3 | Y |
| MARN 3 | 3003Q | Environmental Reaction and Transport | Q | Y |
| SPAN | 1010 | Contemporary Spanish Culture and Society through Film | CA1, CA4 | Y/Y |
| SPAN 3 | 3240W | Advanced Spanish Composition | W | Y |

[1] Several subject areas were due for alignment but submitted no courses for one of several reasons: 1) there were no eligible courses to review, 2) the GEOC Chair granted exemption because the department plans to delete or retire the course(s) selected, or 3) the department requested deferment until next year based on extenuating circumstances. These subject areas, not ordered according to the reasons listed, were BADM and ENGR.

## GEOC Committee Membership, 2017-2018 Academic Year

| Name | Position |
|---|---|
| Joseph Abramo | CA4 co-chair |
| Lisa Blansett | First Year Writing |
| Michael Bradford | CA1 co-chair |
| Brenda Brueggemann | First Year Writing |
| Baki Cetegen | TBA |
| James Cole | Q Competency co-chair |
| Michael Darre | Senate C&CC |
| Ana Maria Diaz-Marcos | 2nd Language co-chair |
| Arthur Engler | W competency co-chair |
| Debarchana Ghosh | CA2 co-chair |
| Beth Ginsberg | W Competency co-chair |
| Bernard Goffinet | CA3 co-chair |
| David Gross | Q Competency co-chair |
| Alvaro Lozano-Robledo | Quantitative Learning Center |
| Karen C. P. McDermott | Program Assistant |
| Thomas Meyer | CA3 co-chair |
| Michael Morrell | CA2 co-chair |
| Gustavo Nanclares | CA1 co-chair |
| Eric Schultz | Chair |
| Anji Seth | Info Lit co-chair |
| Kathleen Tonry | Writing Center |
| Eduardo Urios-Aparisi | CA4 co-chair |
| Manuela Wagner | 2nd Language co-chair |

# GEOC Subcommittee Membership, 2017-2018 Academic Year

| | |
|---|---|
| **CA1 Arts & Humanities**<br>Michael Bradford (DRAM), Co-Chair<br>Gustavo Nanclares (LCL), Co-Chair<br>Rebecca Rumbo (ENGL) | **Writing**<br>Arthur Engler (NURS), Co-Chair<br>Beth Ginsberg (POLS), Co-Chair<br>Douglas Kaufman (EDCI)<br>Thomas Long (NURS) |
| **CA2 Social Sciences**<br>Debarchana Ghosh (GEOG), Co-Chair<br>Michael Morrell (POLS), Co-Chair<br>David Atkin (COMM)<br>Elizabeth Holzer (SOCI)<br>Kenneth Lachlan (COMM) | **Quantitative**<br>James Cole (MCB), Co-Chair<br>David Gross (MATH), Co-Chair<br>Jennifer Tufts (SLHS)<br>Kun Chen (STAT) |
| **CA3 Science & Technology**<br>Tom Meyer (NRE), Co-chair<br>Bernard Goffinet (EEB), Co-Chair<br>David Perry (PHYS)<br>Richard Mancini (ANSC)<br>Lisa Park Boush (GEOG) | **Information Literacy**<br>Anji Seth (GEOG), Co-Chair<br>Lisa Blansett (ENGL)<br>Scott Campbell (ENGL)<br>Kathy Labadorf (Library)<br>Sheila Lafferty (Library)<br>Jonathan Moore (OPIM)<br>Donovan Reinwald (Library)<br>Stephen Slota (EPSY) |
| **CA4 Diversity & Multiculturalism**<br>Eduardo Urios-Aparisi (LCL), Co-Chair<br>Joseph Abramo (EDCI), Co-Chair<br>Mary Ellen Junda (MUSI)<br>Mark Kohan (EDCI) | **Second Language**<br>Ana Maria Diaz-Marcos (LCL), Co-Chair<br>Manuela Wagner (LCL), Co-Chair<br>Brian Boecherer (Early College Exp.)<br>Rajeev Bansal (ECE) |

ANNUAL REPORT OF THE SENATE GROWTH AND DEVELOPMENT COMMITTEE
April 20, 2018

The committee met six times during AY17-18 with various UConn administrative leaders, with a focus on university units that have been/are undergoing major changes. Invited guests included: John Volin, Vice Provost for Academic Affairs; Pamir Alpay, Executive Director of the UConn Tech Park; Gregory Bouquot, University of Connecticut Registrar; and Kent Holsinger, Vice Provost for Graduate Education and Dean of the Graduate School.

*Overview*

Some Key Issues that Emerged

- Challenges of maintaining and coordinating key student academic support and enrichment services in a time of reduced resources throughout the university
- Need for continued and enhanced support for development and maintenance of instructional skills to promote retention of junior faculty
- Pressure of teaching quantity vs quality and long term cost implications of those pressures
- Restructuring of Graduate School functions to transition Registration/audit functions to Registrar's Office: transfer is ongoing, may result in development of new efficiencies and best practices
- Innovation Partnership Building (IPB) business plan and effective communication resources are needed in order to build partnerships
- Challenges of maintaining a competitive recruitment strategy and training environment for graduate students - tuition waivers, training grants, fellowships, summer support

Priorities for 2018-2019

- Office of the Vice President for Research
- Representatives of undergraduate and graduate student government (joint meeting)
- Directors of Regional Campuses (joint meeting)
- Determine ways for committee to have more practical impact. Invited guests will be requested to prepare a primer for the committee to review in advance to encourage more productive and engaging conversation.

*Key points of discussions with each guest of the committee*

**Guest: John Volin, Vice Provost for Academic Affairs (October 27, 2017)**

The organizational structure of Academic Affairs is somewhat complicated and involves multiple overlapping organizational charts. Some key units include the Institute for Student Success (including ACES, First Year Programs, CAP, LSAMP and other related programs), the Center for Excellence in Teaching and Learning, the Honors Program and other enrichments, and Regional Campuses. Some of these programs emphasize building supports for success, especially among freshman and transfer students, first generation students, and students from under-represented groups. The university recognizes that these are groups of students who may face particular challenges navigating their educational path at the University. Other programs emphasize enrichments to the educational experience (such as the Frontiers in Research series that gives students throughout the university an opportunity to share their research). Nonetheless there are areas of overlap (e.g., the ISS is under 3 different organizational charts) and maintain clear communications among the various departments and

units is a challenge. One of VP Volin's goals is to make sure that right and left hand know what they are doing. A related goal is to try to reduce redundancies and look for synergistic opportunities.

In light of limited resources and regular budget cuts in the past decade (with no end in sight), the services offered by units like CETL are vulnerable to budget cuts. CETL actually brings in funds, but they go into the general fund which is used, in part, to absorb university-wide cuts. Given all the important services provided through academic affairs, and the realistic assessment that additional cuts are something that we need to be expecting, the VP for Academic Affairs spends considerable time looking for ways to preserve those services. Some of this work is fundraising, especially for scholarships and other forms of financial aid, including aid for DACA, first gen, and under-represented groups.

A strategic initiative focusing on retaining our stellar assistant professors was described by VP Volin. It focuses on mentorship and advising, which tends to be somewhat variable at UConn, with pockets of excellence, but not a lot of consistency. The university has joined with the National Center for Faculty Development and Diversity and now offers their mentoring/advising program to all new faculty as they come in to the university (doing this via CETL). This program is also available (free of charge) to ALL faculty; several in attendance who are familiar with the program commented on its value.

The VP for Academic Affairs office also handles the Regional Campuses. VP Volin has been travelling around to the various campuses. The regional campuses have been hit (and potentially will be hit further) particularly hard; there is a lot of work to be done there.

It was noted by the committee that the faculty retention issue is particularly important and that budget issues have had a negative impact on recruiting. There is no clear resolution in sight for this set of challenges. Another challenge that is raised by the budget situation is renewed pressure to solve problems by asking tenure track faculty to teach "more." Academic Affairs has been trying to communicate that the benefits of such a strategy are far outweighed by the costs of that change. This is a message that needs to be conveyed to the legislature and more broadly to the State. It is also important to communicate that research instruction (undergraduate) would be lost along the way. As a research intensive university, research and research instruction are central to our mission and are a key differentiating feature between UConn and other institutions that do not have research and research education as a central feature of their mission. The university should focus on the importance of better communicating what we do - to our students, to the legislature, and to the public at large.

Finally, several issues emerged regarding relationships between Schools/Colleges and the Regional Campuses. For example, there is some perception that standards may be lower at regional campuses. This may affect students and may affect ability to recruit strong faculty to positions on those campuses. One recommendation for combatting this is to develop more of a "partner campus" mentality rather than "central campus and junior campuses." Also, we seem to have moved away from the "expanded major" approach at Regional campuses. The move has been to specific foci for various campuses – it is the responsibility of Departments and Colleges to make arguments to support foci at a particular campus. Sources of pressure for campus expansion also sometimes come from regional political groups.

**<u>Guest</u>: Pamir Alpay, Executive Director of the UConn Tech Park (November 17, 2017)**

Dr. Alpay summarized the history of the Innovation Partnership Building (IPB). The IPB was certified for occupancy in October and now provides both tenant and lab space. IPB has

advanced engineering and other tools in order to interact with industry. Some tools, such as those related to electron microscopy, are the only ones available for use in New England. The IPB encourages interdisciplinary engagement that will build interactions between the university and industry. Ten companies are currently in the tech park with expectations to grow. Firms such as United Technologies, Eversource Energy, and other small firms have relations with the IPB.

The committee discussed long-term success metrics and graduate student involvement. The IPB is anticipated to be a center of activity that encompasses not merely a single building but becomes a hub for the university. In that way companies will be fully involved in the university environment as IPB solves the problems they are facing. The plan is then to establish partnerships that help develop their next products, specifically ideas and concepts that they can develop with our assistance. Specialized instruments and expertise will help industry and faculty work together in the long-term.

Regarding graduate student involvement, graduate students can use the equipment at any time. Students can get training to use these instruments. Prices for using machines will be reasonable, and the IPB is in the process of establishing hourly rates. Scholars are also in place in conjunction with firms that support six graduate students.

There is currently no uniform business plan, which Dr. Alpay is hoping to change in the next few months. The IPB needs to establish prices for rent, expertise, research scientists and related expenses. The IPB is also establishing an operational plan, budget, and arrangements with schools and departments to help the IPB sustain itself over the long term.

Regarding expansion of IPB to other sciences, the IPB is currently providing physics faculty vibration-free space. There is an interest in engaging chemistry faculty as well as reaching out to the UConn Health Center and other constituencies in the coming months.

The IPB is also engaging in outreach to other companies to expand their partnerships. Town relations also need to be developed. There are concerns that about housing and off-campus space needs that might impact the surrounding community.

Dr. Alpay noted that the IPB needs to build its publicity, marketing, and communication resources. A capable center such as IPB needs to disseminate to the public what it is doing. Opportunities for publication and promotion are needed in partnership within the highest levels of administration.

**<u>Guest</u>: Gregory Bouquot, University of Connecticut Registrar (January 26, 2018)**

Gregory Bouquot, Registrar has been in this role since September 2017, although he has worked in this office for a number of years. This year, the Registrar's Office took on the registration/audit functions of the Graduate School. There were initially some concerns about what that means and how the transition would work. The Registrar's Office will provide some additional resources since the Graduate School was understaffed in this regard. The Registrar's Office will now take on graduate certificate and graduate degree Audit functions formerly handled by the Graduate School. A challenge is that there are differences in the organization and flexibility of the Graduate School in comparison to undergraduate studies, and the Registrar's Office and Graduate School are coordinating to smooth the transition. This includes transfer of records, documenting auditable requirements, and so forth. Some of the existing Graduate School staff are working in the Registrar's Office on this transition. They

haven't had a full cycle yet, it will be important to see what kinds of obstacles arise in this Audit process. The Registrar's Office is working closely with Kent Holsinger on these issues.

In discussion of this transition process a number of questions and concerns surfaced about challenges that have come up and about which Graduate School functions will be shifted to the Registrar's Office and which will remain with the Graduate School. The discussion of these issues included the following:

- For faculty who are now being directed to the Registrar's Office about graduate student issues, it isn't always apparent who to communicate with at the Registrar's Office regarding Graduate School questions. The Registrar's Office plans to cross-train *all* of their degree auditors to be able to answer both undergraduate, graduate, and certificate program students, with the goal of easing this problem.
- Regarding functions, the Registrar's Office will do registration, enrollment, auditing, plan of study, transcripts, catalog. They will *not* do admissions, this will continue to be handled exclusively by the Graduate School. Also, Dean of the Graduate School will have sign-off authority to waive requirements as appropriate, particularly in the case of items that are flagged during a degree/certificate audit process.
- The Registrar's Office has been reviewing points of difference between Graduate School and Undergraduate Studies practices in managing enrollment, degree plans, audits and so forth. They plan to work on these challenges and develop some best practices for these processes.
- The move to online forms and approvals/signatures is something that the Registrar's Office generally supports and would like to facilitate. There have been mixed reviews about requirements for wet signatures.
- There was an extended discussion of current practices, best practices, and the role/function/timing of plans of study for Graduate Students.
- The Registrar's Office emphasized that this a work in progress.

Other functions of the Registrar's Office include: Records & enrollment services; grade changes, permission numbers, warnings, etc.; degree auditing & NCAA Certification; plan of study troubleshooting, advisement reports, NCAA eligibility, ROTC verifications; scheduling of courses – and finals, permission numbers, room scheduling

The committee raised some questions about several of the Registrar's Office functions and practices, including the following:

- Determinations to list a course as distance learning, online, hybrid/blended, service, lecture, seminar, etc.: This is not determined by the Registrar – it is determined by the department. The Registrar can provide definitions of the different formats, but the department should determine how a particular course should be classified. (Peter Diplock's office is where the "definitions" reside.)
- "Preferred name" for transgender students: Currently, there is a problem with PeopleSoft (Preferred Name) feeding the original name to external sources; the Registrar's Office is working to resolve this issues.
- Faculty would find it very helpful to be able to print out the photos of all students in a class. Currently this is not possible. The Registrar's Office will investigate whether it is possible to provide this functionality.

**Guest: Kent Holsinger, Vice Provost for Graduate Education and Dean of the Graduate School (March 23, 2018)**

Dean & VP Holsinger provided some background for discussion of changes that have been ongoing at the Graduate school during the past year. Last year, Interim Provost Teitelbaum asked Dean/VP Holsinger to reflect on the current and critical functions of the Graduate School, and which of them properly should be carried out at the Graduate School, which of those functions might be more effectively carried out by other units. The primary functions to emerge were:

- Development of social support structures and academic support structures for academic support, professional and career support, and community building
- Application, admission
- Registration, degree audit
- Administrative support for all of these functions

One important aspect of this reflection was a restructuring of the Graduate School to transition Registration and Degree audit functions to the Registrar's Office. This transition is underway. Some Graduate Student staff are now carrying out their functions in other offices. Some examples: Sandra Cyr (degree audit) sitting in Registrar's Office, Ann Wilhelm (reporting functions) now sitting with Office of Institutional Research and Effectiveness, Rowena Grainger (graduate fellowships officer) sitting with Office of National Scholarships and Fellowships. Graduate School is also working to separate out GA appointment and HR processes.

There was discussion of several other topics pertinent to the Graduate School:

- Support for postdoctoral fellows: The Graduate School does serve as the home for postdoctoral fellow support and concerns. It has an ongoing search for a fellowships and programming officer, who will address both doctoral and postdoctoral support issues.
- Structure and disbursement of fellowship funds: As explained, some fellowship monies are distributed by Graduate School but allocated by departments; other fellowships are directly awarded to nominees (provided by the departments); these include diversity focused and scholarly potential focused PhD and Masters fellowships. They have been restructured to be $20,000 fellowships ($17K during the year, $3K during the summer) in order to be more competitive with fellowship opportunities provided by other institutions. Allocation of fellowships to departments have been pretty stable over a long period of time. It may be useful to consider what the criteria should be for divvying up the pie among departments; one possible criterion might be graduate degrees awarded.
- Fellowships as a source of support: Fellowships are a relatively smaller proportion of graduate student support than GA support (about $3M, compared to GA support about $45M).
- Training grants: University-wide, we don't have very many (3 in psychology and related, several in Dept. of Education, otherwise we don't have substantial support in that form). The Dean was encouraged to look into opportunities to pursue more training grants.
- Growing resources for graduate students, such as full fellowships, travel support, extraordinary research expense funds: This is an area where UConn is deficient relative to some of our aspirational peers, it has been noted in several external reviews (e.g. Psychological Sciences). Practically speaking, this is a real challenge in the face of shrinking state funding – would require some major philanthropy and large endowments which we do not currently have.

- Tuition waivers: Discussion of tuition waivers and finding ways to cover tuition (which sometimes simply cannot be waived). Some departments (e.g., Business, Math) have come up with successful solutions, others are looking into creative ways of handling this obstacle. One kind of program, primarily pertinent to international students who are looking for career training is "Optional Practical Training" (OPT) which can prepare international students to then transition into doctoral programs. This (covering tuition) is an issue for several classes of graduate students and a particular problem for Fulbright Scholars.
- Responses to lack of resources: Lack of resources has led to an emphasis on integrated programs (undergrad to grad) and other revenue-generating graduate programs. The University encourages "entrepreneurial programs." For certificate programs this is within the purview of Peter Diplock, for Master's programs this is not well-defined.
- Placement of graduates: Perhaps having a handle on where our graduate students go could help us to market entrepreneurial programs (certificates and master's programs). Dean Holsinger indicated that most of the placement data for graduate students resides at the department level rather than at the Graduate School level. Since we now have a permanent e-mail address, perhaps that could be used to continuously request updates.

**Fall 2017 Meetings:**
September 22, 2017, at 10:00am, Hall Building, Senate Conference Room.
October 27, 2017 at 10:00am, Hall Building, Senate Conference Room.
November 17, 2017, at 10:00am, Hall Building, Senate Conference Room.

**Spring 2018 Meetings:**
January 26, 2018, 2:00 pm, Hall Building, Senate Conference Room.
March 23, 2018, 2:00 pm, Hall Building, Senate Conference Room.
April 13, 2018, 2:00 pm, Hall Building, Senate Conference Room.

**Committee Members:** *Janet Barnes-Farrell (Chair, Spring 2018), *Robert Bird (Chair, Fall 2017), Tracie Borden, Jon Clark, *Joerg Graf, Laura House, Faquir Jain, *Michelle Judge, *Louise Lewis, Carolyn Lin, Min Lin, Andrew Moiseff, Kylene Perras, Carl Rivers, Lyle Scruggs, Jeffrey Shoulson (Ex-Oficio), Gina Stuart, Nandan Tumu.
*Senate Member 2017/2018

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

**Annual Report to the University Senate of the Senate Scholastic Standards Committee 2017-2018**

**This report presents highlights of the SSC's actions. Details of the extensive deliberations and consultations of the Scholastic Standards Committee may be found in the SSC minutes at https://senate.uconn.edu/ssc-meeting-minutes/.**

***Summary:*** *Scholastic Standards presented two motions to amend the By-Laws, Rules and Regulations of the University Senate during the 2017-2018 AY. Two further motions are pending for the fall semester. In addition, the SSC approved new by-laws for the Honors Program, and sent suggestions for improvements in Academic Accommodations to the Senate Executive Committee, as well as suggestions for a proposed Academic and 0-Credit Internships and Experiences draft policy to the Provost's Office. Five items are pending for the fall of 2018.*

**The SSC presented two motions to amend the By-Laws that were approved by the Senate:**

Regularize and update language: II.A.5.b, Admissions Non-Degree Students; II.B.1, Registration; II.B.4 Credits Permitted in a Semester; II.B.10, Adding or Dropping Courses.

11.C.1 and 11.C.1.g, Additional Majors across Schools and Colleges.

**The SSC approved and presented to the Senate new by-laws for the Honors Program.**

**Additional Actions:**

The SSC sent a memo to the Senate Executive Committee proposing that Academic Accommodations better address issues of communications, faculty workload, appeals, and resources.

The SSC sent suggestions for revisions of a proposed Academic and 0-Credit Internships and Experiences draft policy to the Provost's Office.

**Items Pending for the Fall:**

By-Laws Revisions governing Final Assessments and the Calendar

By-Laws for governance of Education Abroad Programs

Revision of Academic Integrity Policy and Procedures

Discussion of whether the undergraduate grading scale should include A Plus.

Discussion of Posting and/or Collection of Syllabi

Discussion of Revision of I, X, N grading

**The committee wishes to thank Cheryl Galli for her timely, efficient, and cheerful assistance.**

**Respectfully submitted:**
**Veronica Makowsky, Chair**

**Committee Members:**

*__Veronica Makowsky, Chair__, English
*Brian Aneskievich, School of Pharmacy
*Karen Bresciano, Graduate School
*Stuart Brown, Waterbury Student Services
*Robin Coulter, Marketing
*Hedley Freake, CAHNR
*Holly Fitch, Psychology
*Larry Gramling, School of Business
*David Wagner, Ecology & Evolutionary Biology
Maureen Armstrong, Dean of Students Office
Robert Bosco, Undergraduate Student Representative
Greg Bouquot, Registrar's Office
Nithisha Chittajallu, Undergraduate Student Representative
David Clokey, Student Affairs
Susanna Cowan, Summer & Winter Programs
Joe Crivello, Physiology & Neurobiology
Peter Diplock, CETL (Ex-Officio Member)
Gretchen Geer, Graduate Student Senate
Robin Grenier, Educational Leadership
Katrina Higgins, CETL
Jennifer Lease Butts, Assistant Vice Provost for Enrichment Programs (Ex-Officio Member)
Jill Livingston, UConn Libraries
Gina Stuart, Admissions
Ellen Tripp, Student-Athlete Success Program (SASP)

*indicates 2017/2018 Senate member

Student Welfare Committee
University Senate
2017-2018 Annual Report

**MEMBERSHIP**

**Senate Members:**
Christine Wilson, Chair, Student Affairs / Student Activities
Karl Guillard, CAHNR
Shareen Hertel, Political Science
Paula McCauley, Nursing (ret. Fall 2017)
Morty Ortega, CAHNR
Katherine Pancak, School of Business, Stamford Campus
Evelyn Simien, Political Science
Jaci VanHeest, School of Education
Mei Wei, Engineering

**Additional Members:**
Maureen Armstrong, Dean of Students Office
Rebecca Bacher, CLAS Academic Services
Kelly Bartlett, Waterbury Campus
Dianne Beer, Student Financial Aid Services
Joshua Crow, Undergraduate Student Representative
Kate Fuller, UConn Libraries
Jennifer Gattilia, Registrar's Office
Ian Harrington (ret. Fall 2017)
Kelly Kennedy, School of Business
Melanie Klimjack, Graduate Student Representative
Tina McCarthy, Student Health Services
Shelly Reel, Office of Admissions
Seeya Sodani, Undergraduate Student Representative
Michael Gilbert, Vice President for Student Affairs (Ex Officio)

**MEETINGS:**

September 20
October 18
November 15
December 6
January 17 (snowed out)
February 14
March 21 (snowed out)
April 4
April 25 (make up)

**TOPICS CONSIDERED/ADRESSED:**

***Student Safety***

One of the student safety topics we discussed was building access. Members reported that student organizations, small groups of students, and individual students are accessing buildings and rooms in buildings outside of the hours the buildings are open, and using rooms they have not reserved. This has resulted in other issues, such as pressure on folks in the building/rooms to let other folks in, folks who are in the building legitimately feeling unsafe, trash left in rooms that cannot get cleaned up before morning classes, furniture moved (and sometimes damaging floors in the process), and damaged technology.

Gregory Bouquot, Registrar, came and met with the group. He discussed the numbers of classes, spots for student organizations (limited), the hours the buildings are open (all close at 11 pm). He presented information about the Classroom Committee's sign project (signs in classrooms sharing information about appropriate hours and use). He also indicated that there is no way to accommodate the performance student organizations with the type of space and number of hours that they desire.

Subsequently, the Chair met with Monica Rudzik, Director of the Student Union. Rudzik worked wither performance groups on a system for them to be able to better access large spaces that meet their needs. A trial run of this system will be used in Fall 2018.

The Chair met with Aris Risteau, head of housekeeping, to get his perspective on the situation. He supports the Classroom Committee's signs. He is in the process of creating signs that will go in classrooms and lounges that shows where the furniture goes so that it can be replaced correctly. The Chair, who also oversees the "posting policy" worked with Risteau on a system for the housekeepers to be able to remove outdated posters and flyers.

The Chair also talked to Hans Rhynhart, head of Public Safety. Reinhardt talked about the long term plan to get all of the buildings on to the Genetek key card access; Oak and Laurel are already on the system.

***Crosswalks and lighting***

Another student safety topic related to crosswalks and lighting. Committee members talked about the fact that there are some places where there should be a cross walk but there isn't, and places where there are too many cross walks, and that there are some places where there are paws instead of cross walk stripes. Further, there are places where there are not enough street lights.

The Chair met with Hans Rhynhart, head of Public Safety, to share these concerns. Reinhardt took note, and let the committee know that a new group has been created to address these concerns. It is a multi area *Task Force on Pedestrian and Traffic Safety* and it will includes Regional campus concerns.

***Preferred/chosen names***

There are multiple reasons why students may want to use a name different from their legal names: gender transitions, American names chosen by international students, etc. Elsie Gonzales from Office of Diversity and Inclusion came to a meeting to discuss the issue. She let us know that, on the OIE website,

there are resources. There is a Transition Guide for students transitioning gender. There is a chart on how students can change name on campus (name can be changed in some places but not others). There is a group is working on updates and the Chosen vs. Primary name issue on campus—group includes Registrar, UITS, FA, OneCard, HR, ODI, OIE and Rainbow Center.

***DACA***

Lesley Salafia from the General Counsel's office was a guest speaker. She explained that DACA is still in place for current DACA students who already have it. They can still apply to extend their status. Students who have never been DACA prior to September 2017 cannot extend. She let us know that DACA still has uncertain status for the future, and that DACA students should consider not travelling abroad. She let us know that there is a protocol for supporting students in imminent danger of being deported. The protocol is enacted on a case by case basis. The Office of Global Affairs also can assist with placing students being deported to new schools with which we have connections with in foreign countries.

***Policies / Protocols discussed***

Posting policy (revised Fall 2017)

Student organization event review procedures

Adverse Events protocol

*Respectfully submitted by Christine M. Wilson, Chair*
*April 20, 2018*

SENATE UNIVERSITY BUDGET COMMITTEE 2017-18

ANNUAL REPORT TO THE UNIVERSITY SENATE COMMITTEE

## CHARGE

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

## COMMITTEE MEMBERS

*Carol Atkinson-Palombo, Chair, Geography; *Rajeev Bansal, School of Engineering; *Steven Batt, University Libraries; *Nancy Bull, CAHNR; *Kelly Dennis, School of Fine Arts; *Joe Loturco, Physiology & Neurobiology; *Philip Mannheim, Physics; *Jeffrey McCutcheon, School of Engineering; *Michael Willenborg, Accounting; Lloyd Blanchard, Interim AVP for Budget and Planning (Ex-Officio Member); Angela Brightly, Waterbury Campus; Eleni Coundouriotis, English; Justin Fang, Graduate Student Senate; James Marsden, School of Business; Corey O'Brien, Student Union; Noah O'Connor, Undergraduate Student Representative; Holly Jeffcoat, University Libraries; Daniel Stolzenberg, School of Education (*Senate Member 2017/2018 )

## OVERVIEW OF THE COMMITTEE'S BUSINESS IN 2017-18

*Background*: The academic year began with considerable uncertainty surrounding how the State of Connecticut would deal with its impending budget deficit and the extent to which spending cuts would be passed on to UConn. A Republican-crafted budget, that included deep cuts to higher education, passed on 16th September. When Gov. Malloy vetoed this budget shortly after it was passed, a revised budget was passed in October 2017. Although the cuts to higher education were ultimately less severe than initially proposed, they still amounted to approximately $143 million for FY18 and 19. The SUBC postponed two of its scheduled meeting as a result of this uncertainty. As a result, it had fewer meetings this year than usual (a total of four) beginning 9/18/2017. Appendix A (attached) contains a timeline of events pertaining to the State budget negotiations that are both significant to UConn and provide context for the discussions.

SUMMARY OF INDIVIDUAL MEETINGS

9/18/2017 Meeting: As in past years, the committee's first meeting was with Budget Director Katrina Spencer. The meeting focused on the budget cuts that had been passed two days earlier, in particular a detailed calculation of how UConn had arrived at the estimate of $309 million. The extent of the cuts was far greater than had been anticipated, and discussions were ongoing with respect to how those could be met. Given its importance, this topic dominated the meeting. Dr. Radenka Maric, the new VP of Research, and Julie Schwager, AVPR Finance joined in the latter part of the meeting. Most of the conversation was dominated by what was unfolding at the state level.

10/16/2017 and 11/13/2017 Meetings: Postponed until further information was available on the State Budget

12/11/2017: Meeting to discuss presentation by Scott Jordan to Senate on 12/4. The SUBC met to digest the information that had been provided to the Senate as a whole and to plan for the spring semester. The Athletics Budget remained of considerable interest to the SUBC because of the deterioration in the State's finances.

1/22/2018: Meeting with Scott Jordan. The majority of the meeting was spent discussing the overall budget situation as well as the financial cost to the University of the firing of football coach, Bob Diacco. Three specific requests were made to Scott Jordan from the SUBC, by email on 1/28/18: (a) Copy of the formal budget for Athletics ahead of the Director's talk to the Senate on 2/5/2018; (b) How can the SUBC follow up on the issue of actual fringe (rather than blended) rates being used for summer salaries? (Scott had mentioned that HR was in the process of evaluating its categorization of SPAR); (c) How have the various types of faculty (tenured, APIR, adjunct) and their levels changed over the past 10 years or so since the budget cuts began?

Item (a) was provided at a summary scale that lacked detail (Appendix B attached). Items (b) was requested from Lloyd Blanchard; and with respect to item (c), Katrina Spencer explained that this was a more complex issue because of the variety of different groups that are included in that fringe rate (per our discussion). HR is currently in the process of evaluating this category and the initial work is starting, and they expect to have their first draft ready by summer. She suggested that the SUBC invite Chris Delello, AVP HR, to come and discuss this directly and provide more information and next steps in Fall 2018.

2/26/18: Meeting with David Benedict, Athletics Director; Scott Jordan, Chief Executive Vice President for Administration and Chief Financial Officer; Beth Goetz, Chief Operating Officer for Athletics; Lloyd Blanchard, Interim Associate Vice President for Budget and Planning, Associate Vice President of Institutional Research; Kelly Wihbey, Director of Operating Budget and Planning. The purpose of this meeting was to clarify the extent of budget information

compiled by the Athletics Department, to better understanding the financial planning process undertaken by the Athletics Department, and to agree what information would help the SUBC to meet its charge of understanding the impact to the UConn budget of various decisions made by the Athletics Department. The meeting was constructive, and the resulted in a better understanding by the SUBC of the fluidity facing the Athletics Department in terms of its costs and revenues. The SUBC appreciated the efforts being made by the Athletics Department to more clearly communicate about its initiatives to reduce spending and increase revenues.

Along those lines, the SUBC has requested detailed information about the impact on UConn's budget of the recent firing of the Men's Basketball Coach, Kevin Ollie. As of today's date, UConn's financial liability surrounding this event is to be determined. However, the SUBC was furnished with a copy of Kevin Ollie's contract as well as a Final Memorandum of Understanding pertaining to Coach Hurley's employment. David Benedict explained that an additional factor still being worked out is the cost of replacing Ollie's coaching team with people affiliated with the incoming coach. On 4/9, David Benedict notified the SUBC that he would provide the information on this and other important matters affecting the Athletics Budget (such as ticket pricing) once it was available. The SUBC plans to follow up on this in Fall 2018, and looks forward to developing an even closer working relationship with the Athletics Department and the Administration in the upcoming year.

Respectfully submitted, Carol Atkinson-Palombo, 2017-18 Chair, on behalf of the Senate University Budget Committee

22nd April 2018

Appendix A

Table 1. Timeline of Connecticut State Budget Negotiations

| | |
|---|---|
| 6/7 | Gov. Malloy and the members of the Connecticut General Assembly (CGA) failed to reach a budget agreement by the end of the legislative session. |
| 6/30 | Gov. Malloy signed Executive Order (EO) authorizing spending cuts in the absence of a budget for FY2018. |
| 7/31 | Labor concessions agreement signed with state employee unions reducing the budget deficit from $5.1 billion to $3.5 billion. Key cost savings included multi-year pay freezes for UConn employees and reductions in benefits. |
| 9/16 | The CGA approved a budget plan drawn up by Republican legislators that included severe cuts to higher education. President Herbst estimated that the cuts would amount to $309 million over the next two years—$185 million to UConn and $124 million for UConn Health. |
| 9/26 | Governor Malloy vetoed the budget passed on 9/16. |
| 10/13 | Standard & Poor's notified Connecticut that it was changing its outlook for the state's general obligation bonds from stable to negative. |
| 10/16 | Moody's Investor Service announced that it was considering credit downgrades for 26 Connecticut municipalities and three regional school districts, all of which saw funding reductions as a result of the budget stalemate. Twenty-five other municipalities and three other regional school districts were assigned negative outlooks. |
| 10/23 | Republican and Democratic leaders announced that they had agreed to the specifics of a budget deal that included priorities of the Republican Party such as a cap on spending and borrowing and the establishment of an independent panel to recommend changes to the state's pension program. The deal also increased the taxes on cigarettes and decreased taxes for Social Security and pension recipients. |
| 10/26 | Budget passed in the Connecticut State Senate and House. |
| 10/31 | Governor Malloy signed the budget passed on 10/26 with some amendments to correct for oversights in the language. |

| University of Connecticut | | | |
|---|---|---|---|
| Division of Athletics | | | |
| | | | |
| | | | |
| | | | |
| | FY 2016 | FY 2017 | FY 2018 |
| **Revenue** | Actual | Actual | Budgeted |
| | | | |
| Gate Receipts | 9,881,042 | 9,367,390 | 9,543,597 |
| Athletic Revenue | 27,659,100 | 26,112,639 | 25,692,728 |
| GUF/Title IX/Academics | 13,701,914 | 13,810,527 | 14,296,446 |
| Foundation Support | 6,224,740 | 5,666,522 | 6,350,000 |
| University Scholarship Support | 16,079,017 | 16,406,406 | 17,111,600 |
| University Operations Support | 5,463,249 | 7,680,782 | 8,291,782 |
| Head Coach Severance | | 4,329,897 | |
| **Total Revenue** | **79,009,062** | **83,374,163** | **81,286,153** |
| | | | |
| **Expenditures** | | | |
| | | | |
| Scholarships | 16,079,017 | 16,406,406 | 17,111,600 |
| Payroll | 33,048,469 | 36,998,325 | 34,557,887 |
| Operating | 29,872,284 | 28,977,033 | 29,616,667 |
| | | | |
| **Total Expenditures** | **78,999,770** | **82,381,764** | **81,286,154** |
| | | | |
| **SAOF Restricted Balance** | | | |
| | | | |
| **Excess of Rev. Over Exp.** | 9,292 | 992,399 | (0) |

# 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
*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**

*Bird, Robert-CHAIR
Banks, Johnny
*Barnes-Farrell, Janet
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**

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

*Senate Member 2018/2019

**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

*Senate Member 2018/2019

University of Connecticut Senate
General Education Environmental Literacy Task Force (GEELTF)

REPORT, 4/20/2018

Submitted by Carol Atkinson-Palombo, Chair

*Background*
At its meeting on February 5, 2018 the Senate approved the following 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*". Consequently, the SEC established a Task Force with the following charge: (1) Determine a model whereby Environmental Literacy can be included in the current General Education program; (2) Recommend criteria to determine which courses may be used to meet the Environmental Literacy requirement. The Task Force will consult with ΔGE to help ensure that their recommendations are consistent with the longer term plans of that group and will report back to the Senate at its April 30th meeting.

*GEELTF Members*
The Task Force was populated with key stakeholders including undergraduate students, members of GEOC and ΔGE; and faculty members from a wide range of academic disciplines.

Carol Atkinson-Palombo, Chair, Geography
Marisa Chrysochoou, Civil and Environmental Engineering
Robert Day, School of Business
Emily Kaufman, Undergraduate Student
Thomas Long, School of Nursing
Michael Morrell, Political Science
Gustavo Nanclares, Literatures, Cultures, and Languages
Janet Pritchard, Art & Art History
Nicholas Russo, Undergraduate Student
Eric Schultz, Ecology and Evolutionary Biology
Kathleen Segerson, Economics
Anji Seth, Geography
Jason Vokoun, Natural Resources & The Environment

*Process*
After initial meetings on Monday, 12th and Wednesday 14th February in which the Chair of the SEC communicated to the GEELTF its mandate, the group met in person on a weekly basis through Friday, 4/13/18. An important starting point for crafting the definition of EL was the statement that had been prepared by UConn E-coalition students and used in their campaign to have an EL General Education requirement adopted at UConn. Members of GEOC provided a suite of options as to how EL could be integrated within the existing General Education framework, which served as the basis for discussion about implementation.

GEELTF **proposes** the following definition and implementation process.

*Definition*
Environmental Literacy (EL) courses provide students with the ability to understand and articulate perspectives on the interactions between human society and the natural world, as well as the challenges of environmental stewardship. A course from any disciplinary area may satisfy the EL requirement, provided that it has a substantial focus on one or more of the following:

1. theories, observations, or models of the effects of human activity on the natural world;
2. how humans impact the health and well-being of the natural world;
3. how the natural world affects human health and well-being;
4. public policies, legal frameworks, and/or other social systems that affect the environment;
5. the moral and/or ethical dimensions regarding the environment;
6. cultural, creative, or artistic representations of humans and the environment.

*Implementation*
An important criterion of the Senate motion was that the EL requirement not add to the total number of General Education classes that students need to take. The features below were chosen for two reasons—to maximize the amount of *existing* courses that may be eligible for an E designation; and to allow students to meet the requirements with seven courses, by effectively allowing two 'double-dips'. Additionally, the group felt that courses meeting the EL requirement should be designated in a way that was distinct from Content Area designations.

- Students must pass at least three credits of coursework in Environmental Literacy that may be counted towards the major.

- Courses that meet the definition of EL will be identified in the catalog with the letter "E" following the course number.

- As is currently the case for courses in Content Area 4 and the Writing competency, EL courses may have prerequisites or corequisites that are not General Education courses.

- An EL course may be approved for and count for one Content Area or two Content Areas if one is Content Area 4.

- Students must pass at least seven courses in Content Areas and EL of at least three credits each for a total of at least 21 credits. However, up to three credits of repeatable one-credit courses may be included in Content Areas One and Four.

*Recommendation*
A brief and partial analysis of existing courses suggested that UConn may currently lack sufficient capacity to meet demand. GEELTF therefore recommends that the Office of the Provost run a competition that provides funds for the development of new EL courses. Such courses could—but do not have to be—designed in such a way that they also meet other General Education requirements, or other competencies.

# ΔGenEd Working Group
# Status and Actions AY 2017-2018



## Summary

Discussion of the University's General Education Curriculum has increased over recent years, beginning with a General Education Assessment Task Force (2015-2016), continuing with proposals to incorporate a new Environmental Literacy component, and with efforts by University curriculum leaders to familiarize themselves with best practices in this area. A working group was formed in October 2017 to consider the structure and goals of the curriculum and how the purpose of General Education is communicated. Membership in the ΔGenEd Working Group now includes representatives from all schools and colleges. Its discussions of how the structure of the General Education curriculum may change have been informed by hopes to incorporate more intentionality in course selection, to provide deeper integration among courses and with co- and extracurricular activities, and to establish explicit connections between learning outcomes and curricular components. Several potential models to accomplish these aims have emerged. In the next year, the Working Group will consult with the University community on how best to update the structure and goals of the General Education Curriculum.

## Recent history leading to formation of the Working Group

### General Education Task Force of 2015-2016 Report, findings and recommendations

In April 2015, the University Senate Executive Committee (SEC) charged the Senate Curricula and Courses Committee (SENCCC) with conducting an in-depth assessment of the University's current General Education system to determine: 1) To what degree are the goals of the General Education program being met? 2) What is the long term impact of the General Education requirements? 3) Are the current goals for General Education requirements appropriate for the 21st century university? Are revisions in goals needed? 4) Do the content areas as currently constructed meet the needs of our evolving society? Are there content areas within General Education requirements which need to be revised, deleted and/or content areas to be added?

The SENCCC empaneled a task force that met during the 2015-2016 academic year. The Task Force represented the College of Agriculture, Health and Natural Resources, the College of Liberal Arts and Sciences, the School of Business, the Neag School of

Education, the School of Engineering, the School of Fine Arts, the School of Nursing, and the School of Pharmacy. Task Force members included faculty and staff. The Task Force conducted a scan of peer and aspirant institutions, conducted focus groups and surveys of students, faculty and alumni. The Task Force submitted a final report to the SENCCC in March 2016. Recommendations of the Task Force's report were approved by the Senate on 5 December 2016.

One of the recommendations was to "investigate further the possibility of changing the general education requirements." The report noted that some students need to take 49 credits to fulfill their general education curriculum (a situation that owes partially to college-level additions over the University requirements). As a consequence, students "overwhelmingly" feel the load is excessive and are induced to select courses strategically according to how many requirements they can fulfil with a single course rather than selecting according to their own intellectual goals. The task force made an implicit suggestion that simplification of the curricular requirements at the college and/or university level could provide students with a greater degree of intentionality and sense of purpose. Complicating this situation, there was community interest in additions to the curriculum. Survey returns had indicated moderate support among students, faculty and alumni for new requirements in the environment, fine arts, civility, and financial literacy.

Another recommendation was to "Restate the broad goals of general education with clearer and more forceful language." The perception that the General Education Curriculum is a "series of hurdles to be overcome, rather than an important and coherent segment of an undergraduate education" is partially attributable to unclarity in how the courses in the curriculum match the goals of UConn's stated goals for General Education and uncertainty in what these stated goals mean.

In a related vein, a third recommendation was to "Do a better job of communicating the values and the importance of general education to all constituencies involved, including students, faculty and advisors." Nearly half of students and alumni were totally unfamiliar with the stated goals of general education. Work to establish a stronger foundation for the curriculum in terms of goals and desirable learning outcomes must be coupled with a better means of communicating these outcomes and how they are promoted in General Education courses.

## Institute on General Education and Assessment 2017 and Action Plan

The task force report and a resolution to add environmental literacy[1] underscored the need for a focused inquiry into best current practices in General Education. To that end, a University of Connecticut team attended the 2017 American Association of Colleges and University's Institute on General Education and Assessment (IGEA; May 31-June 3, Loyola Univ. Chicago). The team consisted of experts in assessment, curriculum, general education, and organizational performance. Five members were leaders in curriculum at the University: Pam Bedore (College of Liberal Arts and Sciences), Dan Burkey (School of

[1] Referred to committee in Senate meeting December 5 2016; approved by Senate February 5 2018

Engineering), Hedley Freake (College of Agriculture, Health and Natural Resources), Thomas Meacham (School of Fine Arts), and Eric Schultz (General Education). Lloyd Blanchard, an economist, oversees institutional research through OIRE, and has expertise in organizational performance and measurement. Laura Yahn has worked with departments across disciplines to develop assessment plans. Most of the disciplinary areas involved in general education were represented. Bedore and Meacham contributed familiarity with Arts and Humanities, and had responsibility for most of the Diversity and Multiculturalism courses at the University. Burkey, Freake, and Schultz are from programs that provide Science and Technology courses and Quantitative competency courses. Freake was a Fulbright fellow in general education for a year, working as part of a team on curricular reform for universities in Hong Kong. Virtually all team members have been instructors in courses providing Writing competency.

At the end of IGEA, the team filed an action plan that has been refined in subsequent discussions. It specifies six actions. For each action, the plan have specifies a group responsible for promoting the action, a timeline, likely sources of support and opposition, and an outcome. Three actions in the plan that are reflected in this document are to 1) propose cross-cutting themes; 2) modify goals; and 3) increase opportunities for integration within the curriculum. Actions that will follow over a longer term, as the this first set of actions are underway, are 4) identify and align learning outcomes and rubrics; 5) promote communication of goals, learning outcomes; and, 6) increase opportunities for integration within the curriculum.

## Formation and activities of ∆GenEd Working Group

On 2 October 2017, the University Senate reviewed a progress report on recommendations of the 2015-2016 General Education Task Force. The progress report included a motion to form the ∆GenEd Working Group, which the Senate approved. The charge was 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." The motion included a statement about the composition of the group, "[to] include representatives of Business, CAHNR, CLAS, Engineering, and SFA, …. representation of regional campuses, and ... expertise in assessment." The motion called for the Working Group to complete a proposal to be presented to Senate committees by May 2018.

The Working Group began meeting in October of 2017. Membership increased over the first months and now includes representatives from all schools and colleges. Communication in the group between meetings has been facilitated with a listserv and a shared Googledrive folder.

The full Working Group met six times in Fall Semester 2017 and four times in Spring semester 2018. To facilitate focused discussions on different objectives, three subgroups formed in the spring semester: one has focused on possible changes to the structure of the curriculum, a second has considered General Education goals and learning outcomes, and a third has discussed communication, both in regards to ensuring broad engagement of the University as changes to the curriculum are considered, and more broadly in regards to the value of General Education.

In February 2018, Working Group members Bedore, Higgins, Schultz and Yakovich attended the AAC&U's Network for Academic Renewal conference on General Education and Assessment. Based on their attendance at workshops and plenary presentations, each member prepared a set of take-home messages that they shared with the Working Group upon their return.

Member of the Working Group presented at two meetings of stakeholder groups in April 2018. Multiple members discussed the vision for General Education at a meeting of the College of Liberal Arts and Sciences Courses and Curriculum Committee. Working Group Chair Schultz updated department heads shortly thereafter. At these meetings, the Working Group emphasized that we are in a consultative phase; ideas are being shared for discussion so that the Working Group can get a sense for how the goals and structure of the General Education curriculum can be shaped to better meet the needs and aspirations of the University.

Members of the Task Force are now preparing for two upcoming events: a retreat focused on General Education in June 2018 that will draw in other groups interested in the curriculum, and an August 2018 campus visit of George Kuh, a noted expert in high-impact practices in undergraduate education.

## Modifying the structure of the curriculum

Several principles have informed discussions for how the structure of the General Education curriculum may change. 1) Students completing the curriculum should get both breadth and depth, ideally affording exploration of students' intentions and interest. 2) The curriculum should include components that integrate learning across General Education courses, between General Education and major courses, and with co-curricular and extra-curricular activities. 3) Disciplinary areas could be altered in number or composition to better reflect institutional goals. 4) There should be no increase in the minimum number of credits needed to complete the curriculum. 5) Environmental Literacy, competencies (writing, quantitative subjects, second language), and diversity and multiculturalism would be retained in any proposal.

In developing new ideas for General Education that incorporate more intentionality, deeper integration, and an explicit connection to learning goals, several potential models have emerged.

1) Strands or Pathways Model: Integration is accomplished by students completing a set of three or more courses in different disciplinary areas that focus on a single theme. In a Strands Model, this integration is mandatory, whereas in a

Pathways Model, it is optional. Interdisciplinary Minors may provide a mechanism for this type of model. Specific Strands or Pathways could be proposed by interdisciplinary groups of faculty or students. GEOC would develop guidelines for what constitutes a meaningful Strand or Pathway.

2) Breadth and Depth Model: This model highlights intentionality, as students must complete coursework in a broad range of topics, but elect one topic area in which to gain deeper proficiency, based on their own interests and preferences. Current Content Areas can be reimagined as Topics of Inquiry, and new, innovative Topics can be developed with input from the University Community. This has the potential to develop a General Education model that emphasizes UConn's unique strengths.

3) "Sandwich" Model: The curriculum incorporates elements that are explicitly designed as entry level coursework similar to current First Year Experience courses, and capstone experiences that integrate General Education coursework, major coursework, service learning, and/or co-curricular and extracurricular activities.

## Goals and Learning Outcomes

The Essential Learning Outcomes of the Liberal Education and America's Promise (LEAP) initiative are a "new framework to guide students' cumulative progress through college" (https://aacu.org/leap/essential-learning-outcomes). Some of these are well incorporated in our current curriculum, being disciplines or themes that are in our content areas (Knowledge of Human Cultures and the Physical and Natural World, Intercultural Knowledge and Competence), or skills that are in the competency part of our curriculum (e.g. Written Communication, Quantitative Literacy). Others that have not been as fully realized in the curriculum are of interest to the Working Group. The Working Group plans to engage with the University community to identify learning outcomes that best reflect our needs and character, and once the outcomes have been selected to map those to components of the curriculum.

## Working Group Membership

| Name | Title | Affiliation | Related service and other notes |
|---|---|---|---|
| Pamela Bedore | Associate Professor | CLAS | CLAS C&CC Chair |
| Lloyd Blanchard | Associate Vice Provost | OIRE | |
| Daniel Burkey | Associate Dean | Engineering | Engineering C&CC Chair |
| Robert Day | Associate Dean | Business | |
| Hedley Freake | Professor | CAHNR | SEC Chair |
| Jaci Van Heest | Associate Professor | Neag | |
| Jenna Henderson | Program Administrator | Pharmacy | |
| Katrina Higgins | Director | University Advising | |
| Thomas Long | Associate Professor in Residence | Nursing | |
| Thomas Meacham | Assistant Professor in Residence | Fine Arts | Fine Arts C&CC Chair |
| Michael Morrell | Associate Professor | CLAS | GEOC member |
| David Ouimette | Executive Program Director | First Year Programs | Senate C&CC member |
| Lauren Schlesselman | Academic Assistant 4 | Center for Excellence in Teaching and Learning | |
| Eric Schultz | Professor | CLAS | Chair, GEOC Chair |
| Laura Yahn | Research Analyst | OIRE | Alternate for Blanchard |
| Julia Yakovich | Program Manager | Office of Public Engagement | Director of Service Learning Initiatives |

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# The Retention & Graduation Task Force

# 2017/18 Annual Report to the University Senate

Monday, April 30, 2018

Wayne Locust, Vice-President
Division of Enrollment Planning & Management

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## Retention & Graduation Task Force
## 2017-2018

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# 2017-18 Retention & Graduation Task Force Annual Report to the University Senate

## I. Introduction

This annual report provides updated trend data and information regarding admissions, retention and graduation of undergraduates at Storrs and the regional campuses. UConn's record of success on these important outcomes starts with our excellent academic programs. These are complemented by an array of academic enrichment/support opportunities, as well as many student life activities. The sum is a robust environment geared toward students' academic, career, personal and social growth.

The University of Connecticut's retention and graduation rates continue to be among the best for public research universities, nationally. Our four-year graduation rate, consistently among the top ten recently, reached 73% for the second year in a row. Our average time-to-graduation, at 4.2 years is particularly strong, ranking us near the very top among 58 peer institutions. This is significant because the value of timely graduation cannot be overstated. These graduates can move on to the next phase of their lives, whether that involves advanced education or employment, and they can avoid paying tuition and fees for additional courses, semesters or years pursuing their bachelor's degree. And, by finishing in four years, those dependent on student loans can avoid incurring more debt. It should be noted, UConn's student loan default rate is well below the 11.3% national average according to the U.S. Department of Education.

Our Retention & Graduation Task Force members, from across the University, are listed on page 2. As we continue to focus on challenges and opportunities, this past year, we turned our attention to: lower retention and graduation rates for out-of-state students vs. those from in-state. We decided to start by addressing domestic out-of-state students because, unlike international students, they do not have a number of support and enrichment programs devoted to them and their needs.

## II. Admissions Trends: Storrs Freshmen

Guided by University and Division policy regarding admissions criteria and enrollment targets, the Office of Undergraduate Admissions strategically identifies prospects who meet institutional qualifications so we can build applicant pools of academic quality, size and diversity. The number of admissions applications for Storrs continues to climb.

The academic profile, as measured by academic quality of our entering class, includes SAT scores, standing in graduating high school class, along with academic record and accomplishments, and other factors. More than half of our freshmen are from the Top 10% of their high school class, and the number entering our Honors Program has grown. The Fall 2017 mean SAT, which is the first year of the redesigned examination, is a 1294. Maintaining the academic quality of our student body is essential to attracting and recruiting great students and faculty. This is critical to maintaining our position or moving up in national rankings, attracting potential investment in UConn by private industry, garnering research grant funds, and drawing private philanthropic gifts. By nearly every measure, we are able to become a better, stronger institution as long as we are able to maintain and build on academic quality.

| 1. Admissions Trends: Storrs Freshman Profile (Fall 2013-2017) | | | | | |
|---|---|---|---|---|---|
| Fall | 2013 | 2014 | 2015 | 2016 | 2017 |
| Applications | 27,479 | 31,280 | 34,978 | 35,979 | 34,198 |
| Admits | 14,745 | 15,629 | 18,598 | 17,552 | 16,360 |
| Enrolled | 3,755 | 3,588 | 3,774 | 3,822 | 3,683 |
| Mean SAT | 1233 | 1234 | 1233 | 1233 | 1294 |
| Top 10% HS Class | 48% | 50% | 50% | 51% | 54% |
| In-State | 68% | 61% | 57% | 64% | 65% |
| Minority | 27% | 33% | 32% | 36% | 35% |
| Honors Program | 462 | 514 | 533 | 525 | 544 |

*Sources: Undergraduate Admissions and OIRE* *Shaded cells indicate Old SAT Score Averages*

## III. Regional Campus Freshman Profile

Over the past five classes, first year enrollment at our regional campuses has grown, and the portion of first year minority students has reached an all-time high at 55%, now more than half of the incoming freshman class. The most recent average New SAT of our entering Fall 2017 cohort was 1093.

| 2. Regional Campuses: Incoming Freshman Cohort Profile (Fall 2013-2017) | | | | | |
|---|---|---|---|---|---|
| Fall | 2013 | 2014 | 2015 | 2016 | 2017 |
| Enrolled | 1,104 | 1,406 | 1,363 | 1,297 | 1,609 |
| Mean SAT | 1020 | 1034 | 1042 | 1022 | 1093 |
| Minority | 43% | 43% | 42% | 49% | 55% |

*Sources: Undergraduate Admissions and OIRE* *Shaded cells indicate Old SAT Score Averages*

## IV. Total Undergraduate Enrollment

As we have now slowed the growth of the freshmen class at Storrs, overall enrollment at the main campus has also plateaued. This is the result of deliberate enrollment planning. Enrollment at our regional campuses has experienced an upturn, which resulted from the addition of housing at Stamford and the Hartford campus relocation.

| 3. Total Undergraduate Enrollment (Fall 2013-2017) | | | | | |
|---|---|---|---|---|---|
| Fall | 2013 | 2014 | 2015 | 2016 | 2017 |
| Storrs | 18,032 | 18,395 | 18,826 | 19,324 | 19,241 |
| Regionals | 4,563 | 4,578 | 4,581 | 4,306 | 4,604 |
| All | 22,595 | 22,973 | 23,407 | 23,630 | 23,845 |

*Source: OIRE*

## V. Financial Aid

Financial aid plays a crucial role in retention and graduation by reducing financial barriers that limit access to enrolling at UConn and by rewarding prior academic achievement. In Fall 2017, there were 11,602 recipients of gift aid, of which 81% received need-based and 19% received merit-based only.

| 4. Financial Aid: All Campuses (Fall 2015-2017) | | | |
|---|---|---|---|
| Fall | 2015 | 2016 | 2017 |
| # Recipients | 11,174 | 11,321 | 11,602 |
| Average Gift Aid | $6,915 | $7,653 | $7,741 |
| # Need-Based Recipients | 9,237 | 9,193 | 9,361 |
| # Merit-Only Recipients | 1,937 | 2,128 | 2,241 |
| Total Gift $ | $79.9M | $88.6M | $98.5M |
| Need-Based | $61.0M | $68.1M | $76.3M |
| Merit-Based | $16.2M | $19.2M | $21.1M |

**Total Gift $ represents need-based and merit-based gift aid allocated for new and continuing students. They don't add up to the amount awarded as these figures represent fall census date data that changes during the academic year based on award strategies. By year-end nearly all, or all, allocated funds are spent.*
*Source: Office of Student Financial Aid Services*

## VI. Fall 2017 Retention and Graduation Highlights

- The Fall 2016 Storrs cohort has achieved a 94% one-year retention rate, only the second cohort to reach this rate – the first cohort being Fall 2012.
- The Fall 2012 Storrs cohort continues to have exceptional retention and graduation rates, being the first cohort to have a five-year graduation rate of 84%. No Storrs cohort has ever achieved a four, five, or six-year rate of 84%.
- The Fall 2011 Storrs cohort has a six-year graduation rate of 83%, improved from the previous cohort (82%.)
- The Fall 2013 Storrs minority cohort has the highest four-year graduation rate (66%) of any minority cohort.
- The total Fall 2011 minority cohort holds steady at a six-year graduation rate of 77%.
- Storrs Campus six-year graduation rate for the Fall 2011 male Hispanic American cohort has improved to 73% compared to the Fall 2010 cohort (66%,) and the total Hispanic six-year rate has improved to 78% for the Fall 2011 cohort compared to the Fall 2010 cohort (72%.)
- Storrs Campus African American male six-year graduation rate for the Fall 2011 cohort has dropped significantly to 64% compared to the Fall 2010 cohort (72%.)
- The one-year retention rate for the Regional Campuses has dropped slightly to 84% for the Fall 2016 cohort compared to 85% for the two previous cohorts.
- The six-year graduation rate for the Regional Campuses has improved to 61% for the Fall 2011 cohort, with Hartford, Stamford, and Waterbury campuses leading the way.
- UConn Storrs Campus ranks 20 out of 58 public research universities in graduation rate for all freshmen and 22 out of 58 public research universities for minority freshmen.
- UConn Storrs Campus average time to graduate is 4.2 years among those who graduate within 6 years, and ranks 4 out of 58 public research universities.
- UConn Storrs Campus ranks 17 out of 58 public research universities in average freshmen to sophomore retention rates.

Source: OIRE