

UNIVERSITY SENATE MEETING
OCTOBER 8, 2018
ROME BALLROOM, STORRS CAMPUS

President Herbst called the meeting to order at 4:04 p.m.

1. Report of the President

Presented by President Susan Herbst

The President provided a brief report. As a new practice, the Senate Executive Committee (SEC) emailed Senators prior to the meeting, asking them to submit questions for the President. In the future, these questions can be emailed to SEC Chair, Hedley Freake, prior to meetings. People can remain anonymous if they choose.

The world has changed since the September Senate meeting. Senator Atkinson-Palombo shared with her that Revolution Against Rape, a student organization focused on increasing awareness and ending rape and sexual assault, is hosting its annual event. On Friday, October 19th at 4 p.m., the March to End Victim Blaming will commence in the Student Union Ballroom. Following the March, there will be speakers. The event will last until 7 p.m.

All questions submitted prior to the meeting came from graduate student Justin Fang.

Regarding the planned hockey stadium, Executive Vice President for Administration and Chief Financial Officer, Scott Jordan, is looking for a private partnership. If we are unable to find a private partner, we cannot use state funding. When we joined Hockey East a few years ago, it was with the understanding that all games would be at the XL center, but the league said we would eventually have to build a new facility on campus. We have told them over the years that we have financial problems. The XL Center draws a crowd, but games should be on campus at least part of the time. Scott Jordan has been asked by the Board of Trustees to find a private partnership. Most men's games would probably be held in Hartford, but all women's games would be in Storrs.

As to the second question, what would we do if we found a partner that did not work out? President Herbst responded that she does not know; first we need to build the rink and Scott Jordan has to do a lot of work to make this happen. She will keep the Senate posted if we put out an RFP or other action occurs. We cannot use state money to build arena.

Is it a done deal that the men will play in Hartford and women in Storrs? Yes, but we will try to have some men's games on campus as well.

The Fusco Lecture featuring Jim Comey is a week from tonight. Are students allowed to nominate individuals to come to campus for the seminar? Yes. Are there financial constraints? There are always financial constraints. Available funding depends on how much is in the fund and whether the donor is willing to supplement that amount. There is no ideological litmus test for presenters. We have invited republicans in the past. We almost had Mitt Romney last year. Previously, we invited Ted Cruz and Marco Rubio. Regarding the suggestion for George W. Bush, we would love to have him. The specific Fusco language for speakers is fairly loose, without much specificity.

There were no additional questions from the floor. President Herbst reaffirmed that we will take write-in questions in the future.

2. Election of Alternate Moderator

Moderator Del Siegle was unable to attend; thus, the President called on Senator Makowsky, Member of the SEC, to nominate an alternate moderator for the 2018-2019 academic year.

Senator Makowsky nominated Senator Gary English as alternate Moderator of the University Senate for the 2018-2019 academic year.

Senator Long seconded the motion.

MOTION UNANIMOUSLY APPROVED

3. Approval of Minutes of September 17, 2018

Moderator English called for a motion to approve the September 17, 2018 minutes.

Senator Long made a motion to approve. The motion was seconded by Senator Pane.

MINUTES PASSED UNANIMOUSLY

4. Report of the Senate Executive Committee

Presented by SEC Chair Hedley Freake

Attachment #6

Following the report, Senator Freake invited questions for himself or President Herbst.

President Herbst provided an update on the Nathan Hale Inn. The hotel, but not the land, has been sold to a private developer, Graduate Hotels. The Nathan Hale will undergo a major transformation paid for by the private developer. It will become a destination place; people will be happy to have their families and friends stay there. The hotel was sold at a cost of ~\$8-9M. There will be ~\$10-13M in capital improvements. Graduate hotels have had success with the Universities of Michigan and Georgia. They have about 10 hotels, including UConn, which they are working on this year. All their hotels are at big research universities. The hotel will have a niche, kind of hipster affect, which will go with UConn's vibe. The renovation will necessitate closure of the hotel. Renovation will begin after Commencement in May and continue through the summer and fall of 2019. The hotel will reopen in December or January 2020.

Senator Atkinson-Palombo asked the President if she has suggestions about what we can do as an institution to help students register to vote.

President Herbst just met with UConnPIRG at her office. They are doing a major get-out-the-vote campaign. They would love to have faculty help; information is on their website. They are going to put out film on social media about ways students communicate with one another.

Senator McCutcheon thanked the President for her update on the hotel and asked for affirmation that during the renovation we will not have any hotel on campus. President Herbst responded that there is no alternative, because they really need to redo the hotel. People will need to plan for this. There are good options for lodging in Manchester and Hartford. There are also the Tolland Inn and Fitch House.

Senator McCutcheon shared that there have been serious gridlock problems in the North Campus at the end of the day. There are major delays, as lengthy as twenty minutes, getting out of the garage and past the light. He reflected that this may be resultant from a change, perhaps the opening of Discovery Drive or parking changes. Senator McCutcheon requested that SEC look into this.

President Herbst said she would ask Transportation what is going on. She already went to the Commissioner about the light, and he is supposed to follow up on that.

5. Consent Agenda Items:

- Report of the Nominating Committee Attachment #7
- Report of the Senate Curricula and Courses Committee Attachment #8
Attachment #9

Senator Shor presented the slate; she noted that in addition to the Consent Agenda, they were moving to add Kathleen Tonry and Jason Vokoun to the General Education Oversight Committee with terms ending June 2020.

After confirming that there were no comments or questions from the floor, Moderator English accepted the Reports of the Nominating Committee and Senate Curricula and Courses Committee.

6. Report from Scholastic Standards Committee Attachment #10

Discussion on proposed changes to final assessment by-laws

This is a discussion item only and not a first reading of proposed by-law changes.

Presented by Veronica Makowsky

Senator Makowsky articulated that this item was for discussion and information purposes. The Scholastic Standards Committee wanted to hear what the Senators think and afford them time to go back to their constituencies for further input. If people have more questions or comments, they can be directed to Veronica Makowsky, who will direct them to the committee.

A number of issues related to final assessments have come up repeatedly. As Scholastic Standards consulted with students, it found that the problems are interconnected. The Senate By-Laws already prohibit giving final assessments during the last week of classes. To improve understanding and remedy problems, the Scholastic Standards Committee developed a definition for final assessments and proposed other changes.

Senator Judge, School of Nursing, shared that the earlier start time will cause conflicts for nursing students doing clinical make-ups. Junior and seniors do clinical rotations during the semester. Inevitably large numbers of students miss, so they hold open make-ups. The Nursing faculty are concerned with students having time to do clinical make-ups and having time to prepare for exams, as the proposed schedule will push into the make-ups.

Senator Burkey, School of Engineering, noted a conflict for laboratory classes and scheduling during the final week of the semester. Several Engineering departments have classes with labs that run up to the last week of classes. Design Day is also held the last week of classes in the spring semester. It is scheduled at that time to coincide with a convention held in the Gampel.

Senator Gibson, Department of Physics, also expressed concern for conflicts with labs. He teaches a General Education course with a lab. The lab final is on the Thursday or Friday of the last week of classes. Physics labs are completely packed, which precludes rescheduling.

Senator Majumdar, Department of Statistics, Stamford Campus, shared that there is something in the books that stipulates the number of student project hours for 3 credit and 4 credit courses. If we end instruction on Wednesday, classes with Monday/Wednesday/Friday schedules will have less contact time.

Senator Makowsky responded that she has not heard of that; she does not believe it is in the By-Laws. She will double check the By-Laws and also check with the Provost's Office. For federal standards, including those for financial aid, we need a certain number of academic weeks, for which exams and reading days count.

Senator Graf, Department of Molecular & Cell Biology, emphasized the laboratory issue. They hold labs Tuesday through Friday. They also teach classes that only meet on Thursdays and Fridays. The changes would cause them to be short a week for those classes.

Senator Pane, Graduate School, shared that the last time we made an academic calendar adjustment for final exams, it impacted the regional campuses, whose facilities may not be open on weekends.

Senator McCutcheon, Department of Chemical & Biomolecular Engineering, inquired whether reading days are requirements based on University policy.

Senator Makowsky replied that reading days are entirely up to us.

Senator McCutcheon offered that it might save a lot of time if, rather than using Thursday and Sunday as reading days, we just use Saturday and Sunday. Exams could start on Monday.

Senator Makowsky replied that this is what we are doing now. We want to distinguish reading days from weekends, but could consider Senator McCutcheon's suggestion.

Moderator English offered historical perspective. We have gone round and round the circle on reading days, with all sorts of variations, including none.

Senator Makowsky shared that extending the final assessment period will eliminate virtually all conflicts and most of the bundling, and faculty will not give exams on the same days as regularly scheduled classes.

Senator Barnes-Farrell, Department of Psychological Sciences, stated that one of the issues that comes from rescheduling is the impact on the ~40% of students who work and may not have much control over their schedules.

Senator Makowsky expressed that under this system, the Registrar's Office would compile the final assessment scheduled by the start of the semester, so that students will know when they sign up for classes when the exams are. Faculty would also know the exam schedule right from beginning of the semester.

Senator Shor, Department of Chemical and Biomolecular Engineering, noted that for project-based courses, the most relevant final assessments are presentations, which are typically scheduled during the last two or three weeks of classes. In addition to student presenters, other students attend to assess peers. Presentations are held during regular class meeting times, but may extend beyond the class time.

Senator Makowsky asked whether they could conduct the presentations during the Final Assessment period if the Registrar scheduled 2-3 blocks.

Senator Shor replied that they would need 8-10 hours.

Moderator English stated that it may be worth reviewing the criteria. Sometimes faculty who required final exams in the traditional sense were simply moving them into the last week of classes. This clearly has a negative impact on students.

Senator Deans, Department of English, expressed support for the reading days proposed. When we talk about final assessments for classes with papers or portfolios, what is earliest assessments can be due? Does it have to be due the same day an exam would be scheduled? He would encourage this, so the papers, portfolios, project, etc. will not get bunched.

Senator Makowsky said she will take this back to committee.

Senator Tumu, Undergraduate Student Government, suggested a whole week of reading days to precede finals.

Senator Vokoun, Department of Natural Resources and the Environment, expressed that part of the problem is that faculty are trying to be done early, and that giving them a short week might make it easy for them to be done two weeks early.

Senator Makowsky responded that it is not new that faculty cannot give final assessments prior to the final assessment period. The problem is lack of enforcement, which is not fair to students.

Senator Crivello, Department of Physiology and Neurobiology, stated that the current situation is broken. The number of bunched final assessments goes up every semester.

Senator McCutcheon asked whether we can extend final assessments two days at the end.

Senator Makowsky answered that this would bump into graduation.

Senator Makowsky summarized that most of the issues presented related to actual scheduling: engineering and laboratory sciences and project-based courses, and classes offered on Thursday and Friday.

Senator Howell, Department of Chemistry, said she is concerned with losing any instructional time. Especially during the winter, we already have to wrestle with loss of classes.

Senator Burkey stated that loss of instructional time is generally detrimental.

Senator Holle, Department of Pharmacy Practice, expressed a need to go back to her department for input, and to check accreditation requirements.

7. Report on Regional Campuses

Attachment #11

Presented by John Volin, Vice Provost for Academic Affairs

Senator Schultz expressed that he was impressed by the Stamford campus growth and curricular offerings. He asked how we can be sure we will provide for general education needs, especially environmental literacy.

Vice Provost Volin said that he and Lloyd Blanchard, Associate Vice Provost for the Office of Institutional Research and Effectiveness, were looking at what it would take to increase general education offerings. They would likely look at APIRs.

Senator Fang asked if any regional campuses absorbed persons from Torrington.

Vice Provost Volin replied that Waterbury took 40-60 students, as well as some faculty.

Senator Philbrick shared that the Waterbury campus now has a cohort business program, which has taken off. This is a good program they will be able to offer. They are

trying to bring up support for undergraduate success, such as increasing tutoring. This is important for their underserved demographic. They also now have a full-time case manager who can look into student concerns.

Vice Provost Volin added that there are two new full-time staff in Stamford; they are trying to increase student support services where needed.

Senator McManus asked, given the huge success of the dorms in Stamford, if we are considering new dorms at Avery Point.

Vice Provost Volin replied that he has not heard any talk. He noted that Waterbury has not filled its dormitory space in two years. It is not necessarily that "if we build it they will come".

Senator Freake asked if Dr. Volin could provide the number of degrees awarded at each of the campuses.

Vice Provost Volin responded that he will provide this information.

Senator Tumu inquired about the slide that depicts campus applications, which appears to reflect a different figure than the stated 13% increase in Hartford applications.

Vice Provost Volin replied that the slide represents the total number of students on each campus.

Senator Tumu asked if people transferring to that campus.

Vice President Weiner said that some students apply to Storrs and end up in Hartford.

Senator Bradford asked, as we look at the numbers, how is administration feeling about capacity at the campuses? He further inquired what administration is doing to examine growth.

Vice Provost Volin replied that he is in constant communication with regional campus directors. He is specifically talking with Waterbury and Avery Point on strategies for recruitment. With Stamford, they are looking at a five-year strategic plan to look at how to deal with growth.

Senator Brown noted that capacity is a good question. We cannot talk about increasing students without increasing capacity. At Waterbury, they do not have enough classes. When the students came in, they were begging for classes. If we increase the student body, the University needs to make a commitment to increase classes.

Vice Provost Volin replied that a lot of that role is with CLAS. Dr. Edith Barrett is the new Associate Dean for Regional Campuses. She has been working closely with CLAS to make sure needs are supported. Regional campuses have budgets for adjunct professors, so if they need to increase classes, they can. Space is there as well.

Senator Vokoun asked whether it would be easy to pull a report of what students come to Storrs with which majors, so we know where campus changers are coming from.

Senator Makowsky said she hopes administration is not dismissing the idea of residence halls at Avery Point. This has been discussed in the past, with the idea that those residence halls could be used as a conference center in the summer. Also people are interested in marine sciences at Avery Point, but turned off because they cannot reside there.

Senator Majumdar said he really appreciates the growth at Stamford. The campus sprung to life this semester. He has no information about how class allocations are being made. Also, office space for adjuncts is tight. Every day he receives 2-3 emails about issues.

Vice Provost Volin affirmed that he has heard about potential issues with office space. This is one of the many things that will be looked at in the five-year strategic plan.

Senator Werstler shared that last year he applied and got into Storrs. Many of his friends were deferred to regionals, and he believes the greatest factor contributing to their enrollment decisions was housing. Many wanted to go to Avery Point, but the single greatest deterrent was the long drive and lack of housing. Senator Werstler asked if this is a financial situation--what are reasons to not having housing?

Vice Provost Volin replied that what Senator Makowsky said was indicative of many conversations that have been held. He does not know of anything in the Master Plan about residence halls at Avery Point. We did allow about 120 Avery Point and Hartford students to house in Storrs.

Senator McCutcheon asked if Vice Provost Volin has student/faculty ratios.

Vice Provost Volin said he can get them.

Senator McCutcheon followed that he would like to see them for the regional campuses, and understand how they relate to Storrs. It is his understanding that the University makes a lot of money off housing if we have students living in housing and on meal plans. This could be a good source of revenue.

8. Update from the Graduate School

Attachment #12

Presented by Kent Holsinger, Vice Provost for Graduate Education and Dean of the Graduate School

Vice Provost Holsinger provided a quick report. He will provide the regular report in March, as usual.

He called the Senate's attention to changes in the new contract with graduate assistants. For the past 3.5 years, graduate assistants have been covered by a collective bargaining agreement. They serve a dual role in the University—they are both graduate students and graduate assistants. The Graduate Catalog covers student relationships and the GEU contract governs employment relationship. There is a significant change in the contract. Students have two ways to be absent: 1) Leaves (time away for reasons such as medical leave or bereavement) are managed through HR if >3 days; 2) Time off (time away from work for other reasons, such as vacation). Previously there was no specified time off. Now there is a specific numbers of days, which is tracked by GA supervisors.

There is a new process for new or modified graduate programs. These now go through an electronic workflow, derived from the Senate's course action request. This has an anticipated go-live date of November to December. Until then they will continue to use email correspondence.

Senator McCutcheon inquired if 20 days off seems excessive for a 9-month appointment.

Vice Provost Holsinger replied that this is what we contractually agreed to. It is less time off than UCPEA, which has 22 days. The 20 days includes their entire appointment from August 23rd-May 23rd.

Senator Shor asked for clarification. Given that graduate students have dual roles, does this imply they have 20 half days?

Vice Provost Holsinger responded that the contract is written that they have 20 business days, so he would interpret this as a full business day, even though technically they are half-time employees.

Senator Shor inquired who pays for leaves for research assistantships.

Vice Provost Holsinger stated that the employing unit covers the cost of the person on leave. NSF has a career balance program that allows investigators to apply for supplements for costs.

Senator Shor noted that NSF says applying for direct costs while on leave is typically not appropriate.

Vice Provost Holsinger responded that this is typically an allowable, if all students are treated the same way.

Senator Shor asked what happens if the funding agency does not provide for leave.

Vice Provost Holsinger responded that there is no formal mechanism. These would have to be handled on a case-by-case basis.

9. New Business

No new business.

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

The meeting was adjourned at 5:38 p.m.

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 October 8, 2018 meeting:

Barrett, Edith*	Kane, Brendan	Rubega, Margaret*
Bramble, Pamela*	Kendall, Debra*	Sanchez, Lisa
Bull, Nancy*	Kendig, Tysen	Siegle, Del*
Cetegen, Baki	Kersaint, Gladis	Simien, Evelyn
Chandy, John*	Magley, Vicki	Terni, Jennifer
Coulter, Robin*	McElya, Micki*	Wagner, Manuela*
Faustman, Cameron*	Mundrane, Michael	Wilson, Cristina*
Irizarry, Guillermo	Nanclares, Gustavo*	
Jordan, Scott*	Pratto, Felicia	

*Members who gave advance notice of absence

Senate Executive Committee
Report to the University Senate
October 8, 2018

Good Afternoon,

The Senate Executive has met twice since our Senate meeting. On September 28, we met with Provost Kennedy followed by a meeting with committee chairs to set the agenda for this meeting.

At the March 2017 meeting, the University Senate approved a motion to recommend changes to the University By-Laws regarding emeritus status. The recommended change would have automatically awarded emeritus status to Associate Professors as well as Professors who have served the University at that rank for at least five years. Previously, the award of emeritus status to associate professors always required approval of the Retirement Committee. The recommended change did not have the support of the President and Provost and will not be moved forward for consideration by the Board of Trustees. In their response to the SEC, President Herbst and Provost Kennedy wrote: "We feel strongly that at a prominent research university, emeritus status is reserved for faculty who have achieved the top academic rank, and we are such a university. All tenure track faculty are expected to fulfill their potential and earn promotion to Professor." Although there will be no change to University By-Laws, the Retirement Committee is available to hear cases of those who are not automatically awarded emeritus status.

Last year, an ad-hoc committee, drawn from the Scholastic Standards Committee (SSC) and the Faculty Standards Committee (FSC) identified problems with the current Academic Misconduct Policy. The SEC has now charged the SSC to form an ad hoc Academic Integrity Committee to consider these problems and propose changes in the policy and procedures related to Academic Misconduct. The committee will include members drawn from the SSC, FSC and the Student Welfare Committee as well as undergraduate and graduate student, regional campus, Community Standards and administration representation and will be asked to report by March 1.

This is Indigenous Peoples' week and the Diversity Committee reported that a Land Use statement has been drafted and is currently sitting in the Attorney General's Office prior to being formally advanced. Since today is Columbus Day, the SEC thought it appropriate to share that statement with you at this meeting. It is anticipated that it will come before you again at a future meeting when a resolution will be presented in its support.

The Senate Curricula and Courses Committee and GEOC had intended to present you with the implementation plan for Environmental Literacy at this meeting. However, they have not quite finished work on this proposal and so its presentation will be delayed until November. Given the extremely tight timeline being followed to allow implementation next fall, we anticipate that you may be asked to set aside the normal procedure that requires a first reading of a motion with by-law implications at one meeting with the vote coming a month later. Such an override will require a 2/3 majority. Please look for the implementation motion in the materials sent out prior to the November meeting and consider it carefully in preparation for a vote.

On October 8, the SEC met with President Herbst followed by a meeting with senior administration.

Vice-President for Research Radenka Maric shared details of 4 new programs for supporting a range of research across the university, including the arts and humanities and multidisciplinary approaches.

Details of these programs can be found on the new internal funding web pages. Vice-President for Graduate Education Kent Holsinger reported the trends in graduate applications and enrollment. Applications have increased about 50% in the last 10 years, primarily because of specific Master's programs in the School of Business. Doctoral applications are down slightly but enrollment at both Master's and Doctoral levels are up 11% since 2009.

We also heard from Scott Jordan, Executive Vice President for Administration and Chief Financial Officer, about the sale of the Nathan Hale Inn to a private developer and preliminary plans to build a new hockey arena, and Daniel Weiner, Vice President for Global Affairs, about the requirement to gain approval from Export Control in the VPR's office prior to visiting countries such as Cuba that are on the Embargoed List.

The next Senate meeting will be held on November 5. At that meeting, in addition to discussing the implementation plan for environmental Literacy, we will hear a report on the University Budget from Executive Vice President and Chief Financial Officer Scott Jordan.

Respectfully submitted,

Hedley Freake, Chair
Senate Executive Committee

**Nominating Committee Report
to the University Senate**

October 8, 2018

1. We move the following staff deletion from the named standing committees:
Susana Cowan from Scholastic Standards Committee

2. We move the following staff addition to the named standing committees:
Stuart Duncan to Growth and Development

3. For the information of the Senate, the Undergraduate Student Government has made the following appointments for the current academic year:
Ama Appiah to the University Senate
Dylan Demoura to the University Senate
Nandan Tumu to the University Senate
Sandhya Sanapala to the Senate Diversity Committee

4. For the information of the Senate, the Graduate Student Senate has appointed Justin Fang and Erin Curry as its representatives on the University Senate for the current academic year.

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
October 8, 2018**

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

- A. MCB 1201 Virus Hunting: Applied Bioinformatics (#6767)
Proposed Catalog Copy
MCB 1201. Virus Hunting: Applied Bioinformatics
Four credits. Two 50-minute lecture periods and two 3-hour lab periods.
Analysis of bacteriophages isolated in MCB 1200. Computational biology approaches including genome assembly, phylogenetic analysis and database searching to characterize gene content and evolutionary relationships. Focus on research methods and approaches, data interpretation, written and oral communication of scientific findings. Part of a two-semester series with MCB 1200, which can be taken in either order.

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

- A. ANSC 1602 Behavior and Training of Domestic Animals (#8256) [Revise catalog copy]
Current Catalog Copy
ANSC 1602. Behavior and Training of Domestic Animals
Three credits. Two class periods and one 2-hour laboratory. Taught with SAAS 202.
Application of behavior of cattle, horses, sheep, goats, swine and poultry to their management, training and welfare. Basic principles of genetics and physiology of behavior, perception, training, learning, motivation, and stress with consideration of integrated behavioral management and animal welfare.

Revised Catalog Copy
ANSC 1602. Behavior and Training of Domestic Animals
Three credits. Taught with SAAS 202.
Application of behavior of cattle, horses, sheep, goats, swine and poultry to their management, training and welfare. Basic principles of genetics and physiology of behavior, perception, training, learning, motivation, and stress with consideration of integrated behavioral management and animal welfare.

III. 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, Lab:

- A. MCB 1201 Virus Hunting: Applied Bioinformatics (#6767)

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

- A. PNB 3264W Molecular Principles of Physiology (#3681) [revise prereqs]
Proposed Catalog Copy

PNB 3264W. Molecular Principles of Physiology

Four credits. Two class periods and one 4-hour laboratory. Prerequisite: PNB 2274, MCB 2410, or MCB 3010; ENGL 1010 or 1011 or 2011; open to juniors or higher; instructor consent required.

Case study of a disease: genetics and inheritance patterns, molecular defects, including transcription and post-transcription defects, physiological defects, therapeutic approaches. A fee of \$30 is charged for this course.

*Revised Catalog Copy***PNB 3264W. Molecular Principles of Physiology**

Four credits. Two class periods and one 4-hour laboratory. Prerequisite: PNB 2274 or MCB 2410 or MCB 2210 or MCB 3010; ENGL 1010 or 1011 or 2011; open to juniors or higher. Instructor consent required.

Case study of a disease: genetics and inheritance patterns, molecular defects, including transcription and post-transcription defects, physiological defects, therapeutic approaches.

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, Marc Hatfield, Michael Ego, Kate Fuller, Lauren Schlesselman (Ex-Officio), Gina Stuart

9/26/18 meeting

**University Senate Curricula and Courses Committee
Addendum to the Report to the Senate
October 8, 2018**

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

- A. HIST/AASI 3530 Asian-American Experience Since 1850 (#7622) [Revise level from 3000 to 2000]

Current Catalog Copy

HIST 3530. Asian-American Experience Since 1850

(Also offered as AASI 3578.) Three credits. Chang

Survey of Asian-American experiences in the United States since 1850. Responses by Asian-Americans to both opportunities and discrimination.

AASI 3530. Asian-American Experience Since 1850

(Also offered as HIST 3578.) Three credits. Chang

Survey of Asian-American experiences in the United States since 1850. Responses by Asian-Americans to both opportunities and discrimination.

Revised Catalog Copy

HIST 2530. Asian American Experience Since 1850

(Also offered as AASI 2530.) Three credits.

Survey of Asian American experiences in the United States since 1850. Responses by Asian Americans to both opportunities and discrimination.

AASI 2530. Asian American Experience Since 1850

(Also offered as HIST 2530.) Three credits.

Survey of Asian American experiences in the United States since 1850. Responses by Asian Americans to both opportunities and discrimination.

II. New S/U Graded Courses

- A. AH 4288 Instructional Assistant in Allied Health Sciences (#7732)

Proposed Catalog Copy

AH 4288. Instructional Assistant in Allied Health Sciences

Variable (1-3) credits. Hours by arrangement. Prerequisite: B grade or better in course that student is assisting; Open only with consent of instructor, advisor and department head. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

This course may not be used to meet requirements for the Group A or Group B AHS major requirements. Experience with Allied Health Sciences course development and faculty assistance; independent inquiry under the guidance and supervision of an Allied Health Sciences faculty. Guidelines and learning agreement required.

- B. DMD 5900 MFA Thesis Exhibition (#6729)

Proposed Catalog Copy

DMD 5900. MFA Thesis Exhibition

Three credits. Open only to Digital Media and Design MFA students in final semester; departmental consent required.

Preparation and installation of MFA thesis exhibition. Requirements include: design and production of artworks for final exhibition, written statement, promotional material design and distribution, exhibition design, installation and documentation, and faculty review.

III. Delete S/U Graded Courses:

- A. POLS 5610 Research Design in Political Science (#7391)

IV. Other Business

- A. GEOC 2017-18 Alignment Report

GEOC Alignment Report 2018

Overview

Requests for alignment materials were sent to program heads for 22 courses in 12 subject areas this year. We then found that some of these courses had been recently revised and reviewed by GEOC and so were not required for alignment. In the end, 18 courses were submitted for alignment, in 11 subject areas, altogether comprising 24 subject area and/or competency designations. As has consistently 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 department, but that five of seven W courses do not align. The issues with W course syllabi include omission of the F-clause (4 of 5), insufficient indication of writing pedagogy (2 of 5), insufficient indication of a revision process (2 of 5), and insufficient evidence that the number of submitted pages of work equals or exceeds 15 (all 5). Four of the five un-aligned W courses have recently been taught by multiple instructors, in three of these courses some of the syllabi conformed with W course standards whereas others did not; four syllabi were submitted for one course and none aligned. At the time of this report, GEOC Chair Schultz has communicated with instructors of two departments that submitted un-aligned W course material and one submitted a revised syllabus so that the course is now judged aligned.

Summary of Subcommittee Reports

Content Area 1 – Arts and Humanities

CHIN 1121 – Traditional Chinese Culture

The CA1 subcommittee reviewed the course alignment of CHIN 1121: Traditional Chinese Culture. The course explores a wide range of Chinese culture and schools of thought from Taoism to Buddhism to Legalism. The course has so far only been taught by one faculty member and therefore there is no variation among different sections. After a review of the alignment material and syllabus, this course continues to fulfill CA1 criteria 1, 2, 3, and 4. The CA1 subcommittee recommends continued inclusion in CA1.

ASSESSMENT: CHIN 1121 is aligned with the general education and CA1 criteria.

CLCS 1101 – Classics of World Literature I

The CA1 subcommittee reviewed the course alignment of CLCS 1101: Classics of World Literature. The course explores literature across a wide range of historical traditions and argues that literature is a window that offers a wealth of information that is not necessarily accessible through traditional “official histories”. After a review of the alignment material and syllabus, the course continues to fulfill CA1 criteria 1, 2, 3, and 4. The course is only taught once a year at the Storrs campus and, while there has been some rotation on the faculty who offer it, it seems to be taught by the same faculty member for several years at a time. There is some variation among offerings over the years, mostly in the selection of readings, but they are all well aligned with CA1. The CA1 subcommittee recommends continued inclusion in CA1.

ASSESSMENT: CLCS 1101 is aligned with the general education and CA1 criteria.

GERM 1171 – The German Film

The CA1 subcommittee reviewed the course alignment of GERM 1171: The German Film. The course offers a survey of German film from its inception to the present day. Based on the form and syllabi provided, the current forms of this course are well aligned with CA1 criteria. The course is only taught at the Storrs campus and, while there is some variation in the syllabi, the course is clearly aligned with CA1 criteria. The main variation is in the selection of films and directors covered, but this does not affect in any way the CA1 nature of the course. The CA1 committee considers this course aligned.

ASSESSMENT: GERM 1171 is aligned with the general education and CA1 criteria.

GERM 3261W – German Film and Culture

The CA1 subcommittee reviewed the course alignment of GERM 3261W: German Film and Culture. The course offers an interdisciplinary study of German film in conversation with theater, literature, and other arts. Based on the form and syllabus provided, the current form of this course is well aligned with CA1 criteria. The course is only taught at the Storrs campus and always by the same faculty member, and therefore it is highly uniform. The main variation between offerings is in the selection of films and directors covered, but this does not affect in any way the CA1 nature of the course. The CA1 committee considers this course aligned.

ASSESSMENT: GERM 3261W is aligned with the general education and CA1 criteria.

ILCS 1149 – Cinema and Society in Contemporary Italy

The CA1 subcommittee reviewed the course alignment of ILCS 1149: Cinema and Society in Contemporary Italy. The course offers a survey of Italian film from its inception to the present day in the context of Italian society and politics of the 21st century. Based on the form and syllabus provided, the current form of this course is well aligned with CA1 criteria. The course is only taught at the Storrs campus and always by the same faculty member, and therefore it is highly uniform. The main variation between offerings is in the selection of films and directors covered, but this does not affect in any way the CA1 nature of the course. The CA1 committee considers this course aligned.

ASSESSMENT: ILCS 1149 is aligned with the general education and CA1 criteria.

ILCS 3260W – Italian Cinema

The CA1 subcommittee reviewed the course alignment of ILCS 3260W: Italian Cinema. The course offers a survey of Italian film from its inception to the present day. Based on the form and syllabi provided, the current forms of this course are well aligned with CA1 criteria. The course is taught at the Storrs and Waterbury campuses by a variety of instructors including faculty and TAs. While there is a significant amount of variation in the syllabi, the course is clearly aligned with CA1 criteria. The main variation is in the selection of films and directors covered, but this does not affect in any way the CA1 nature of the course. The CA1 committee considers this course aligned.

ASSESSMENT: ILCS 3260W is aligned with the general education and CA1 criteria.

SPAN 1010 – Contemporary Spanish Culture and Society through Film

The CA1 subcommittee reviewed the course alignment of SPAN 1010: Contemporary Spanish Culture and Society through Film. The course offers a survey of Spanish film from its inception to the present day in the context of Spain's society and politics of the 21st century. Based on the form and syllabus provided, the current form of this course is well aligned with CA1 criteria. The course has been taught only online in the last years, both during the summer and the regular semester. The course is always taught by the same faculty member and therefore there is a high degree of uniformity. The CA1 committee considers this course aligned.

ASSESSMENT: SPAN 1010 is aligned with the general education and CA1 criteria.

Content Area 2 – Social Sciences**HDFS 1070 – Human Development and Family Studies**

The submitters of the course HDFS 1070 have provided the Main Form (Gen Ed Course Alignment Overview), the specific CA-criteria form, the Supplemental-A form, and syllabi from three instructors offered in the 2016-2017 academic year. The course is offered at the Storrs campus as well as the Regional campuses and taught by both full time and adjunct faculty.

The course fulfills each of the four CA2-Social Science criteria in the following ways: students are introduced to the major assumptions and concepts of several human development and life-span development theories; students are introduced to research methods used in studying life-span development; the life-span developmental perspectives taught in the course call attention to the biological, historical and ecological/environmental factors that all contribute in dynamic ways to shape the trajectory of development, and finally social problems on the individual level are examined through a contextual or ecological lens.

ASSESSMENT: HDFS 1070 is aligned with the general education and CA2 criteria.

HRTS 1007 – Introduction to Human Rights

The submitters of the course HRTS 1007 have provided the Main Form (Gen Ed Course Alignment Overview), the specific CA2-criteria form, the Supplemental-A form, and syllabi from four instructors offered in the 2016-2017 academic year. The course is offered at the Storrs campus as well as the Regional campuses and taught by full time faculty, adjunct faculty, and graduate assistants.

The course fulfills each of the four CA2-Social Science criteria in the following ways: students are exposed to theories related to structure and agency, social movement theories, as well as notions of cultural relativism and universalism; the course discusses the philosophical perspectives central to human rights research, and it surveys a variety of methods available and at the disposal of human rights scholars and activists; the course explores negotiations among individuals, groups, institutions, and societies that cumulatively influence the establishment of international norms of behavior and ethics, and finally the course provides an opportunity to examine how the international human rights system developed to address human rights issues play out at the local, domestic and global scales.

ASSESSMENT: HRTS 1007 is aligned with the general education and CA2 criteria.

Content Area 3 – Science and Technology

ANSC 1645 – The Science of Food

The committee assessed the realignment of ANSC 1645 (The science of food; cross-listed as NUSC 1645) taught only at the Storrs campus. This is a 3 credit non-lab course taught 3 times a week in the spring. The course meets all CA3 criteria. The committee voted unanimously to approve the realignment.

ASSESSMENT: ANSC 1645 is aligned with the general education and CA3 criteria.

MARN 1003 – Introduction to Oceanography with Laboratory

The committee assessed the realignment of MARN 1003 (Introduction to Oceanography) taught at the Storrs (each semester) and Avery Point (Fall only) campuses. This course is taught without (MARN1002 - 3 credits) or with a lab (MARN 1003 - 4 credits). MARN 1004 consists of the lab portion only, and can be combined with 1002 and then be equivalent to 1003. Only 1002 & 1003 are considered for this realignment. The course content and the laboratory component are similar and hence consistent across offerings. The course meets all CA3 criteria. The committee voted unanimously to approve the realignment.

ASSESSMENT: MARN 1003 is aligned with the general education and CA3 criteria.

Content Area 4 – Diversity and Multiculturalism

CHIN 1121 – Traditional Chinese Culture

The submitters of the course CHIN 1121 Traditional Chinese Culture have provided the original CAR, the new GenEd criteria form, the specific CA1 and CA4-INT forms, and the Fall 2017 course syllabus with the weekly schedule. This course is being reviewed for realignment in CA4. It is offered as a lecture/discussion course by full time faculty at Storrs. The syllabus shows that the course goals fulfill General Education requirements and the CA-4 International requirements and outcomes. To meet General Education requirements, students will “*acquire intellectual breadth and versatility by gaining an understanding of how major political and social developments shaped traditional Chinese culture*” and become *sensitive to the variety of human responses*” The course meets CA4-INT criteria by introducing “*students to a variety of modes of human thought, values and creativity*” through a “*variety of texts, including poetry, calligraphy, drama, prose, historical accounts, and opera.*” The submitters state that the “*most significant aspect of this course is the introduction of conceptual*

categories that developed in traditional Chinese culture which “offer perspectives that are distinct from Western ones.”

ASSESSMENT: CHIN 1121 is aligned with the general education and CA4-INT criteria.

CLCS 1101 – Classics of World Literature

The submitter of the course CLCS 1101 Classics of World Literature has provided the original CAR, the new GenEd criteria form, the specific CA1 and CA4-INT forms, and a sample Fall 2017 course syllabus. The course is taught by full-time faculty and adjuncts, with graduate assistants teaching the discussion sessions. It is very similar to the originally approved proposal. All sections use the same or almost the same syllabi, homework, exams, problem sets, and grading criteria. The submitter articulates well how the broad goals of general education are fulfilled in the course. To meet CA4-INT Criteria, students “study the ideas, history, values, and creative expressions of diverse groups” to “gain appreciation for differences as well as commonalities among people” thus fulfilling Criteria 1, 2 and 3.

ASSESSMENT: CLCS 1101 is aligned with the general education and CA4-INT criteria.

GERM 1171 – The German Film

The submitter of the course GERM 1171 The German Film has provided the original CAR, the new GenEd criteria form, the specific CA4 form, and two samples of course syllabus for the Fall 2017. This is a course taught in the format of a large lecture (200) and a regular-size course (40-60) with extensive discussions. The course has slightly evolved through the years in some of the contents and the stress of new issues, but it remains essentially the same. The novelties fulfill still the CA-4-INT criteria since according to the “students compare a variety of perceptions, thoughts, value systems and modes of creativity” by studying different levels of film production and reception in its social context.

ASSESSMENT: GERM 1171 is aligned with the general education and CA4-INT criteria.

GERM 3261W – German Film and Culture

This course stresses “two Germanys” between 1945-1990. A review of the syllabus shows they cover topics including immigrants, Women in E. Germany, as well as the Holocaust. The committee considers that GERM 3261W is aligned with the general education and CA4-INT criteria.

ASSESSMENT: GERM 3261W is aligned with the general education and CA4-INT criteria.

HDFS 2001 – Diversity Issues in Human Development and Family Studies

The submitters of the course HDFS 2001 Diversity Issues in Human Development and Family Studies have provided the original CAR, the new GenEd criteria form, the specific CA1 form, and three samples of course syllabus for the Fall 2017. This course is being reviewed for realignment in CA4. HDFS 2001. It is offered as a lecture/discussion course by full time faculty at Storrs and by adjunct faculty at satellite campuses of the university. The courses show some differences in the use of textbooks, the kinds of assignments and the goals they cover due to different instructors and different communities of students is meant to serve. Nonetheless, the syllabi show that the course goals fulfill the CA-4 requirements and outcomes. As they state in one of its goals, the course addresses “human diversity and social justice are critical issues, and how they impact professional service delivery.” The activities and readings are designed to achieve those goals.

ASSESSMENT: HDFS 2001 is aligned with the general education and CA4 criteria.

HRTS 1007 – Introduction to Human Rights

HRTS 1007 is offered as a regular lecture/discussion course or online by full time faculty and adjuncts at Storrs and Hartford campuses of the university. The courses show some differences in the topics they cover and the kinds of assignments due to different instructors, different platforms and different communities of students is meant to serve. Despite the significant variations, (they claim the course “is neither highly uniform nor highly variable”) of some of the content in the syllabi, they show that the course goals fulfill the CA-4 requirements and outcomes. As they state in one of its goals, the course engages with the importance and relevance of Human Rights by studying “cases from all major regions of the world to illustrate key political controversies and challenges of contemporary human rights advocacy.” It is sensitive to cultural differences of thought and practices and to central issues for the understanding of multiculturalism and diversity: migration and dynamics of social, political, and economic power among others. The activities and readings are designed to achieve those goals.

ASSESSMENT: HRTS 1007 is aligned with the general education and CA4-INT criteria.

ILCS 1149 – Cinema and Society in Contemporary Italy

The course covers Italian film after WWII including, “the state and the nation, family and community life, modernization, gender roles and sexuality, race relations, etc” as it relates to Italina culture. This clearly addresses issues within CA4. A review of the syllabi show that the course continues to address topics under CA4 including “Is Italy Rethinking Gender and Other Identities” and “Italian Cinema and Colonialism.”

ASSESSMENT: ILCS 1149 is aligned with the general education and CA4-INT criteria.

ILCS 3260W – Italian Cinema

The course covers Italian film after WWII. The course looks at topics from different perspectives based on identity: “the topic of modernization includes films where modernization is seen from the perspective of the middle class and those of the urban masses.” In addition, “The many voices on Italian society from WW II to the present relativize perspectives and point of views on issues such as the state and the nation, family and community life, modernization, gender roles and sexuality, race relations, etc. Collectively considered, these voices reveal how interpretative systems are always provisional, cultural constructs subject to further modifications.” Review of the syllabi show that the different sections are uniform. In comparison to ILCS 1149, the course appears to be more formalist in approach. The units and topics are around neorealism, and Spaghetti Westerns. However, as the course progresses, it addresses other topics that are more in line with CA4, “Generational change in the contemporary Italian cinema” and changes in criminality.

ASSESSMENT: ILCS 3260W is aligned with the general education and CA4-INT criteria.

SPAN 1010 – Contemporary Spanish Culture & Society through Film

This online course looks at Spanish culture and society through film. It pays specific attention to diverse cultural groups including the Roma people, as well as the varying languages used in Spain. A May 2017

syllabus was provided. A review of this syllabus shows that this course continues to fulfill CA4-INT in the following way: "Perspectives from within the diverse groups in Spain will be taught through films that negotiate and problematize their differences and similarities and the way in which those differences have been socially and politically articulated."

ASSESSMENT: SPAN 1010 is aligned with the general education and CA4-INT criteria.

Quantitative (Q) Competency

MARN 3003Q – Environmental Reaction and Transport

The committee had access to the Main Form, the Q Form, the original Q Form, and the spring 2017 syllabi. Although the committee would have liked to see more information, like exams and homework assignments, we felt that, there was enough information to render a decision; the committee voted unanimously to approve the re-alignment.

ASSESSMENT: MARN 3003Q is aligned with the general education and Q criteria.

Writing (W) Competency

ANSC 3312W – Scientific Writing in Comparative Exercise Physiology

ASSESSMENT: ANSC 3312W aligns with the general education and W criteria.

GERM 3261W – German Film and Culture

The subcommittee found that GERM 261W German Film and Culture does not align for several reasons: It does not have the W clause, it does not have a discussion of revision and resubmission, and does not indicate numbers of pages for papers.

ASSESSMENT: GERM 3261W is NOT aligned with the general education and W criteria.

HCFI 4997W – Senior Thesis in Healthcare Management and Insurance Studies

ASSESSMENT: HCFI 4997W aligns with the general education and W criteria.

HDFS 2004W – Research Methods in Human Development & Family Studies

Syllabus 0 Goldman

- Does not have the F clause
- Does not discuss teaching of writing
- Doesn't have course objectives

Syllabus 1 Kosutic

- Minimum length of required paper is only 13 pages
- Has 5 course objectives

Syllabus 2 Cszmadia

- Does not specify minimum length of required paper
- Has 8 course objectives

Syllabus 3 Lombardi

- Drafts are graded
- Has 10 course objective

The committee questioned whether different sections of the same course needed to have the same course objectives. Discussions in GEOC suggested that they did not.

It was also clarified that there are no official policies about grading paper drafts, although literature on the topic seems to show that not grading drafts is preferable.

ASSESSMENT: HDFS 2004W does NOT align with general education and W criteria.

JOUR 2000W – Newswriting I

Syllabus 0

- Syllabus is only 1 page long and does not contain learning objectives
- No discussion of the teaching of writing

Syllabus 1

- Does not contain learning objectives
- No F clause
- No page lengths for papers

Syllabus 2

- Does not contain learning objectives
- No F clause
- No page lengths for papers.

ASSESSMENT: JOUR 2000W does NOT align with general education and W criteria.

SPAN 3240W – Advanced Spanish Composition

Syllabus 1 Gomes

- Mentions F clause and 15 page minimum and a revision process, but does not mention feedback.

Syllabus 2 Seda-Ramirez

- Mentions the F clause and revision process, but does not mention feedback or 15 page requirement.

Postscript: a revised syllabus for the non-aligned section was revised to include all W course criteria.

ASSESSMENT: SPAN 3240W aligns with general education and W criteria.

ILCS 3260W – Italian Cinema

Syllabus 1 Galassi and Puleo syllabi – Align properly with W requirements

Syllabus 2 Chiapetta-Miller

- Does not discuss revision of and feedback of short writing assignments
- Does not address the teaching of writing.

ASSESSMENT: ILCS 3260W *partially* aligns with the *general education and W criteria*.

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, Marc Hatfield, Michael Ego, Kathy Labadorf, Lauren Schlesselman (Ex-Officio), Gina Stuart

9/12/18 meeting

Discussion on Final Assessment By-Laws

10. Assessments

Instructors of undergraduate courses shall provide a clear form of assessment of student work that shall be consistent with and sufficient for the learning goals of the course.

a. Assessments during the Semester or Term

During the semester or term, assessments shall be held only during regularly scheduled class periods. Under exceptional circumstances, instructors seeking permission to hold assessments outside of regularly scheduled class periods must seek approval from the Vice-Provost for Academic Affairs prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes and be clearly stated on the syllabus. Decisions regarding possible make-up assessments during the semester due to student absences shall be the prerogative of the instructor.

b. Assessment during the Final Assessment Period

Assessments that are cumulative and account for more than 25% of the course grade are defined as final assessments.

The Final Assessment Period begins on the Thursday of the 14th week of each semester and concludes on the Friday of the 15th week. Each day, there shall be four two-hour scheduled assessment periods and one additional two-hour period for make-ups. The first Thursday and Sunday are reading days with no final assessments scheduled.

Instructors are required to administer final course assessments in the places and at the days and times scheduled by the Registrar; these will not necessarily be identical to those at which the class normally meets.

Instructors seeking a final assessment period greater than two hours must seek approval from their department head and dean or designee prior to the start of registration; sections of courses for which such exception has been granted shall carry a footnote that specifies the time-extension for the final assessments in the published Schedule of Classes, and be clearly stated on the syllabus. For online final assessments, although faculty may choose to make assessments available for an extended period of time, students must be allowed the opportunity to take the assessments during the time scheduled by the University. Each instructor shall determine the weight to be assigned to the final assessment in computing the semester grade of a student. Each instructor in charge of a course will assume responsibility for proctoring in-class assessments, including those during finals week.

A student whose final assessment schedule includes four assessments in two consecutive calendar days, three assessments in one calendar day, or three assessments in consecutive time blocks spanning parts of two consecutive days may request a note of permission from the Dean of Students Office to reschedule one exam. The Dean of Students Office will determine which of the bunched assessments may be rescheduled. The student must present the Dean of Students Office note of permission to reschedule the final assessment to the instructor of the course.

A student who is prevented by sickness or other unavoidable causes from completing a scheduled final assessment must apply to the Dean of Students Office for validation that will authorize the student's instructor to give a substitute assessment. A student whose absence is excused by the Dean of Students Office or designee shall have an opportunity to complete a substitute assessment without penalty. A student whose absence from a scheduled final assessment is not excused by the Dean of Students Office shall receive a failure for this assessment.

H. University Calendar

The Academic calendar will be determined by the Registrar, published on the University website and will adhere to the following principles:

1. There will be two semesters each year with 14 weeks of classes that end on the Wednesday of the 14th week.
Whenever appropriate, instructors with Monday classes are encouraged to arrange make-up classes, make-up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.

2. **For Fall Semesters**

- a. Classes shall begin on the Monday preceding Labor Day.
- b. Residence Halls shall open no later than the weekend before classes start.
- c. Class shall not meet on Labor Day.
- d. Classes shall not meet on the week of Thanksgiving.

3. **For Spring Semesters**

- a. Classes shall begin on the Tuesday after Martin Luther King Day.
- b. Residence Halls shall open no later than the weekend before classes start.
- c. A one-week spring break shall take place after 8 weeks of classes, counting the week with Martin Luther King Day as the first week.
- d. A final assessment cannot be given at the time of commencement.

4. **For Final Assessments**

- a. The Final Assessment Period will begin on the Thursday of the 14th week of each semester and conclude on the Friday of the 15th week.
- b. The first Thursday and Sunday will be reading days, and no final assessments may be given on these days.

Regional Campus Update

University Senate

John C. Volin, Vice Provost for Academic Affairs

October 8, 2018

UConn

Avery Point Campus



- Innovative ocean/environmental focused experiential learning opportunities
 - NSF Grant - Research Experiences for Undergraduates (Marine Ecosystem)
 - Sail Through the Night (on the Mystic Whaler)
 - Alternative Break – Coastal Clean Up
 - Ecology and Evolutionary Biology Camping Trip
 - Cardboard Boat Race
 - Eco Husky Fellowship
 - Multiple course offerings in Sailing and Scuba Diving available to all students
 - Internships (e.g. Mystic Seaport, Mystic Aquarium, Blue Heritage Trail, USS Niagara, Project Oceanology)
- Home to the newly launched National Institute for Undersea Vehicle Technology
- Recommissioned Research Vessel Connecticut (with an additional 14')

Avery Point Campus



On-campus Partners:

CT Sea Grant

Connecticut Institute for Resilience and Climate Adaptation (CIRCA)

Mystic Aquarium

Project Oceanology

Homegrown learning community Global Café

Active Student Life Experience:

72 shoreline acres

New campus quad

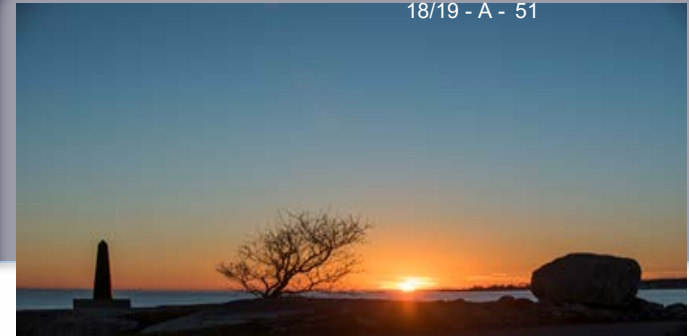
Waterfront program

UConn Dining

Student center

Fitness center

Avery Point Campus



Undergraduate Programs (6):

American Studies

Certificate Entry Into Nursing Program (CEIN)

English

General Studies

Marine Sciences

Maritime Studies

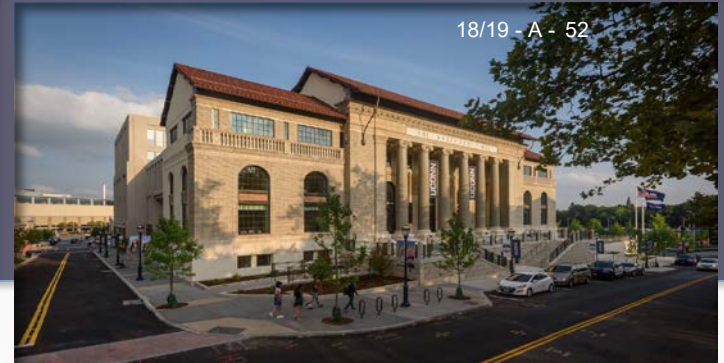
Total Undergrad Students: 571

Graduate and Post-Baccalaureate Programs (2):

Doctoral and Masters Degree programs in Marine Sciences Teacher Certification Program for College Graduates (TCPCG)

Total Graduate Students: 60

Hartford Campus



Mission

Academic excellence through a focus on diversity, equity and providing a wide range of urban and community based learning opportunities

By the Numbers

- 3300+ Students (undergraduate and graduate)
- 300 faculty and staff
- In 10 locations in downtown Hartford (including GLBC, XL Center, SSW, HPL)
- AY 18-19 enrollment increase 30%;
- Applications to UConn Hartford increased from 318 in 2016, to 358 in 2018 (>13%)
- Academic Achievement Center [under development]

Global Urban Studies Research Initiative [under development]

- The Initiative will consolidate, strengthen and amplify existing resources at the university. In collaboration with and support of local communities, the initiative will focus interdisciplinary research on co-creating new models of just, healthy and sustainable urban life that identify and address key challenges faced by Hartford and other cities in Connecticut and around the world.

Hartford Campus

UConn Hartford offers undergraduate classes in 32 different departments and graduate MA, PhD and certificate programs in 4 different disciplines. Academic offerings span across 7 schools and colleges (Agriculture, Health and Natural Resources; Business; Education; Engineering; Fine Arts; Liberal Arts and Sciences; Social Work)

New for Fall 2018

Social Work – BSW (School of Social Work)

Financial Management (School of Business)

MFA in Fine Arts Administration

Undergraduate Majors (11):

American Studies (pending)

Bachelor of General Studies

Business Administration

Business Data Analytics

Department of Public Policy – Fast-Track Program

English

Human Development and Family Studies

Psychological Sciences

Urban and Community Studies

Total Undergraduate Students: 1,432



Hartford Campus

Graduate Programs (27):

School of Social Work

- *Degrees*
- MSW
- DSW

Neag School of Education

- *Certificate*
- Teacher Certification Program for College Graduates (TCPCG)



Business School

Degrees

- Executive MBA
- Full-time MBA
- Part-time MBA
- MS in Business Analytics and Project Management
- MS in Financial Risk Management
- MS in Human Resource Management
- Executive Education

Certificates

- Business Analytics
- Health Care Analytics
- Health Care Finance & Insurance
- Information Technology, Audit
- Long-term Health Care Management
- Marketing Intelligence
- Marketing for Global Competitiveness
- Project Management
- Strategic Brand Management

Hartford Campus



Graduate programs continued...

Department of Public Policy

- *Degrees*
- Master of Public Administration (MPA)
- Master of Public Policy (MPP)
- Master of Arts in Survey Research

- *Certificates*
- Online Graduate Certificate in Survey Research
- Online Graduate Certificate for Nonprofit Leaders
- Public Financial Management Certificate
- Leadership & Public Management Certificate

Total Graduate Students: 1,854

Stamford Campus

Our Students:

- 440 resident students
- 16 RA's, 2 RD's
- Mostly in-state

Campus Housing:

Apartment-style living in three buildings:

- 900 Washington (425 students, up from 260 in FY18)
- 87 Franklin (40 students)
- 65 Prospect (77 students)



Stamford Campus

Enrollment Highlights:

- Applications to UConn Stamford increased from 360 in 2016, to 2,300 in 2018 (>600%), yielding...
- 650 freshmen in Fall 2018:
80% increase in just two years
- 29% increase in total student population since Fall 2016



Stamford Campus



Undergraduate Programs (12):

Business
Certificate Entry into Nursing (CEIN/BS)
Computer Science
Digital Media and Design
Economics
English
General Studies
History
Human Development and Family Studies
Political Science
Psychology
Women's, Gender & Sexuality Studies (minor)

Total Undergraduate Students: 1,977

Graduate Programs (3):

- MS Financial Risk Management
- MS Business Analytics and Project Management
- Part-time MBA

Total Graduate Students: 647

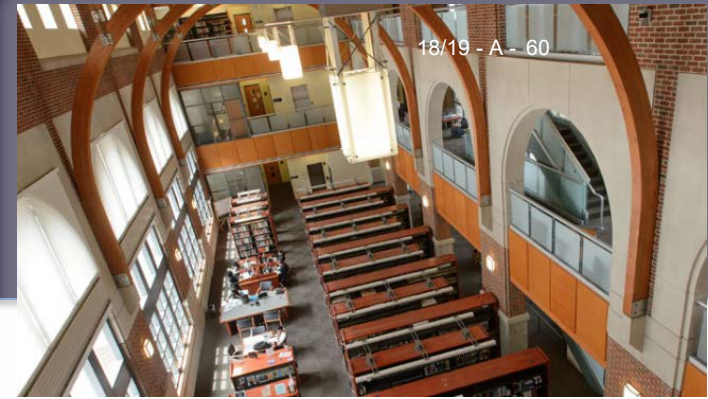
Waterbury Campus

Student Housing:

- Built entirely with private funding
- Located directly across the street from the campus
- Accommodates 100 students
- UConn-operated Starbucks Coffee shop has also opened and is located directly across from campus.



Waterbury Campus



Undergraduate Programs (9):

American Studies

Business Administration

Business Data Analytics

English

General Studies

Human Development and Family Studies

Psychology

Urban and Community Studies Certificate

Entry into Nursing Program (CEIN)

Total Undergraduate Students: 865

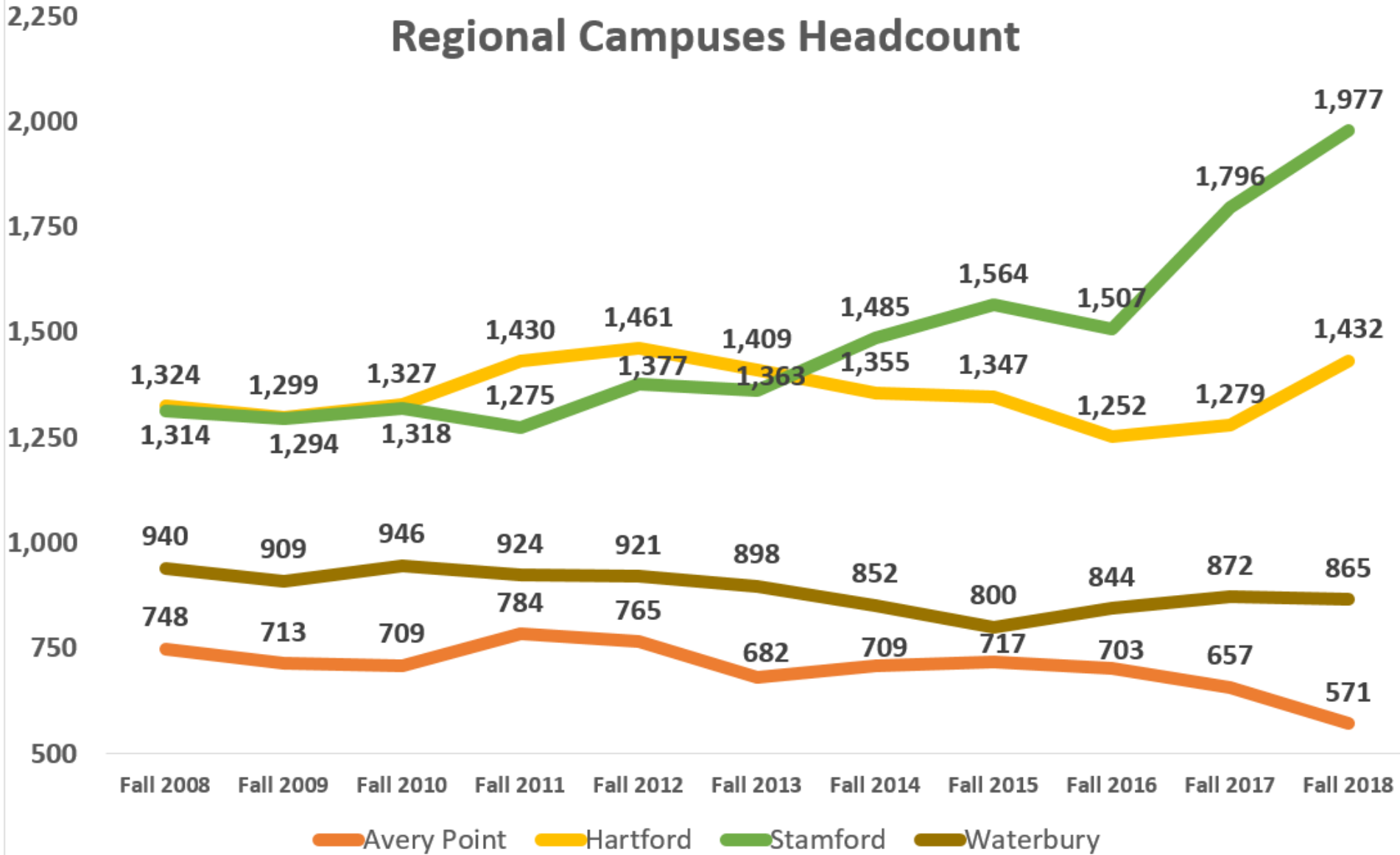
Graduate Programs (2):

Masters of Business Administration

Teacher Certification Program for College Graduates (TCPCG)

Total Graduate Students: 116

University of Connecticut Regional Campuses Headcount





Updates from The Graduate School

8 October 2018

- New contract with graduate assistants
- Graduate Program Approval Requests

GEU Contract

- Dual role: graduate *students* and graduate *assistants*
- Graduate catalog governs graduate student role
- GEU contract governs graduate assistant role

GEU Contract

- **Leave:** Time away from assigned duties *for a reason*, e.g., medical, bereavement
 - Managed through HR if more than 3 days

GEU Contract

- **Time off:** Time away from assigned duties
 - 20 days for academic year appointment
 - No time off for summer teaching appointments
 - Time off for summer research appointments at discretion of supervisor
 - Normally during academic break periods
 - Tracked locally by GA supervisor

Graduate Program Approval Requests

18/19 - A - 67

- Automated workflow
- *All* requests – new programs, modified programs, catalog changes
- Based on Senate Course Action Request