

UNIVERSITY SENATE MEETING
SEPTEMBER 17, 2018
ROME BALLROOM, STORRS CAMPUS

President Herbst called the meeting to order at 4:01 p.m.

1. Election of Moderator and Secretary

President Herbst called on Senator Bramble, Member of the Senate Executive Committee, to nominate a moderator. Senator Bramble nominated Senator Siegle as Moderator of the University Senate for the 2018/2019 academic year. The motion was seconded by Senator Long.

MOTION PASSED UNANIMOUSLY

Moderator Siegle called for nominations from the floor for Secretary of the Senate for the 2018/2019 academic year. Senator Makowsky nominated Jill Livingston. The motion was seconded by Senator Long.

MOTION PASSED UNANIMOUSLY

2. Report of the President

Presented by President Susan Herbst

The President spoke prior to introduction so that she could attend the final meeting of the President's Taskforce on Civil Discourse and Dialog. This Taskforce, chaired by Brendan Kane is holding its final meeting tonight and hope to provide recommendations soon for the University community.

Gubernatorial Election

The governor is the most important person to determine the future of the University. This position articulates the importance of the University, allocates resources to it, and defends our vision. President Herbst is grateful to Governor Malloy and his staff. They have had lot of back-and-forth communication on a weekly basis. Governor Malloy understands why research universities matters and funded UConn the best he could. He understands that the University is about trying to solve the biggest problems in the world, including energy, human rights, and disease.

All three gubernatorial candidates are saying things we want to hear about UConn's importance to the state. All three could learn more to be better informed. Two candidates are scheduled to come to campus for a debate prior to election. This will be held in the Jorgensen at 7 p.m. Wednesday, September 28. The event is free and not ticketed. We are working on getting the 3rd candidate to come to campus as well.

Budget

The budget is not entirely in our control. Rather, it is controlled in large part by the Governor and legislature. We have been cut most often to the block grant, as well as indirectly (e.g. asking UConn to cover more of the fringe cost.) The President doesn't think anyone on either side of aisle wanted to cut us. Nonetheless, all cuts decrease the operating budget. We are down millions this year and next year we will be cut again. We continue to muddle through, gain efficiencies, and fund what matters most to us. We don't want to close anything big and hope not to be driven to that. Cuts this year will be incremental and strategic. We need every dime we can get from state.

In a few weeks, an RFP will go out for UConn Health to find an external partner to help with all clinical services. We worked with many lawyers to understand the parameters from a fiscal standpoint. This is one of the most important and complex thing we will do this year. Andrew Agwunobi is a tremendous leader, who has seen many public-private partnerships. We need to solve the problem of financial unsustainability at the Health Center. We tried once before, with Hartford Healthcare, perhaps 10 years ago. It is extremely urgent now. We will be educating all candidates about how they can help us with this.

James Comey

James Comey is coming to UConn to speak. The fee is entirely paid by the Fusco family of New Haven. President Herbst promised Edmund Fusco that his funds would be used as intended, which was to foster great debates on campus. James Comey is most definitely at the center of American political culture. This is a ticketed event. More information will be forthcoming.

Senator Schultz asked it if would be possible to ask questions of the candidates for governor and if President Herbst could advise what questions would be particularly revealing.

President Herbst answered that the audience is not allowed to ask questions. UConn is hosting the event, but it is being run by local TV affiliates and the journalists will ask questions. She will ask her questions in private. The candidates do not know enough about the University's challenges and opportunities yet, so our conversations are more about what we do. She thinks the candidates will be open; she has no concerns about

any candidate. They have to work within the system and she does not know why they would not want to be incredibly proud of their flagship university.

Senator McCutcheon expressed concern about recent bad press in the Harford Courant, specifically the nepotism rules and football, paying a deceased professor, and misuse of state funding for travel by members of the business school. It has been unnerving to him to see the rapid fire negative stories, when the Harford Courant has normally been relatively kind.

President Herbst responded that she does not see this as any different from what she has dealt with to date. She believes it is inaccurate to say there has been a string of bad publicity.

Senator McCutcheon followed this response by asking how we are combating the string of news?

President Herbst said that every single day we try to tell people our story on every single dimension.

Senator Bramble thanked the President for her leadership these past years and expressed hope that this year will prove to be successful. She asked what the priorities are this year.

President Herbst said that the priorities are the same: strengthen the academic mission, get resources to do great work, recruit outstanding students, secure financial aid to give students a chance to attend. Academics are the number one priority. The Health Center is important. Budgets and capital projects are also important. We have done a lot of great work together and it has been her pleasure.

3. Introduction of Senators

Moderator Siegle asked senators to introduce themselves by standing, stating their name, department, and particular role(s) in the Senate.

4. Approval of Minutes of April 30, 2018

Moderator Siegle called for a motion to approve the April 30, 2018 minutes. Senator Schultz made a motion to approve. The motion was seconded by Senator Long.

MINUTES PASSED WITH ONE ABSTENTION

5. Report of the Senate Executive Committee

Presented by SEC Chair Hedley Freake

Attachment #1

Senator McCutcheon asked if there are any plans for the SEC to discuss the continuing challenges we face with the athletic program, which are a budget and public relations issue for the University.

Senator Freake replied that the Chair of the Budget Committee provides regular updates to the SEC, and this is a regular topic of conversation.

6. Consent Agenda Items:

- Report of the Nominating Committee Attachment #2
- Report of the Senate Curricula and Courses Committee Attachment #3

Four names were added to the Nominating Committee report since the Senate received it.

Moderator Siegle inquired if anyone wished to remove any items from consent agenda prior to vote.

Senator Berkowitz requested to remove EEB 2222: Plants in the Changing World from the Courses and Curricula Committee's recommendation. The Department of Plant Science and Landscape Architecture and proposed instructor have been conversing regarding the course.

Moderator Siegle announced the Senate would vote on the consent agenda without EEB 2222.

AGENDA ITEMS PASSED UNANIMOUSLY

Moderator Siegle invited comments from those who wished to speak to the motion. Senator Berkowitz shared details of email conversations between himself and Senator Darre, former Chair of Curricula and Courses. He is concerned about the content of this course and its relationship to content in Plant Science classes. The course description for EEB 2222 includes agriculture and food security, genetically modified organisms, biofuels, and prospecting. These topics are already covered in several Plant Science courses, including a general education class. He does not see the need for another course in this area.

Senator Schultz replied to the concerns. The Department of Ecology and Evolutionary Biology and Senator Berkowitz's department have had a long and collegial relationship. Senator Schultz helped shepherd Dr. Diggle's proposal through. They did what the Chair of C&C asked of them, which included consultation

with EEB. While C&C wanted to promulgate a certain amount of conversation between departments, they follow C&C procedure.

Senator Berkowitz made a Motion to send the course back to C&C. The motion was seconded by Senator Freake.

MOTION PASSED WITH THREE NAYS AND SIX ABSTENTIONS

7. Report from Senate Curricula and Courses

Motion to adopt definition of Environmental Literacy for the General Education requirements

Attachment #4

Motion to define Environmental Literacy for General Education

Background: The General Education Environmental Literacy Task Force (GEELTF) presented a report of its work (dated 4/20/2018) to the Senate on 5/2/2018. The report included a definition of Environmental Literacy (EL). Another part of the report, outlining the means by which an EL component is implemented in the General Education curriculum, will be presented in a separate set of motions.

Proposed Motion: The General Education Oversight Committee and Senate Curricula and Courses Committee recommend the following definition for EL.

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 focuses throughout on one or more of the following:

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

The report reflects the process begun last spring when GEELTF was convened. The report that Senator Atkinson-Palombo brought forth in the spring included a

definition of environmental literacy and proposal for implementation, which will be read in the upcoming meeting.

Senator Schultz noted the request for approval of the motion at this meeting was so that they can put forth a call for course proposals.

The was no discussion of the Motion from the floor.

MOTION PASSED UNANIMOUSLY

8. Enrollment Update

Presented by Nathan Fuerst, Vice President, Enrollment Planning and Management
Attachment #5

Mr. Fuerst acknowledged that all of us are responsible for recruitment. The most powerful recruitment tool is satisfied students. He thanked all at the University for what they do to make this possible.

There are changing faces in enrollment in the leadership team, whose responsibilities include strategy and managing the Visitors Center, among other duties. The Visitors Center welcomes 50,000+ visitors each year. A new Director of Admissions will be announced later this week and will join staff in November.

Mr. Fuerst noted several details about figures in his presentation. The freshman application trends slide reflects first choice applications. UConn's growing number of applications is a huge achievement in the face of shrinking high school graduation rates. The diversity stats, to a degree, reflect high school demographics. He works closely with deans on setting enrollment targets, and his office is deliberate in how they work to reach those targets. As we are attracting more freshman applicants, we are getting fewer transfers. This is partly because feeder programs, including community colleges, also have declining enrollments.

Open Houses will be held September 30 and October 21. Registration is open and on par with last year.

Senator Clausen asked for the total enrollment at UConn.

Mr. Fuerst said there are about 23,978 undergraduates, which is a 6% increase over the prior year. The Storrs campus had a slight decline. Last year Storrs had 19,200+, and this year the figure is 19,133.

Senator Majumdar referenced the slide on Storrs Freshman and the new admits from in-state versus out-of-state and international. Last year, when we first heard about the budget crisis, we heard opinions that UConn was not as receptive to in-state students. However, it seems that the in-state versus out-of-state ratio has remained fairly stable—an 80/20 split.

Mr. Fuerst expounded that a disproportionate share of students at the regionals and transfer students are in-state, but that the overall ratio remains the same.

Senator Majumdar asked if Mr. Fuerst could provide trend projections.

Mr. Fuerst said that all things equal, we would show a proportional decline in our class. Currently efforts are underway to mitigate the decline of high school graduates. We offered admission to a near record number of Connecticut graduates, and have a peak of high school graduates coming to us from Connecticut. We also have a record number of Connecticut high school grads applying—one of three CT high school seniors.

Senator Majumdar shared his believe that this piece of information is important to give, particularly with the outcome of the elections. There is a perception that UConn is not as receptive to Connecticut graduates as in the past. He thinks the legislature needs to get this message.

Mr. Fuerst replied that he has shared a lot of information already with Gail Bysiewicz-Garber, Joann Lombardo, and other members of the Office of Government Relations, who have a lot of daily interaction with senators.

Senator Brown asked Mr. Fuerst to talk about and explain the rationale of housing regional campus students at Storrs. He asked how this would affect a sense of community at the regional campuses.

Mr. Fuerst said that they were doing a pilot program. They had a few vacancies in residence halls at Storrs. Over the years, we have had students, particularly at the Hartford campus, request to live in Storrs and take classes in Hartford. This year about 120 students took up the offer. A small handful of students are taking classes at Avery Point. The bus makes it a much more viable option to take classes in Harford. About half are upper division students and half freshman. Mr. Fuerst recognizes the concern about building community and making sure do not detract from the regionals, but this is also a good opportunity to tear down barriers between campuses. His office will do a deliberate analysis of this and there are more conversations to come.

Senator Graf inquired about coordination between availability of lecture rooms and admissions.

Mr. Fuerst said that certainly a large piece of this lives in Enrollment and with the Registrar's Office. They have a lot of conversation with the Registrar's Office and are

looking for potential solutions. Regarding classroom utilization, there is a lot to be learned and they have suggestions to work in collaboration with the Provost's Office. Following standard meeting times hugely important. Manage carefully with provost's office.

Vice Provost Volin shared that they have been working with deans, associate deans, and department heads on this issue. Of the 190 controlled classrooms, only 56.7% met standard meeting times. When classes do not meet at standard times, they make the classroom unavailable for next time.

9. New Business

No new business.

A motion to adjourn was made by Senator McCutcheon and seconded by Senator McManus.

The meeting was adjourned at 5:05 p.m.

Respectfully Submitted,
Jill Livingston
Head of Library Research Services
Secretary of the University Senate
5:05pm.

SENATE EXECUTIVE COMMITTEE

Hedley Freake, Chair
Carol Atkinson-Palombo
Karen Bresciano
Gary English
Jaci Van Heest
Justin Fang

Pam Bramble
Nancy Bull
Debra Kendall
Veronica Makowsky
Nandan Tumu

The following members were absent from the September 17, 2018 meeting:

Accorsi, Michael
Anagnostopoulos,
Dorothea
Barnes-Farrell, Janet
Barrett, Edith
Bird, Robert*
Bradford, Michael
Britner, Preston
Bull, Nancy*
Cetegen, Baki
Chandy, John

Cobb Casey
Coulter, Robin*
D'alleva, Anne
Fischl, Michael
Fitch, R. Holly
Gilbert, Michael
Gomes, Miguel
Gould, Phillip*
Green, Preston
Holsinger, Kent*
Judge, Michelle

Kendig, Tysen
Kersaint, Gladis
Ouimette, David
Pratto, Felicia
Rubega, Margaret
Sanchez, Lisa
Segerson, Kathy
Simien, Evelyn
Terni, Jennifer
Van Heest, Jaci*
Wei, Mei

*Members who gave advance notice of absence

Attachment #1

Senate Executive Committee
Report to the University Senate
September 17, 2018

Good Afternoon,

I am pleased to continue serving the university community as chair of the Senate Executive Committee (SEC) for 2018-2019. As I said in the message that went out with the agenda, we live in an interesting world nationally, a politically uncertain one at the state level and in a time of change within the university. This University Senate, with its elected membership including students, staff and deans, in addition to faculty, and with the higher administrators of the university serving in an ex officio capacity is well placed to play important roles in addressing these challenges. You are invited to participate in shared governance in action.

The University By-Laws require that the faculty members of the Senate Executive Committee be appointed to the Advisory Search Committee for the University President. Consequently, we were called to the first meeting of that committee by Board of Trustees Chair, Tom Kruger, in early August. The scope document describing the university and the position has been finalized and the search is now under way, with the assistance of search firm Isaacson Miller.

The SEC has met twice this semester. On September 7, we held an extended meeting to catch up on a number of issues that remained from last year or arose over the summer. We then met with Provost Kennedy followed by a separate meeting with Senate committee chairs to prepare for this meeting. Some of the topics on the agenda for our Senate committees include:

- Implementation challenges surrounding the additional major motion passed by the Senate in March of this year
- Possible revision of the final assessments calendar
- New by-laws to cover education abroad programs and courses
- Pay equity among faculty
- Academic integrity
- Implementation of the environmental literacy general education requirement
- Updates to the Senate by-laws regarding the general education program
- Changes to the PTR forms, particularly for the 3rd year review
- Mental health, identities, and health and well-being of our students

On September 14, the SEC met with President Herbst followed by a separate meeting with senior administration. In that meeting, we learned about an initiative launched by the Provost that will focus on gender diversity in academic leadership. The group will be led by Professor Micki McElya. Executive Vice President Scott Jordan discussed the merger of Logistics into Facilities to create the Facilities Operations Team. This move advances the plan to create a single operations hub for communications in this area. Most on campus services, apart from fire and medical emergencies, can be reached by calling 6-3113. VP Jordan will present an update

on the University budget to the Senate at a meeting later this fall. Vice President Michael Gilbert shared that over 400 students moved onto the Stamford campus this semester. This is an increase of 165 students over last year. Occupancy on the Storrs campus is very similar to last year with only 20 fewer students moving into residence halls last month. We will shortly hear from Vice-President Nathan Fuerst on the incoming class. Vice President Mundrane announced that ITS will hold a communications campaign to raise awareness in the areas of phishing, security and protection. Further information on the campaign is coming soon.

I look forward to working with you all in what I expect will be a productive year.

Sincerely,

Hedley Freake, Chair
Senate Executive Committee

**Nominating Committee Report
to the University Senate**

September 17, 2018

1. We move the following faculty and staff deletion from the named standing committees:
Kathleen Labadorf from Senate Curricula & Courses
Laura House from Senate Growth and Development
Holly Jeffcoat from University Budget
2. We move the following faculty and staff additions to the named standing committees:
Kate Fuller to Senate Curricula & Courses
Lauren Schlesselman to Scholastic Standards
Anne Langley to University Budget
3. We nominate Leslie Shor to chair the Senate Nominating Committee, term ending June 30, 2019
4. For the information of the Senate, the following individuals have been appointed as ex-officio members to the standing committees of the University Senate:

Diversity Committee – Dana Wilder
Budget Committee – Lloyd Blanchard
Curricula and Courses Committee – Lauren Schlesselman
Enrollment Committee – Nathan Fuerst
Faculty Standards Committee – John Volin
Growth and Development Committee – Jeffrey Shoulson
Scholastic Standards Committee – Jennifer Lease Butts
Student Welfare Committee – Michael Gilbert
5. For the information of the Senate, the Undergraduate Student Government has appointed Nandan Tumu as its representative on the Senate Executive Committee for the current academic year.
6. For the information of the Senate, the Graduate Student Senate has appointed Justin Fang as its representative on the Senate Executive Committee for the current academic year.
7. For the information of the Senate, the Graduate Student Senate has appointed Stephany Santos to the Senate Diversity Committee and Danielle Heichel to the Senate Faculty Standards Committee.

Respectfully submitted,

Leslie Shor, Chair
Pam Bramble
Gustavo Nanclares

Carol Atkinson-Palombo
Jack Clausen
Morty Ortega

**University Senate Curricula and Courses Committee
Report to the Senate
September 17, 2018**

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

- A. DMD 1060 Fundamentals of Programming for Game and Web (#6369)
Proposed Catalog Copy
DMD 1060. Fundamentals of Programming for Game and Web
Three credits. Prerequisites: DMD 1000, DMD 1030; open to Digital Media and Design majors only, others by instructor consent.
Introduction to object-oriented computer programming through lecture and hands-on exercises. Basic computer programming principles that will set the foundation for future courses in scripting.
- B. EEB 2222 Plants in a Changing World (#4856)
Proposed Catalog Copy
EEB 2222. Plants in a Changing World
Three credits. The central role of plants in mediating impending environmental changes. Topics include rising CO₂, changing temperature and rainfall patterns, phenology, pollinator declines, agriculture and food security, genetically modified organisms, biofuels, bioprospecting, invasive species
- C. PERS 1103 Intermediate Persian I (#7009)
Proposed Catalog Copy
PERS 1103. Intermediate Persian I
Four credits. Prerequisite: PERS 1102 or equivalent.
Further development of listening, speaking, reading, and writing skills in Persian within a cultural setting. Readings to enhance cultural awareness of the Persian-speaking world.
- D. PORT 1103 Intermediate Portuguese I (#7133)
Proposed Catalog Copy
PORT 1103. Intermediate Portuguese I
Four credits. Prerequisite: PORT 1102 or equivalent.
Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Lusophone world.
- E. PORT 1104 Intermediate Portuguese II (#7134)
Proposed Catalog Copy
PORT 1104. Intermediate Portuguese II
Four credits. Prerequisite: PORT 1103 or equivalent.
Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Lusophone world.

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

- A. DMD 2542 Introduction to Game Scripting (#5567) [Prereqs and description]

Current Catalog Copy

DMD 2542. Introduction to Game Scripting

Three credits. Prerequisites: Open only to Digital Media and Design majors; others by instructor consent.

Fundamentals of gameplay scripting utilizing a current game engine. Numbers, strings, assignment, loops, functions, arrays, and available engine commands.

Revised Catalog Copy

DMD 2542. Introduction to Game Scripting

Three credits. Prerequisites: DMD 2070; Open only to Digital Media and Design majors; others by instructor consent.

Fundamentals of gameplay scripting utilizing an off-the-shelf video game engine. Scripting concepts and constructs like vector math, classes, raycasting, deltaTime, and other available engine commands.

B. ENVE 2411 Introduction to Computer Aided Design (#7170) [Credit restriction and description]

Current Catalog Copy

ENVE 2411. Introduction to Computer Aided Design

One credit. Prerequisite: Enrollment in the School of Engineering.

Introduction to computer aided design and drawing, emphasizing applications in civil and environmental engineering and landscape design; Students will be introduced to fundamental CAD concepts and techniques, such as drawing commands, dimensioning, layers, editing techniques, and plotting, and additional software packages to create planimetric and topographic maps; Related topics include scale, coordinate geometry, terrain representation.

Revised Catalog Copy

ENVE 2411. Introduction to Computer Aided Design

One credit. Prerequisite: Enrollment in the School of Engineering.

This course and CE 2410 may not both be taken for credit. Introduction to computer-aided design and drawing, emphasizing applications in civil and environmental engineering and landscape design. Fundamental CAD concepts and techniques, such as drawing commands, dimensioning, layers, editing techniques, and plotting, and additional software packages to create planimetric and topographic maps. Related topics include scale, coordinate geometry, and terrain representation.

C. FREN 1161 Elementary French I (#6307) [revise number, description]

Current Catalog Copy

FREN 1161. Elementary French I

Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society and reinforces through these areas the linguistic skills taught in the preceding classes.

Elementary French grammar. Emphasis is on the skills of speaking, oral and written comprehension, reading of simple texts and writing.

Revised Catalog Copy

FREN 1101. Elementary French I

Four credits. Not open for credit to students who have had three or more years of high school French.

Elementary French grammar. Emphasis on speaking, listening, reading, and writing skills. Cultural and social content reinforces the linguistic skills taught in every class.

D. FREN 1162 Elementary French II (#6308) [revise number, description]

Current Catalog Copy

FREN 1162. Elementary French II

Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society and reinforces through these areas the linguistic skills taught in the preceding classes.

Elementary French grammar. Emphasis is on the skills of speaking, oral and written comprehension, reading of simple texts and writing.

Revised Catalog Copy

FREN 1102. Elementary French II

Four credits. Prerequisite: French 1101 or permission of the Language Coordinator.

Elementary French grammar. Emphasis on speaking, listening, reading, and writing skills. Cultural and social content reinforces the linguistic skills taught in every class.

E. FREN 1163 Intermediate French I (#6309) [revise number, description]

Current Catalog Copy

FREN 1163. Intermediate French I

Prerequisite: FREN 1162 or 173 or two years of high school French. Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society. Continuation of 1161-1162.

Review and extension of French grammar. Graded composition. Intensive and extensive reading. Intensive oral practice.

Revised Catalog Copy

FREN 1103. Intermediate French I

Prerequisite: FREN 1102 or two years of high school French or permission of Language Coordinator. Four credits. Continuation of 1102.

Review and extension of French grammar. Graded Composition. Intensive and extensive reading. Intensive oral practice. Cultural and social content reinforce the linguistic skills taught in every class.

F. FREN 1164 Intermediate French II (#6310) [revise number, description]

Current Catalog Copy

FREN 1164. Intermediate French II

Prerequisite: FREN 1163 or 173 or two years of high school French. Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society. Continuation of 1161-1162.

Review and extension of French grammar. Graded composition. Intensive and extensive reading. Intensive oral practice.

Revised Catalog Copy

FREN 1104. Intermediate French II.

Prerequisite: FREN 1103 or two years of high school French or permission of Language Coordinator. Four credits. Continuation of 1103.

Review and extension of French grammar. Graded Composition. Intensive and extensive reading. Intensive oral practice. Cultural and social content reinforce the linguistic skills taught in every class.

- G. HIND 1103 Intermediate Hindi I {HIND 1103-1104. Intermediate Hindi Levels I and II} (#7129) [revise number, title, & description]

Current Catalog Copy

HIND 1103-1104. Intermediate Hindi Levels I and II

Three credits each semester. 1103 is offered in the first semester and 1104 in the second. Consult the Program Director in Oak Hall 207 for more information.

Revised Catalog Copy

HIND 1103. Intermediate Hindi I

Four credits. Prerequisite: HIND 1102 or equivalent.

Further development of understanding, speaking, reading, and writing skills in Hindi within a cultural setting. Readings to enhance cultural awareness of the Hindi-speaking world.

- H. HIND 1104 Intermediate Hindi II {HIND 1103-1104. Intermediate Hindi Levels I and II} (#7130) [revise number, title, & description]

Current Catalog Copy

HIND 1103-1104. Intermediate Hindi Levels I and II

Three credits each semester. 1103 is offered in the first semester and 1104 in the second. Consult the Program Director in Oak Hall 207 for more information.

Revised Catalog Copy

HIND 1104. Intermediate Hindi II

Four credits. Prerequisite: HIND 1103 or equivalent.

Further development of understanding, speaking, reading, and writing skills in Hindi within a cultural setting. Readings to enhance cultural awareness of the Hindi-speaking world.

- I. PSYC 2208 Sensory Systems Neuroscience (#7249) [revise recommended prep]

Current Catalog Copy

PSYC 2208. Sensory Systems Neuroscience

Three credits. Prerequisite: PSYC 1100 or BIOL 1107 or BIOL 1108. Recommended preparation: PSYC 2200.

Cellular, circuit, and neural systems basis of sensation and perception including evolutionary and ecological differences among mammals.

Revised Catalog Copy

PSYC 2208. Sensory Systems Neuroscience

Three credits. Prerequisite: PSYC 1100 or BIOL 1107 or BIOL 1108.

Cellular, circuit, and neural systems basis of sensation and perception including evolutionary and ecological differences among mammals.

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

- A. EPSY 2450 Whole Child, School, and Community (#3720)

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

- A. EEB 2222 Plants in a Changing World (#4856)

V. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following 3000- or 4000-level courses for inclusion in the Writing (W) Competency:

- A. ASLN 3306W Advanced American Sign Language, Level II (#6427)

Proposed Catalog Copy

ASLN 3306W. Advanced American Sign Language, Level II

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; ASLN 3305 or consent of the instructor.

Continuation of advanced study of American Sign Language and Deaf culture. Emphasis on composition in ASL, involving critical engagement with primary research in ASL literature and Deaf culture, and guidance on how to compose and revise in ASL using an online video recording platform.

VI. New S/U-Graded Courses:

- A. MATH 3899 Independent Study (#6507)

Proposed Catalog Copy

MATH 3899. Independent Study

Credits and hours by arrangement. Prerequisite: Open only with consent of instructor. This course, with a change of topic, may be repeated once for credit. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

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)

5/2/18 meeting

And Respectfully Submitted by the 18-19 Senate Curricula and Courses Committee: Pam Bedore (Chair), Michael Bradford, Daniel Burkey, John Chandy, David Ouimette, Eric Schultz, Mark Brand, Marianne Buck, Michael Ego, Kathleen Labadorf, Lauren Schlesselman (Ex-Officio), Gina Stuart

8/29/18 meeting

Attachment #4

Motion to define Environmental Literacy for General Education

Background: The General Education Environmental Literacy Task Force (GEELTF) presented a report of its work (dated 4/20/2018) to the Senate on 5/2/2018. The report included a definition of Environmental Literacy (EL). Another part of the report, outlining the means by which an EL component is implemented in the General Education curriculum, will be presented in a separate set of motions.

Proposed Motion: The General Education Oversight Committee and Senate Curricula and Courses Committee recommend the following definition for EL.

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 focuses throughout on one or more of the following:

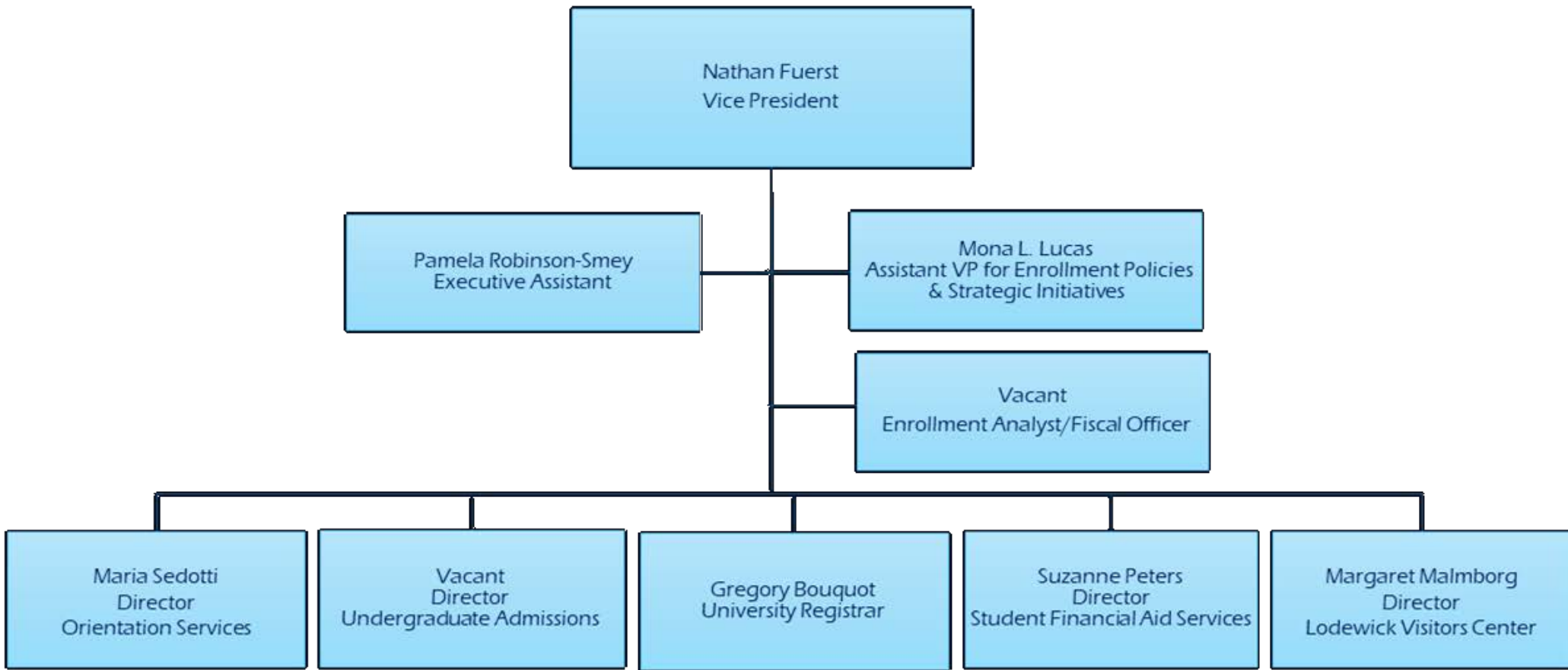
1. theories, observations, or models of how humans impact the health and well-being of the natural world;
2. theories, observations, or models of how the natural world affects human health and well-being;
3. public policies, legal frameworks, and/or other social systems that affect the environment;
4.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



New Student Enrollment Update

September 17, 2018

Enrollment Leadership Team



Freshmen Application Trends

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Difference
Storrs	31,280	34,978	35,980	34,198	34,885	+2.0%
Avery Point	194	251	242	224	230	+2.7%
Hartford	251	264	318	322	358	+11.2%
Stamford	241	276	305	1,896	2,317	+22.2%
Waterbury	173	187	187	256	239	-6.6%
All Campuses	32,139	35,956	37,032	36,896	38,029	+3.1%

Storrs Freshmen

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Difference
Enrollees	3,588	3,774	3,822	3,683	3,749	+67
Mean New SAT	NA	NA	NA	1294	1306	+12
ACT	27.9	28.0	28.3	28.7	28.6	-0.1
% Students of Color	33.4%	32.3%	36.3%	35.1%	39.7%	+4.6%
% In State	61%	57.5%	64.2%	64.5%	64.3%	-0.2%
% Out of State	32.2%	33.6%	26.1%	21.5%	22.7%	+1.2%
% International	6.8%	8.9%	9.7%	14.0%	13.0%	-1.0%
Honors Students	512	519	523	547	555	8

Storrs Freshmen Diversity

Ethnic Composition (%)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Black / African American	5.9%	7.2%	7.4%	6.8%	8.0%
Asian	13.4%	12.6%	11.7%	12.1%	11.8%
Hispanic/ Latino	10.6%	9.2%	13.7%	11.8%	16.2%
Am Indian/ Alaska Native	0.1%	0.3%	0.1%	0.1%	0.2%
2 or More	3.3%	2.9%	3.5%	4.2%	3.5%
Hawaiian / Pac Islander	0.1%	0.1%	0.0%	0.1%	0.0%
Minority Subtotal	33.4%	32.3%	36.3%	35.1%	39.7%

Storrs Freshmen School & Colleges

18/19 - A - 15

By School and College	Fall 2017 Actual	Fall 2018 Target	Fall 2018 Actual
ACES	826	785	727
CAHNR	259	260	237
Business	461	520	572
CLAS	1,194	1,100	1,162
Engineering Business	18	15	21
Engineering	670	720	731
Fine Arts	128	160	155
Nursing	103	100	106
RHAG	24	40	38
Grand Total	3,683	3,700	3,749

Regional Freshmen

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Enrollees	1406	1,363	1,297	1,609*	1,806*
Mean New SAT	NA	NA	NA	1092	1107
% Students of Color	43.0%	41.0%	48.4%	55.0%	56.3%

Regional Freshmen

(Excludes Storrs Spring Admits)

	Fall 2017 Actual	Fall 2018 Target	Fall 2018 Actual
Avery Point	203	260	176
Hartford	458	440	536
Stamford	540	500	634
Waterbury	302	275	286
Storrs Spring Admits	106	150	174
TOTAL	1,609	1,625	1,806

Storrs Spring Admits

	Fall 2017 Actual	Fall 2018 Actual
Avery Point	12	25
Hartford	63	93
Stamford	21	27
Waterbury	10	29
TOTAL	106	174

New Transfers

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Difference
Storrs	805	871	874	851	764	-87
Regionals	226	285	237	261	207	-54
Total	1031	1,156	1,111	1,112	971	-141

New Student Enrollment Summary

	Fall 2017 Actual	Fall 2018 Target	Fall 2018 Actual
Storrs Freshmen	3,683	3,700	3,749
Storrs Spring Adm	106	150	174
Storrs Transfers	851	850	764
Regional Freshmen	1,503	1,475	1,632
Regional Transfers	261	250	207
Total	6,404	6,425	6,526

Financial Aid Update

- 28% of Freshmen were awarded Federal Pell Grant recipients
- 75% of Freshmen were awarded some type of aid (loans, scholarships, grants, etc.)

Questions?

Nathan Fuerst, Vice President

Division of Enrollment Planning & Management

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486-1463

Fall Open House Dates:

Sunday, September 30th

AND

Sunday, October 21st