

UNIVERSITY SENATE MEETING

FEBRUARY 4, 2019

ROME BALLROOM, STORRS CAMPUS

Moderator Siegle called the meeting to order at 4:00 p.m.

1. Moderator Siegle called for a motion to approve the December 3, 2018 minutes. Senator Long made a motion to approve. The motion was seconded by Senator Crivello.

MINUTES PASSED UNANIMOUSLY

2. Report of the President
Presented by President Herbst

The new President will be announced soon; the Board of Trustees has not yet voted. Ned Lamont, the new Connecticut Governor, is a wonderful person. President Herbst has gotten to know him and is also spending time with the Office of Policy and Management (OPM). They know our situation and tell us we have another few difficult years ahead. We told them we will not be making any big pleas for new money this legislative agenda. With our new Governor, we would like increased freedom to be more entrepreneurial, nimble, and responsible to tax payers. We are eagerly waiting for the budget address in a few weeks. President Herbst believes Governor Lamont has great values, cares about higher education, and knows what UConn does for the state. In addition to what we offer economically, we also build great citizens.

Senator Long shared that recent reports in the *Chronicle of Higher Education* and *Inside Higher Ed* point to the reality that the United States is experiencing a decline in the number of international students. This is particularly acute with students from China. Because the situation is so bad, the University of Illinois School of Business took out an insurance policy to insure against enrollment funding. Senator Long asked whether UConn has contingency planning in place in case we begin to experience a serious decline in the enrollment of international students.

President Herbst referred the question to Nathan Fuerst, Vice President for Enrollment Planning & Management. Mr. Fuerst replied that we are watching the situation very closely, but it is too early to draw conclusions. UConn is approaching

future challenges on firm footing. Mr. Fuerst and the Senate Executive Committee (SEC) talked about this, including some potential challenges, at the previous SEC meeting. UConn has very strong international applicants, with 630 international students enrolled across campuses each of the last few years. The plateau in applications has been uneven between institutions, and the Midwest may be experiencing a worse decline than others.

President Herbst additionally stated that if foreign students stop applying, UConn has many applications and strong demand from outside the State of Connecticut. Some of the highest SATs scores in our last class of students were from international students; thus, we may risk lowering SATs.

President Herbst broached the issue of Purdue Pharmaceuticals and the Sackler family, which started Purdue Pharma. She does not think they still own it, but they have benefitted financially. Raymond and Beverly Sackler gave just under \$5M to UConn over the years for different programs. The family is now being sued for unethical behavior related to marketing of oxycodone, and the question has arisen whether UConn should give back the money it received. All the Sackler siblings were huge philanthropists. UConn, Yale, and other Connecticut institutions have received money. The accusations very serious and the lawsuit will take a long time to get litigated. At UConn, the Sackler money went to a distinguished lecture series, and advances in many other areas, such as arts, music, genetics, and multiple UConn Health initiatives. None of the money went to furthering the Sackler family's marketing or research into opioids. The most recent gift was received in 2011. So far, we have not given money back. Much has already been spent. The question is whether it is right to be using their money, given how it was allegedly gotten.

Senator English shared that we have had conversations on campus about this issue beginning last spring. He encouraged all individuals to look at the 2014 *LA Times* three-part series, which provides information on the claims of fraudulence, establishment of Mundipharma, and alleged Sackler wrongdoing. The question is whether they are guilty of pushing these drugs into areas around the world. As this addresses our public face, with public events supported by Sackler endowments, will the Sackler name be whitewashed?

President Herbst asked whether it matters if their name is still attached, per whitewashing. Some of the money was outright gifted, and that was spent. Much is in endowments that bear the Sackler name.

Senator English replied that the question is whether we want to produce another lecture or gallery event, etcetera, that bears the Sackler name. His belief is that this

issue may come to the Senate for more discussion, and he hopes the University can have conversations across disciplines and between administration and faculty to discuss what the proper decision should be.

Senator Mannheim inquired about what happens when people get into this type of situation; do they return money received prior or say they won't accept new money.

President Herbst responded that it is usually about prior money. Additional money is not usually forthcoming. Often institutions say that they got the money and that it was put towards good and needed things. There are ways to talk about this as an institution. We do a lot research on addiction using University funding and funding from federal grants. Can we still have a Sackler lecture on X, and as a University still have a strong voice in it? Does it have to be whitewashing or can we have it both ways? It was noted that the Sacklers have given money to the arts, and it is difficult to get such gifts.

Senator DeMoura stated that during her time as President, the University has made great strides in becoming a more sustainable campus. He asked President Herbst to share her thoughts on renewable energy at UConn.

President Herbst referred the question to Scott Jordan, Executive Vice President for Administration and Chief Financial Officer. Mr. Jordan answered that UConn does not look outwardly all that sustainable with regards to energy. However, with the existing technology, we are doing a lot to be sustainable. We are a steam-driven campus, so the best we can do is to capture as much energy as we can. The central steam plant create heats, turns the coolers, and generates electricity (we use energy three times). We are currently digging to replace steam pipes. The next step is to be more energy conscious and sustainable in design. Under President Herbst, we have built to LEED Silver and Gold standards. In addition to the energy the University produces, it buys sustainable energy. This is purchased via contracts that insure they're sustainable. Most is from wind power from the Midwest and South. The Werth building has panels, but these aren't working as hoped. We are looking forward to doing more going forward.

John Volin, Vice Provost for Academic Affairs, added that last week the Board of Trustees approved the Institute of the Environment, comprised of four units: Center for Environmental Science and Engineering, the Connecticut State Museum of Natural History, the Office of Sustainability, and the Natural Resources Conservation Academy. A green sustainable campus initiative will exist under one umbrella, which makes UConn unique among universities.

Senator Seth thanked President Herbst for her leadership on environmental issues. Particularly with action on climate change; we have been a leader internationally and nationally. This is in part because President Herbst is a signatory to the American College and University Presidents' Climate Commitment (PCC), which means that the University is aiming to have a carbon neutral campus by the year 2050. Plans for the Northwest Science Quad, for which an environmental impact statement is available for public comment, include a fairly substantial new fossil fuel infrastructure, including gas turbines. Senator Seth inquired why the University is investing in a new fossil fuel infrastructure that will last another thirty years. She asked whether UConn needs to have some oversight or commission that would include faculty and students, as well as operational people, to provide guidance on development over the next critical years.

President Herbst referred the question to Laura Cruickshank, Master Planner and Chief Architect. Ms. Cruickshank attended a public hearing on this last year. The plans include two diesel-fired generators, two electric chillers, etc., so that we can keep Science 1 and Gant going. The next phase will be to use the stuff mentioned by Scott Jordan. Everything we have done on the Northwest Science project has been with environmental considerations in mind, not just LEED Gold, but SITES certification for landscaping, including run-off water. We are constantly trying to take it one-up with what we do with any project.

Senator Seth shared her understanding that the new supplemental utility plant could jeopardize the 2050 goal.

Ms. Cruickshank replied that we have a 25-ton cap on emissions, which is tracked through utilities operation to make sure we stay under cap. We do these projects to replace outdated equipment, which is older, less efficient, and more emitting. Emissions are literally tracked on a constant basis.

Senator Freake expressed that the Sackler issue would be useful for the Senate to debate, particularly if it is informed. He asked whether the administration could provide the Senate with an accounting of what funding we have received from the Sacklers.

President Herbst replied in the affirmative.

Senator Fang suggested that to avoid these situations in the future, perhaps the Foundation could establish a set of guidelines on who we will/won't accept money from. He also asked whether the University has ever been energy positive and, if so, do we sell back to the grid.

Executive Vice President Jordan replied that the ability to sell back to the grid is one of his pet projects. When the central utility plant was built under the current regulatory regime, we were banned from exporting. You have to be a grid participant to do so. We want to work with regulators to get to that place with Eversource, where we could sell to the grid. This is a potential source of revenue for the University. Also, considering the macro (across the whole) grid, UConn's energy is relatively green. Most of time, it runs on natural gas, which could replace dirtier fuel. UConn also tends to be off during peak energy-consumption times. During heat waves in the summer, a time of high-energy use, we tend to use the least. Figuring this out is a high priority for Mr. Jordan.

Senator Lewis identified herself as a faculty in Ecology & Evolutionary Biology who is also on the Growth and Development Committee. She is aware of many initiatives happening at the regionals, and in particular asked the President to share more information about a new initiative in biology at the Stamford campus. She learned of this initiative at a recent faculty meeting.

President Herbst replied that she cannot share this information yet. Sally Reis is doing most of the work trying to add more faculty and students. Faculty at Stamford are heavily APIRs compared to the other campuses, and we need more tenure-line faculty at Stamford. Stamford has been underbuilt for the last 30 years to an extent that is baffling. President Herbst noted that the other campuses could also be built more, but Stamford is behind and it is time to catch them up and give students more quality. Some students cannot get academic advising. Prospective students cannot get tours. President Herbst projected that as a faculty in biology at Storrs, she would be excited about this. Resources will be moved around to help the Stamford campus. There are no plans to bring this to matter to the Senate. Plans to hire faculty do not come to the Senate, where there may be big debates and battling agendas.

Senator Brown spoke about the loss of tenure-track faculty at the Waterbury campus over the last two to three years. They are not hiring any new tenure-track faculty. He expressed his hope that administration is looking at all campuses to see what the full-time needs are.

President Herbst expressed her agreement with Senator Brown that Waterbury needs more tenure-line faculty. There is not so much a push or demand from students to be there, thus, there is less urgency. She is bullish on Waterbury, which has a great mayor and lot of UConn supporters. It is important for us to be there and

for students to get a great experience. Senator Brown should keep on the next administration about this issue.

Senator Vokoun indicated that he wanted to raise awareness of the difficulty faced by departments with post docs who have an affiliation with universities abroad listed with export control on the federal level. He has signed offer letters prior to being informed by export control that he needs to hold off until it is determined whether we can offer positions to people at the respective universities. This is a confusing situation for people on the ground.

Michelle Williams, Associate Vice President for research explained that the export control office has identified specific institutions with which we are not allowed to have affiliated agreements. Before people submit grants, the Office of the Vice President for Research (OVPR) looks at whether there are export problems. Their current process is better than it had been over the last 5-10 years.

Senator Vokoun indicated that individuals could benefit from advisement on the grey areas of attachment. For instance, what is the amount of time individuals can be held against where they got their degree in their home country? Human Resources seems to be out of the loop in this matter.

Associate Vice President Williams replied that the determination is not so much about where individuals got their degrees, but whether they have a faculty appointment. People are not solely prohibited by where they obtained their degree.

Senator Vokoun explained that a lot of people continue to publish with their doctoral advisors after they receive their degrees.

Associate Vice President Williams affirmed that this is a grey area, and the issue hinges on whether or not the affiliation comes with an appointment. Just affiliation on publication is not an issue, but is there funding attached that was received from a foreign agency? OVPR will be putting together a more robust training program and getting more explicit information from our funding agencies. The onus is being placed on institutions to make sure there are no conflicts with federal funding. They have a training program in place, but feel it needs to be better. They are planning to provide training to departments as well as schools and colleges, and will put FAQs on their website. This will probably be rolled out over the next 6-8 weeks. The initiative will be multi-tiered to make sure the guidelines are understood by everyone.

Daniel Weiner, Vice President for Global Affairs, added that on issue of export control, he and Vice President Maric believe it is important that there is one place on campus for people to go for information, which is the OVPR.

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

Senator Manheim asked whether departments, schools, and colleges are required to have written procedures and standards for PTR.

Vice Provost Volin referred to the PTR process put in place and accepted last year. The standards provided on the Provost's website are the minimum requirements. Departments can opt to have additional requirements. If departments do not specify requirements, the requirements default to the school and college requirements.

Senator Manheim clarified that his question was not so much what the requirements are; he was interested in whether entities are required to publish them.

Vice Provost Volin indicated that if departments have them, they need to be voted on as a department and published.

4. Consent Agenda Items:
Report of the Senate Nominating Committee

The report had an addition: Pamela Bramble was nominated to chair the Nominating Committee.

Report of the Senate Curricula and Courses Committee

The Agenda items were accepted.

5. Report from the General Education Oversight Committee
presented by Senator Eric Schultz

- VOTE on a motion to amend the By-Laws, Rules and Regulations of the University Senate II.C.2 (General Education)

Senator English asked Senator Schultz to verify that they reaffirmed the practice of allowing some courses to be offered as Gen Eds that have prerequisites that are not Gen Eds.

Senator Schultz replied that this was always the case with Area 4; it now also applies to Environmental Literacy.

Senator Gibson noted a minor correction was needed. In the proposed language d. Courses, the see reference should be e, not d. He also spoke about section e. Oversight. None of the responsibilities listed for GEOC include, “approve courses for general education”.

Senator Schultz replied that his reading is that it is not GEOC’s charge to approve courses. They review them and then pass them to Curricula & Courses.

Senator Gibson noted that d. says all courses must be approved by GEOC.

Senator Schultz asked Senator Gibson how he would recommend they amend the language to correct the discrepancies.

Senator Gibson shared that in his recent experience serving on a subcommittee, questions arose when they were addressing new courses. He found it unclear as to requirements of group 3 courses, and believes a clearer chain of command and more clearly articulated process are needed. Is it the subcommittees who make recommendations, GEOC as a whole, or the Senate? More clarification is needed on how we approve a course that meets the requirement of content area.

MOTION TO AMEND THE BY-LAWS PROPOSAL WAS MADE BY SENATOR BEDORE AND SECONDED BY SENATOR LONG

PROPOSED AMENDMENT: d. courses. All courses offered for General Education credit must be reviewed by the General Education Oversight Committee (GEOC; see II.C.2.e, *Oversight*).

Senator Berkowitz noted that “review” is nebulous. Review could mean look over.

Senator Gibson agreed with this point.

Sen Majumdar articulated his understanding that with the current process, approval is granted by the Senate. GEOC recommends approval to Courses & Curricula, which brings them to the Senate floor. He recommended that Senator Bedore consider this as an amendment.

MODIFIED MOTION TO AMEND THE BY-LAWS PROPOSAL WAS PRESENTED BY SENATOR BEDORE AND SECONDED BY SENATOR LONG

Proposed Amendment: All courses offered for General Education credit must be recommended for approval by the General Education Oversight Committee (GEOC; see II.C.2.e, *Oversight*).

AMENDMENT WAS APPROVED UNANIMOUSLY

Senator Clausen applauded the work of GEOC, Curricula & Courses, and Senator Shultz. He pointed out that the proposed language included an abridged description of General Education and omission of purpose. He believes that the language no longer provides necessary direction about why we have general education. Frequently legislation does contain a purpose. A purpose statement is telling as to why people are passing laws at a particular time.

MOTION TO AMEND THE BY-LAWS PROPOSAL WAS MADE BY SENATOR CLAUSEN AND SECONDED BY SENATOR MAJUMDAR

Proposed amendment: reinsert the following paragraph:

The purpose of General Education is to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. It is vital to the accomplishment of the University's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other.

Senator Schultz articulated that his issue with the language is that it doesn't clearly apply to all components of the Gen Ed curriculum, and that has caused some confusion. Do competency courses with writing skills or language skills, for instance, have to be applicable to this philosophy? This is one reason he felt it appropriate to remove the language.

Senator Mannheim indicated he would support the proposal. Most of the document deals with how GEOC functions, but this paragraph serves as a mission statement.

Senator Makowsky queried whether the removal of the last two sentences would alleviate Senator Schultz's concerns.

Senator Schultz replied that they have not been in the practice of asking whether all courses meet these purposes (e.g. moral sensitivity).

Senator Makowsky clarified that it could be clarified that the purpose reflects the aim of the whole program, not each class.

Senator Ceglio expressed support for the mission, particularly as liberal arts come under fire. She asked if it would be appropriate to make a motion that asks the committee to revisit this paragraph.

Moderator Siegle replied that the motion cannot be made until the current motion is resolved.

Senator Werstler shared that many undergraduates have a lot of problems with Gen Eds; they see them as a hassle. A mission statement would help explain why students are required to take these courses.

Senator Bedore asked Senator Clausen if he wanted to include only the first sentence of the paragraph or the second sentence as well.

Senator Clausen indicated he wanted both sentences, but expressed reservation about using the word “professional,” which appears in the second sentence, as a complement to general education.

Senator Mannheim said that he doesn’t think we will be able to come up with a set of sentences that will do its job at this gathering. He suggested we accept the proposed language, and then let GEOC revise it for the Senate to vote on at a later time.

AMENDMENT WAS APPROVED WITH MAJORITY VOTE AND FOUR ABSTENTIONS

Moderator Siegle called for new business at 5:25 p.m. No new business.

Reference was made to SLIDE 4, a. Content Areas (cont’d) This contains a statement with a strikethrough, “No more than six INTD credits may be used to complete the General Education Curriculum.” When this was written, it was considered an exception to the requirement. We might consider whether it’s possible to include two INTD as content courses.

Senator Schultz indicated the language was proposed for removal as it is redundant.

MOTION TO AMEND THE BY-LAWS PROPOSAL WAS MADE BY SENATOR FREAKE AND SECONDED BY SENATOR MCMANUS

Proposed amendment: Retain the sentence, “No more than six INTD credits may be used to complete the General Education Curriculum.”

Senator Long provided a point of information that on page 14, under proposed new language, the statement is still there.

Senator Shultz thought the second chunk of text was redundant, so they could remove it. However, it appears the suggested strikeout of the second sentence was in error.

Senator Majumdar asked, given what we learned from Senator Freake, would it be appropriate to move the language to where they discuss 4-credit courses, and say it does not apply to INTD.

Senator Schultz indicated he does not see it is a problem where it is.

AMENDMENT WAS APPROVED UNANIMOUSLY

Senator Gibson related that he is still unclear of the role of subcommittees. The Academic Plan is not mentioned until late in the document. In this context, what are “these” criteria?

MOTION TO AMEND THE BY-LAWS PROPOSAL WAS MADE BY SENATOR GIBSON AND SECONDED BY SENATOR MANNHEIM

Proposed amendment: Retain the sentence, “Each subcommittee must review and recommend courses for inclusion in their respective content areas.”

Senator Vokoun suggested he would like to expand the language to represent the full breath of activities, because they review courses coming back in.

Senator Freake said this section would also refer to competency subcommittees.

MODIFIED MOTION TO AMEND THE BY-LAWS PROPOSAL WAS PRESENTED BY SENATOR GIBSON

Proposed amendment: Retain and modify the sentence, “Each subcommittee must review and recommend courses for inclusion, removal, and revision in their respective areas.”

Senator Mannheim articulated that this is a strong change because GEOC can currently ignore the subcommittees.

AMENDMENT WAS APPROVED WITH MAJORITY VOTE AND TWO ABSTENTIONS

MOTION TO AMEND THE BY-LAWS, RULES AND REGULATIONS OF THE UNIVERSITY SENATE
II.C.2 (General Education) PASSED UNANIMOUSLY

6. Report on Undergraduate Education and Instruction

Presented by John Volin, Vice Provost for Academic Affairs

Senator Majumdar said he was happy to see that law students have an accelerated path to degree. Some departments, like public policy and University Scholars have the opportunity to pursue graduate degrees simultaneous with their undergraduate degrees. He inquired whether Honors has plans to make this opportunity available to other students.

Jennifer Lease Butts, Assistant vice Provost for Enrichment Programs Director of the Honors Program, responded that the accelerated law program is open to any student. All students are eligible to apply their junior year. Once accepted, they are invited to work with her office to plan how they will complete their senior year and first year of law simultaneously. These students pay undergrad tuition.

Senator Majumdar asked whether they envision other graduate programs on campus being made available simultaneously.

Vice Provost Volin replied that they kicked off a task force on 3+1 programs. All deans were communicated with to assess interest. This task force is led by Peter Diplock and will hopefully provide a report later this year. They are looking at potential 3+1 programs that will also lend themselves to jobs. All programs are open to this. They are optimizing with ECE; students may enter UConn with as many as 50 credits earned via ECE. The costs of college are not going to get cheaper, so these programs are economically beneficial. The report will be shared with Deans as a next step. They are also looking at optimizing 4+1's.

Senator McCutcheon spoke about the creeping faculty to student ratio, which has especially impacted engineering. They have seen a recent doubling of students, but the faculty has not doubled. Senator McCutcheon inquired whether Academic Affairs has been looking into how this might be affecting student success at UConn.

Vice Provost Volin responded that they are always looking at student success in a myriad of ways. They have not tried to tease out what the faculty to student ratio means. Senator McCutcheon is correct that certain departments have high faculty to

student ratios, but others do not. The overall low ratio is one of reasons we rank high in *U.S. News*. At the end of day, new faculty positions are strategically determined at the school and college level.

Senator McCutcheon responded that lines are approved by the Provost.

Vice Provost Volin in turn replied that Deans advocate for lines every year and then put lines where they deem necessary.

7. New Business

No new business.

A motion to adjourn was made by Senator Mannheim and seconded by Senator Fang.

The meeting was adjourned at 6:06 p.m.

Respectfully Submitted,

Jill Livingston

Head of Library Research Services

Secretary of the University Senate

SENATE EXECUTIVE COMMITTEE

Hedley Freake, Chair

Pam Bramble

Nancy Bull

Debra Kendall

George McManus

Justin Fang

Karen Bresciano

Gary English

Veronica Makowsky

Jaci Van Heest

Nandan Tumu

The following members were absent from the February 4, 2019 meeting:

Accorsi, Michael	Graf, Joerg*	Shor, Leslie*
Anagnostopoulos, Dorothea	Heath-Johnston, Pamela*	Sosis, Richard
Barrett, Edith	Hewitt, Sanya	Tarpeh, Delaruelle
Bradford, Michael	Irizarry, Guillermo	Van Heest, Jaci*
Burkey, Daniel D.	Kane, Brendan	Wei, Mei
Bushmich Sandra*	Kazerouinian, Kazem	Zurolo, Mark
Cetegen, Baki	Kendig, Tysen*	
Contreras, Fiorella	Kurz, Brenda*	
Cooke, Thomas*	Magley, Vicki	
D'alleva, Anne	Maric, Radenka*	
Fischel, Michael	Mcdonald, Deborah	
Fitch, R. Holly	Nenendal, Dylan	
Gilbert, Michael*	Nunnally, Shayla*	
Gomes, Miguel*	Pratto, Felicia	
Gould, Philip	Sanchez, Lisa	

*Members who gave advance notice of absence

Senate Executive Committee
Report to the University Senate
February 4, 2019

Good Afternoon and Welcome Back,

As we begin the new semester, we would like to welcome George McManus back to the Senate Executive Committee. George is replacing Carol Atkinson-Palombo who is on sabbatical this semester. We also welcome seven new senators joining us as alternates for spring 2019 as well as Emily Pulzello, the new student worker in the Senate Office.

The Senate Executive has met twice since our last Senate meeting. On January 25, we met with committee chairs to set the agenda for this meeting. We also met privately with President Herbst.

The Scholastic Standards continues work on their ambitious agenda. We can expect to see several pieces of legislation coming before the Senate this semester.

The Senate Nominating Committee issues a reminder that the spring Senate constituency elections are underway. Eligible faculty have until Wednesday to cast their ballot in their respective election. Questions on the election process can be referred to Cheryl Galli in the Senate Office. The Nominating Committee is also working towards finding a faculty member to chair the General Education Oversight Committee. If you are interested in learning more about this position or know of a colleague who would serve the University well in this role, please reach out to the Senate Office.

The Senate Faculty Standards Committee is pleased to announce the upcoming forum regarding Faculty Promotion, Tenure and Reappointment to be held on Friday, April 5, from 3:00-5:00 PM. The program will begin with Vice Provost Volin outlining PTR procedures at the University of Connecticut. This large group meeting will be followed by breakout sessions led by Deans (or their designee) outlining the nuances of the PTR process specific to each school/college. All non-tenured assistant or associate professors may benefit from this forum. Faculty, administrators, and PTR committee members are encouraged to attend. Watch for more information in the coming weeks.

The spring 2019 Metanoia Committee is working hard to put together events centered on youth activism. Chris Vials and Wawa Gatheru are leading the effort to bring national speakers to campus early in March and will shortly be putting out a call for proposals for local events.

On February 1, the SEC met privately with Provost Kennedy followed by a meeting with senior administration. Lloyd Blanchard of the Budget and Planning Office and OIRE joined the meeting to provide details on the pay equity study that is continuing to move forward. SEC representatives Carol Atkinson-Palombo, Amy Howell and I have met with Charles River Associates and representatives from Human Resources, OIRE and the Provost's Office to determine the details of the study, which appears to be moving forward in a useful direction. We will update the Senate on progress, as we can.

The SEC received updates from senior administration, including the following:

- Michael Gilbert provided information and a handout on “Not Anymore”, the sexual assault prevention and education program. It has been well received by students and the timeline for 2019 has been established.
- Radenka Maric reported on the financial impact of the partial government shutdown on sponsored projects, which are estimated at \$4.9 million/month for the Storrs and regional campuses. Her office has reserve funds that can be used to temporarily support work on projects whose funding is interrupted. A handout with information on these impacts is available through the Senate office.
- Nathan Fuerst shared the fall 2019 enrollment target numbers. These numbers remain the same as for 2018. The applicant pool is strong although international applications are down, in line with the national trend. He also reported on a restructuring of the Retention and Graduation Task Force to focus on two areas – 1. the provision of a deeper level understanding of completion rates and 2. an investigation of high impact practices to identify what is working well here, as well as national best practices that might be introduced to UConn.

Looking ahead, there are major changes coming to UConn leadership. We would like to thank Provost Craig Kennedy for his service to the university, particularly his willingness to take on the thorny issues of gender based pay inequities and his support for women in academic leadership. The SEC appreciated the opportunity to work with him under our model of shared governance and look forward to a similar collegial relationship with incoming Interim Provost John Elliott. The SEC has also been involved with the search process for our new president and eagerly await the formal announcement of the successful candidate who will bring many strengths to this university.

The next Senate meeting will be held on March 5. At that meeting we will receive the Report of the Graduate School from Kent Holsinger and a Report from Global Affairs from Dan Weiner.

Respectfully submitted,

Hedley Freake, Chair
Senate Executive Committee

**Nominating Committee Report
to the University Senate**

February 4, 2019

1. We nominate Nancy Bull to chair the Senate University Budget Committee for spring 2019 (ending June 30, 2019)

Respectfully submitted,

Leslie Shor, Chair
Jack Clausen
Gustavo Nanclares

Pam Bramble
Peter Gogarten
Mei Wei

University Senate Curricula and Courses Committee
Report to the Senate
February 4, 2019

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

A. LLAS 2293 LLAS Foreign Study (#9563)

Proposed Catalog Copy

LLAS 2293. LLAS Foreign Study

Credits and hours by arrangement. May be repeated for credit (to a maximum of 12).

Prerequisite: Consent of the LLAS major advisor required before departure.

Course work undertaken within approved Education Abroad programs, usually focusing on the history, culture, and society of a particular Latin American or Caribbean country or countries.

B. CE 2412 Geomatics Fields Methods (#10177)

Proposed Catalog Copy

CE 2412. Geomatics Field Methods

Two credits. Prerequisite: CE 2411; Enrollment in the School of Engineering. Not open for credit to students who have passed CE 2410.

Introduction to field-based data measurement applications in civil and environmental engineering; Provides first-hand experience using data collecting technologies (e.g., Total Station, data collector, GPS, automatic levels) and applying basic geomatics principles to determine the positions of geospatial features; Introduces use of CAD and GIS software to visualize geospatial data.

C. ECON 2120 Honors Core: Rights and Harms (#8657)

Proposed Catalog Copy

ECON 2120. Honors Core: Rights and Harms

Three credits. Prerequisite or Corequisite: Any 1000-level course in Economics. Open to students in the Honors program; others by instructor permission.

Basic concepts in the economics and philosophy of law as a framework for discussing controversial social issues. Topics may include intellectual property rights, eminent domain, freedom of speech, and "repugnant" transactions like the sale of human organs. CA 1.

D. EEB 2100E Global Change Ecology (#8196)

Proposed Catalog Copy

EEB 2100E. Global Change Ecology

Three credits.

Causes and ecological consequences of anthropogenic environmental change. Topics include ecological consequences of human modification of the earth, sea and air; biotic responses to environmental change; and sustaining future ecosystems functions. CA 3.

E. ENGL/AMST 2200 Literature and Culture of North America before 1800 (#7692)

Proposed Catalog Copy

AMST 2200. Literature and Culture of North America before 1800.

(Also offered as ENGL 2200) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

An examination of the early written and oral culture of the area that eventually became the United States. CA 1.

ENGL 2200. Literature and Culture of North America before 1800.

(Also offered as AMST 2200) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

An examination of the early written and oral culture of the area that eventually became the United States. CA 1.

F. PHYS 1040Q Cosmic Origins of Life (#9339) – Approved by GEOC

Proposed Catalog Copy

PHYS 1040Q. Cosmic Origins of Life

Three credits.

Principles of physics and quantitative reasoning applied to astrobiology, the search for extraterrestrial life, and cosmic, stellar, and atmospheric conditions for habitability. A systems perspective on the impacts of human civilization on habitability.

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

A. AIRF 1000 Air Force Studies Ia (#6547) [Revise description and title]

Current Catalog Copy

AIRF 1000. Air Force Studies Ia

One credit. One class period and one 2-hour laboratory period. Intended for freshmen and sophomores.

Military customs and courtesies; leadership; Air Force mission; profession of arms; basics of flight.

Revised Catalog Copy

AIRF 1000. Heritage and Values of the United States Air Force

One credit. One class period and a two-hour laboratory.

Introduction to the United States Air Force with overview of the basic characteristics, missions, and organization of the Air Force. The two-hour laboratory period is for cadets only.

B. AIRF 1200 Air Force Studies Ib (#6548) [Revise description and title]

Current Catalog Copy

AIRF 1200. Air Force Studies Ib

One credit. One class period and one 2-hour laboratory period. Intended for freshmen and sophomores.

Organization, mission, and functions of Department of Defense and the military services. Emphasis is on the U.S. Air Force.

Revised Catalog Copy

AIRF 1200. Heritage and Values of the United States Air Force

One credit. Recommended Preparation: AIRF 1000. One class period and a two-hour laboratory.

History and evolution of the United States Air Force; overview of the Department of the Air Force, its major commands, and an introduction of the principles and tenets of US airpower during warfare. The two-hour laboratory period is for cadets only.

C. KINS 2227 Exercise Prescription (#9300) [Revise prereqs]

Current Catalog Copy

KINS 2227. Exercise Prescription. Three credits. Prerequisite: KINS 1100; open only to students in Kinesiology programs.

Frequency, Intensity, Time, and Type or FITT principle of exercise prescription for apparently healthy adults; healthy populations with special considerations such as children, older adults, and women who are pregnant; special populations with chronic disease and health conditions such as diseases of cardiovascular, pulmonary, metabolic, and musculoskeletal systems as well as overweight and obesity.

Revised Catalog Copy

KINS 2227. Exercise Prescription. Three credits. Recommended Preparation: KINS 1100; Prerequisite: Open only to students in Kinesiology programs.

Frequency, Intensity, Time, and Type or FITT principle of exercise prescription for apparently healthy adults; healthy populations with special considerations such as children, older adults, and women who are pregnant; special populations with chronic disease and health conditions such as diseases of cardiovascular, pulmonary, metabolic, and musculoskeletal systems as well as overweight and obesity.

D. WGSS 2250 Critical Approaches to Women's, Gender and Sexuality Studies (#9523) [Revise prereqs]

Current Catalog Copy

WGSS 2250. Critical Approaches to Women's, Gender, and Sexuality Studies (Formerly offered as WS 2250 and WS 3250.) Three credits. Prerequisite or corequisite: WGSS 1105; open to sophomores or higher.

Theories practice, and methodologies of the Women's, Gender, and Sexualities Studies interdisciplinary.

Revised Catalog Copy

WGSS 2250. Critical Approaches to Women's, Gender, and Sexuality Studies (Formerly offered as WS 2250 and WS 3250.) Three credits. Prerequisite or corequisite: Any 1000 level WGSS course; open to sophomores or higher.

Theories, practice, and methodologies of the Women's, Gender, and Sexuality Studies interdisciplinary.

E. ECE 2001 Electric Circuits (#9711) [Revise prereqs]

Current Catalog Copy

ECE 2001. Electrical Circuits

Four credits. Three 1-hour lectures and one 2-hour laboratory. Prerequisite: MATH 2410Q and either PHYS 1402Q or 1502Q or 1230 or 1530, both of which may be taken concurrently. This course and ECE 2000 may not both be taken for credit.

Analysis of electrical networks incorporating passive and active elements. Basic laws and techniques of analysis. Transient and forced response of linear circuits. AC steady state power and three-phase circuits. Periodic excitation and frequency response. Computer analysis tools. Design projects are implemented and tested in the laboratory. Laboratory reports are required for each project.

Proposed Catalog Copy

ECE 2001. Electrical Circuits

Four credits. Three 1-hour lectures and one 2-hour laboratory. Prerequisite: MATH 2410Q or 2143Q and either PHYS 1402Q or 1502Q or 1602Q or 1230 or 1530, both of which may be taken concurrently. This course and ECE 2000 may not both be taken for credit.

Analysis of electrical networks incorporating passive and active elements. Basic laws and techniques of analysis. Transient and forced response of linear circuits. AC steady state power and three-phase circuits. Periodic excitation and frequency response. Computer analysis tools. Design projects are implemented and tested in the laboratory. Laboratory reports are required for each project.

- F. ECON 2311 Empirical Methods in Economics I (#8745) [Revise title and catalog copy; add Q – Approved by GEOC]

Current Catalog Copy

ECON 2311. Empirical Methods in Economics I

Three credits. Two class periods and one 2-hour laboratory period. Prerequisite: ECON 1200 or both ECON 1201 and 1202; and MATH 1071Q or 1110Q or 1131Q; and STAT 1000Q or 1100Q.

A course recommended for all students majoring in economics. Introduction to the empirical testing of economic theories. Student projects testing simple economic models.

Proposed Catalog Copy

ECON 2311Q. Econometrics I

Three credits. Two class periods and one 2-hour laboratory period. Prerequisite: ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q, or 2141Q; and STAT 1000Q or 1100Q.

Recommended for all students majoring in Economics. Introduction to the application of statistical methods for the estimation, testing, and prediction of economic relationships. Emphasizes ordinary least squares regression.

- G. EEB 2208 Introduction to Conservation Biology (#8517) [Add CA3 and E – See also below]

Current Catalog Copy

EEB 2208. Introduction to Conservation Biology

Three credits.

Patterns of biodiversity and extinction; causes of extinction and population declines; ecological restoration; conservation planning; protection of ecosystem services; implementing conservation actions; conservation economics; conservation law; effects of global change.

Proposed Catalog Copy

EEB 2208E. Introduction to Conservation Biology

Three credits. Recommended preparation: BIOL 1102 or 1108.

Patterns of biodiversity and extinction; causes of extinction and population declines; ecological restoration; conservation planning; protection of ecosystem services; implementing conservation actions; conservation economics; conservation law; effects of global change. CA 3.

- H. ENVE 2411 Introduction to Computer Aided Design (#10015) [Add cross-listing with CE 2411]

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. Introduction 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, and terrain representation.

Proposed Catalog Copy

ENVE 2411. Introduction to Computer Aided Design

(Also offered as CE 2411.) 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. Introduction 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, and terrain representation.

CE 2411. Introduction to Computer Aided Design

(Also offered as ENVE 2411.) 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. Introduction 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, and terrain representation.

- I. HIST 3412 Intellectual and Social History of Europe in the Twentieth Century (#8799) [Level, title, and description change, add CA1]*

Current Catalog Copy

HIST 3412. Intellectual and Social History of Europe in the Nineteenth Century

Three credits. Lansing

The thought and feeling of Europeans in their social context.

Proposed Catalog Copy

HIST 2412. From Revolution to Nihilism: Ideas and Ideologies in Nineteenth-Century Europe

Three credits.

An examination of nineteenth-century European thinkers and their ideas in their social contexts.
CA 1.

**Note: The W version of the course has not yet been approved and should be quarantined.*

- J. NRE 1000 Environmental Science (#9200) [Add E – See also below]

Current Catalog Copy

NRE 1000. Environmental Science.

Three credits.

An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population; ecological principles; conservation of biological resources; biodiversity; croplands, rangelands, forestlands, soil and water conservation; pollution and water management; and wildlife and fisheries conservation.
CA 3.

Proposed Catalog Copy

NRE 1000E. Environmental Science.

Three credits.

An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population; ecological principles; conservation of biological resources; biodiversity; croplands, rangelands, forestlands, soil and water conservation; pollution and water management; and wildlife and fisheries conservation. CA 3.

K. NRE 1235 Environmental Conservation (#8919) [Add E – See also below]

Current Catalog Copy

NRE 1235. Environmental Conservation

Three credits. Lecture and discussion.

Overview of the history of natural resource use and environmental conservation policy development from prehistoric to present times. Examination of the emergence of the 20th century conservation movement in North America and the transition to the environmental movement is used to highlight recurring environmental issue themes such as: private ownership vs. public trust doctrine; commercial trade in natural resources; development vs. protection; sustainability; and the role of society and governments in regulation. Through selected readings and case studies, students are challenged to begin development of their personal ethics regarding the development, conservation and protection of the environment. CA 1.

Proposed Catalog Copy

NRE 1235E. Environmental Conservation

Three credits. Lecture and discussion.

Overview of the history of natural resource use and environmental conservation policy development from prehistoric to present times. Examination of the emergence of the 20th century conservation movement in North America and the transition to the environmental movement is used to highlight recurring environmental issue themes such as: private ownership vs. public trust doctrine; commercial trade in natural resources; development vs. protection; sustainability; and the role of society and governments in regulation. Through selected readings and case studies, students are challenged to begin development of their personal ethics regarding the development, conservation and protection of the environment. CA 1.

III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 1 – Arts and Humanities:

- A. ECON 2120 Honors Core: Rights and Harms (#8657) [CA1-D]
- B. ENGL/AMST 2200 Literature and Culture of North America before 1800 (#7692) [CA1-B]
- C. HIST 3412 Intellectual and Social History of Europe in the Twentieth Century (#8799) [CA1-C]

IV. 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. SOCI 2310 Introduction to Criminal Justice (#8939)

V. 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. SPSS 1060 The Great American Lawn: History, Culture and Sustainability (#6267)
- B. EEB 2100E Global Change Ecology (#8196)
- C. EEB 2208E Introduction to Conservation Biology (#8517)

VI. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 4 – Diversity and Multiculturalism, non-International:

- A. SOCI 2310 Introduction to Criminal Justice (#8939)
- B. WGSS 2217/W Women, Gender and Film (#5790)

VII. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Environmental (E) Literacy:

- A. EEB 2100E Global Change Ecology (#8196)
- B. EEB 2208E Introduction to Conservation Biology (#8517)
- C. NRE 1000E Environmental Science (#9200)
- D. NRE 1235E Environmental Conservation (#8919)

VIII. 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. MCB 3843W Research Literature in Comparative Genomics (#7030)
Proposed Catalog Copy
MCB 3843W. Research Literature in Comparative Genomics.
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; MCB 2400 or 2410; open only with consent of instructor. Not open for credit to students who have passed MCB 3841W when offered as “Comparative Genomics.”
Current research in comparative genomics, which uses cross-species analyses to identify functional genome sequences. Primary research literature concerning the complex and dynamic nature of eukaryotic genomes. Emphasis on communicating scientific findings using experimental data.
- B. SOWK 4100W Senior Seminar in Social Work (#8477)
Proposed Catalog Copy
Spring Semester. 4 credits. Prerequisite: Open only to Bachelor of Social Work students.
Capstone course integrating and analyzing social work theory and practice through research, writing, and discussion of advanced texts.
- C. NRE 3385W Fisheries Techniques (#8115)

Proposed Catalog Copy

NRE 3385W. Fisheries Techniques

Three credits. Two class periods and one three hour laboratory. Prerequisite: STAT 1000 or higher, ENGL 1010 or 1011 or 2011; open to juniors or higher Natural Resources majors, others by instructor consent.

Techniques used in fisheries science to manage and conserve wild populations of fishes (and select bivalves and crustaceans). Topics include sampling design, gear selection, gear bias, animal capture and handling, habitat measurement and characterization, population estimation, commonly used data analyses, and scientific report writing. Laboratory meetings are often held outside at local waterbodies. Course is designed as a pre-professional experience for students interested in fisheries careers, and counts towards individual certification requirements set by the American Fisheries Society.

D. POLS 3434/W Excavating the International in Everyday Practices (#8597)

Proposed Catalog Copy

POLS 3434. Honors Core: Excavating the International in Everyday Practices

Three credits. Recommended Preparation: POLS 1402.

Examination of daily international practices utilizing an everyday objects lens, with attention to ethical implications for activism, change, and social justice.

POLS 3434W. Honors Core: Excavating the International in Everyday Practices

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Recommended Preparation: POLS 1402.

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

A. MKTG 4997W Senior Thesis in Marketing (#8698) [Revise prereqs]

Current Catalog Copy

MKTG 4997W. Senior Thesis in Marketing

Three credits. Hours by arrangement. Prerequisite: ENGL 1010 or 1011 or 2011; open only to Marketing Department Honor students with consent of the thesis advisor and the Marketing Department honors advisor; open to juniors or higher.

Revised Catalog Copy

MKTG 4997W. Senior Thesis in Marketing Three credits. Hours by arrangement. Prerequisite: ENGL 1010 or 1011 or 2011; MKTG 3208, 3260; open only to Marketing Department Honors students with consent of the thesis advisor and the Marketing Department honors advisor; open to juniors or higher.

X. The University Interdisciplinary Courses Committee recommends addition of the following 3000- and 4000-level course:

A. UNIV 3080 SSS Peer Mentor Leadership Development Course (#6389)

Proposed Catalog Copy

UNIV 3080. Peer Mentor Leadership Development Course (Supervised Field Study)

Three credits. Instructor consent, open to sophomores or higher. May be repeated once. Focus on personal growth and leadership development to foster empowerment of self and others through peer mentoring. Students will explore social, cultural, personal, and academic issues that affect first-year students, in particular first-generation college students from underrepresented populations. Some topics covered are empathy, MBTI, effective communications, the transition to college, growth mindset, cultural diversity, and self-awareness.

XI. For the information of the University Senate, the Senate Curricula and Courses Committee and the General Education Oversight Committee approved the following course for offering in Intensive Session:

- A. DRAM 2134 Honors Core: Analyzing Sport as Performance (No ID) [CA1]

XII. For the information of the University Senate, the Senate Curricula and Courses Committee approved the following Special Topics course for one offering in the Winter Intensive Session:

- A. UNIV 3995 Special Topics: Healthcare Internship with Atlantis Project – Portugal (#9099)

Respectfully Submitted by the 18-19 Senate Curricula and Courses Committee: Pam Bedore (Chair), Ama Appiah (student rep), Michael Bradford, Daniel Burkey, John Chandy, Mark Brand, Kate Fuller, Marc Hatfield, David Ouimette, Lauren Schlesselman (Ex-Officio), Eric Schultz, Gina Stuart

From the 12/5/18 and 1/23/19 meetings

Proposal to revise the Senate By-Laws, Rules and Regulations on General Education

Background: The current language on General Education is 1) inappropriate in scope or in tone for the document; 2) has some unfortunate word choices; 3) needs to be updated to reflect current practice; and, 4) needs to be updated to incorporate proposed changes in policy, the elimination of Computer Competency, and the addition of Environmental Literacy.

Proposed Motion: The General Education Oversight Committee, the Senate Curricula and Courses Committee, with the assistance of the Senate Scholastic Standards Committee, propose that the following changes be made to the Senate By-Laws, Rules and Regulations II.C.2. In marked-up existing language, deletions are marked by strikethrough and additions are marked by underline. Marked-up old version is followed by a clean unmarked version, section by section. Footnotes in clean version provide information where there is a proposed change in policy.

Marked-up existing language:

2. *General Education Curriculum Requirements*

~~The General Education Curriculum provides Requirements are effective commencing the 2005-2006 academic breadth with a set of intellectually rigorous and challenging courses. year. Continuing students who are under prior catalogs will be governed by the previous General Education Requirements, which are detailed in those catalogs. Every undergraduate student in a baccalaureate degree program in the University, on all campuses, must complete the General Education Curriculum. The fulfill the General Education Curriculum comprises Requirements. Students are encouraged to spread these minimum requirements over the years of baccalaureate studies, and to plan their courses of study, with the help of an advisor, early in their first year.~~

~~The purpose of General Education is to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. It is vital to the accomplishment of the University's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other.~~

~~General Education Requirements are described in terms of four content areas, and five four competencies, and Environmental Literacy.~~

Proposed new language:

2. *General Education Curriculum*

The General Education Curriculum provides academic breadth with a set of intellectually rigorous and challenging courses. Every undergraduate student in a baccalaureate degree program in the University, on all campuses, must complete the General Education

Curriculum. The General Education Curriculum comprises four content areas, four competencies, and Environmental Literacy¹.

Marked-up existing language:

a. *Content Areas*

Students must pass at least six credits of coursework in each of four content areas:~~in Content Area One – Arts and Humanities; six credits in Content Area Two – Social Sciences; six to seven credits in Content Area Three – Science and Technology; and, six credits in Content Area Four – Diversity and Multiculturalism.~~ Content Area courses may be counted toward the major.

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

~~The courses fulfilling the Content Areas One, Two, and Three requirements must represent~~ be drawn from at least six different subjects as designated by the subject letter code (e.g., ANTH or WGSSPVS). The courses within each of these content areas must be from two different subjects. ~~Content Area courses may be counted toward the major.~~

~~Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Content Area One and Content Area Four (including Content Area Four International), repeatable one-credit courses may be included. Students may use no more than three credits of such courses to meet the requirement.~~

In Content Area Three, one of the courses must be a laboratory course of at least four or more credits. However, this laboratory requirement is waived for students who have passed a ~~hands-on-laboratory science~~ course in the biological and/or physical sciences. In Content Area Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.

~~For all Content Areas, there can be multiple designations. An individual course may be approved for and count for one Content Area, two Content Areas, or three Content Areas if one of the three is Content Area 4.~~

No more than six INTD credits may be used to complete the General Education Curriculum. ~~courses, whenever possible, should include elements of diversity.~~

¹ The GEOC approved elimination of the Computer Technology Competency on 30 March 2016, and the addition of Environmental Literacy on 5 February 2018.

Proposed new language:

a. *Content Areas*

Students must pass at least six credits of coursework in each of four content areas: Content Area One – Arts and Humanities; Content Area Two – Social Sciences; Content Area Three – Science and Technology; and, Content Area Four – Diversity and Multiculturalism. Content Area courses may be counted toward the major.

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

The courses fulfilling Content Areas One, Two, and Three must represent at least six different subjects as designated by subject code (e.g., ANTH or WGSS). The courses within each of these content areas must be from two different subjects. In Content Area Three, one of the courses must be a laboratory course of at least four credits. However, this laboratory requirement is waived for students who have passed a laboratory course in the biological and/or physical sciences. In Content Area Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.

An individual course may be approved for and count for one Content Area, two Content Areas, or three Content Areas if one of the three is Content Area 4. An EL course may be approved for and count for one Content Area or two Content Areas if one is Content Area 4.

No more than six INTD credits may be used to complete the General Education Curriculum.

Marked-up existing language:

b. *Competencies*

The General Education Curriculum includes competencies in information literacy, quantitative skills, second language proficiency, and writing. The coursework required to demonstrate Information Literacy is established by each major field of study. Quantitative Literacy is established by completing two courses that are designated for this purpose as Q courses. One Q course must be a MATH or STAT course. Second Language competency is established by passing either 1) the third-year high school level course in a language other than English or 2) the second semester course in the first-year sequence of college level study in a language other than English. Writing competency is established by passing two courses that are designated for this purpose as W courses, one of which must be in the major field of study at the 2000-level or above. First-year writing courses are prerequisites for W courses.

~~The University of Connecticut places a high value on the ability of its undergraduates to demonstrate competency in five fundamental areas—computer technology, writing, quantitative skills, second language proficiency, and information literacy. The development of these competencies rests on establishing~~

~~clear expectations for students both at entrance and upon graduation, and on constructing a framework so that our students can reach these competencies.~~

~~The structure of each competency involves two parts: one establishing entry level expectations and the second establishing graduation expectations. The entry level expectations apply to all incoming students.~~

c. *Environmental Literacy*

Students must pass at least one course of at least three credits in Environmental Literacy. Environmental Literacy courses are designated for this purpose as E courses. Environmental Literacy courses may be counted towards the major.

Proposed new language:

b. *Competencies*²

The General Education Curriculum includes competencies in information literacy, quantitative skills, second language proficiency, and writing. The coursework required to demonstrate Information Literacy is established by each major field of study. Quantitative Literacy is established by completing two courses that are designated for this purpose as Q courses. One Q course must be a MATH or STAT course. Second Language competency is established by passing either 1) the third-year high school level course in a language other than English or 2) the second semester course in the first-year sequence of college level study in a language other than English. Writing competency is established by passing two courses that are designated for this purpose as W courses, one of which must be in the major field of study at the 2000-level or above. First-year writing courses are prerequisites for W courses.

c. *Environmental Literacy*³

Students must pass at least one course of at least three credits in Environmental Literacy. Environmental Literacy courses are designated for this purpose as E courses. Environmental Literacy courses may be counted towards the major.

Marked-up existing language:

ed. *Principles for the General Education Curriculum Courses*

~~The General Education curriculum should entail a breadth of academic experience for all students, while at the same time providing an intellectually rigorous and challenging set of courses.~~

~~In Content Area Groups One, Two and Three, General Education courses cannot have prerequisites except for other General Education courses. Courses in Content Area Four may also have prerequisites outside of General Education courses.~~

~~Each department or School and College may propose courses for any of the four Content Areas. All courses approved for the General Education Requirements~~

² Language concerning entrance and exit expectations has been eliminated.

³ Senate approved addition of Environmental Literacy component on February 5, 2018

~~must be valid for all Schools and Colleges of the University of Connecticut in meeting the University General Education Requirements. This in no way inhibits the various Schools, Colleges, departments or programs from setting up additional internal requirements, and allows for courses to be used by a student to satisfy simultaneously University General Education Requirements and requirements for the School, College, and/or major.~~

~~General Education courses should be delivered by faculty members. Whenever possible, class sizes should be limited to permit direct interactions between students and faculty.~~

All courses offered for General Education credit must be approved by the General Education Oversight Committee (GEOC; see II.C.2.d, *Oversight and Implementation*).

Courses in Content Areas One, Two and Three may have only General Education courses as prerequisites and corequisites, excepting Honors courses for which Honors student status may be a prerequisite. Courses in Content Area Four, Environmental Literacy, and Writing Competency, may have prerequisites and corequisites that are not General Education courses.

Any academic unit may offer courses for any Content Area or Competency and for Environmental Literacy. Courses approved for the General Education Curriculum are approved for content areas or competencies in all Schools and Colleges.

A course may be approved to satisfy one Content Area, two Content Areas, or three Content Areas if one of the three is Content Area 4. Students may use a course that has multiple Content Area designations to fulfill the Content Area requirements for which the course has been approved, if the regulations listed in II.C.2.a. *Content Areas* are met. An Environmental Literacy course may be approved for and count for one Content Area or two Content Areas if one is Content Area 4. Courses at the 2000-level or above may combine Quantitative and Writing Competency designations. Courses with Quantitative and/or Writing Competency designations may also be approved for Content Areas and/or Environmental Literacy.

No academic unit may set enrollment bars or priorities for ~~its~~^{their} own students for any General Education course, with the following exceptions:

- An academic unit may reserve any percentage of seats for its own students in a 2000-~~+~~-level or above W course that is not also approved for a content area.
- An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a 2000-level course approved for Content Area 4 (Diversity and Multiculturalism) as long as it is not also approved for any other content area.

~~While many courses may require both quantitative reasoning and writing, for the purposes of order and clarity there will be no multiple competency designations for 1000+ level courses. This in no way should inhibit departments from~~

~~requiring writing in their Q offerings or quantitative analysis in their W courses. Multiple competency designations, where a single course fulfills both Q and W requirements, are limited to 2000+ level courses.~~

~~University of Connecticut students~~ Students seeking an Additional Degree or a Double Major must be required to complete each degree's/major's ~~the degrees for both degrees/majors.~~ Students will also be required to meet the advanced competency expectations in Computer Technology, Information Literacy and Writing competency coursework for each degree/major. If an individual course is approved for to fill a competency in requirement for both degrees/majors, passing successful completion of that course will meet that requirement for both degrees/majors.

All students entering the University of Connecticut or changing School/school or College/college within the University ~~beginning with the Fall semester 2005~~ are expected to complete the General Education curriculum of the academic year in which they enter the new School or College. Adjustments to coursework for the Second Language and Quantitative competencies can be made by designees of meet these General Education Requirements. ~~Bearing in mind the principles outlined in this document,~~ the Dean of the admitting School or College, as well as by the Academic Adjustments Committee, which will submit a report of such ~~may make substitutions to the requirements for students who entered higher education prior to Fall 2005 and on a continuing basis for other students. Each Dean will submit an annual report summarizing this activity to GEOC by the end of the Spring semester each year.~~

Undergraduate students with Bachelor's degrees from ~~regionally accredited institutions~~ that have been accredited by regional accreditation agencies (e.g. NEASC) are exempt from the General Education Requirements.

Proposed new language:

d. *Courses*

All courses offered for General Education credit must be approved by the General Education Oversight Committee (GEOC; see II.C.2.d, *Oversight*).

Courses in Content Areas One, Two and Three may have only General Education courses as prerequisites and corequisites, excepting Honors courses for which Honors student status may be a prerequisite⁴. Courses in Content Area Four, Environmental Literacy⁵, and Writing Competency⁶, may have prerequisites and corequisites that are not General Education courses.

Any academic unit may offer courses for any Content Area or Competency and for Environmental Literacy. Courses approved for the General Education Curriculum are approved for content areas or competencies in all Schools and Colleges.

⁴ Reflects recognized role that some Honors courses play in fulfilling the General Education curriculum of students in that program.

⁵ As proposed in the Environmental Literacy implementation motion.

⁶ Reflecting existing practice for W courses in the major.

A course may be approved to satisfy one Content Area, two Content Areas, or three Content Areas if one of the three is Content Area 4. Students may use a course that has multiple Content Area designations to fulfill the Content Area requirements for which the course has been approved, if the regulations listed in II.C.2.a. *Content Areas* are met⁷. An Environmental Literacy course may be approved for and count for one Content Area or two Content Areas if one is Content Area 4⁸. Courses at the 2000-level or above may combine Quantitative and Writing Competency designations. Courses with Quantitative and/or Writing Competency designations may also be approved for Content Areas and/or Environmental Literacy⁹.

No academic unit may set enrollment bars or priorities for its own students for any General Education course, with the following exceptions:

- An academic unit may reserve any percentage of seats for its own students in a 2000-level or above¹⁰ W course that is not also approved for a content area.
- An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a 2000-level or above¹⁰ Content Area 4 (Diversity and Multiculturalism) course that is not approved for an additional content area.

Students seeking an Additional Degree or Double Major must complete each degree's/major's Information Literacy and Writing competency coursework. If an individual course is approved for a competency in both degrees/majors, passing that course will meet that requirement for both degrees/majors.

All students entering the University of Connecticut or changing School or College within the University are expected to complete the General Education curriculum of the academic year in which they enter the new School or College. Adjustments to coursework for the Second Language and Quantitative competencies can be made by designees of the Dean of the School or College, as well as by the Academic Adjustments Committee, which will submit a report of such substitutions by the end of the Spring semester each year.

Undergraduate students with Bachelor's degrees from institutions that have been accredited by regional accreditation agencies (e.g. NEASC) are exempt from the General Education Requirements.

Marked-up existing language:

de. *Oversight and Implementation*

~~The curriculum in degree programs remains vibrant and alive because faculty members constantly attend to it. They debate what is essential and what is~~

⁷ New language that indicates more clearly the conditions under which a student may use multiple designations on the transcript

⁸ As proposed in the Environmental Literacy implementation motion.

⁹ Spelling out existing practice.

¹⁰ Reference to the course numbers for which seats may be reserved has been changed to be more inclusive, which we believe was the intent when references to course numbers were changed to the current 4-digit system.

optional to a degree program; they assess how the character of individual courses contributes to the whole; and they consider whether courses are properly sequenced relative to one another. If a general education curriculum is to avoid almost instant ossification, it requires a similar level of faculty involvement and on-going attention.

General Education Requirements will be overseen by a General Education Oversight Committee (GEOC), a faculty group appointed by the Senate and representative of the Schools and Colleges. The Committee also will have an undergraduate and a graduate student representative. The GEOC shall be a subcommittee of the Senate Curricula and Courses Committee, whose chair will serve as a non-voting member of GEOC. Representatives, either the Director or the Associate Director, of each of the W and Q Centers, will also be given non-voting appointments to GEOC. When Q or W Center Directors or Associate Directors are GEOC subcommittee chairs, and are members of the University faculty, they shall retain voting rights in the GEOC. The GEOC will monitor the General Education curriculum. This Committee will work in association with the Office of Undergraduate Education and Instruction. Financial support for the activity of the GEOC will come from the Office of the Provost.

The GEOC will be charged with:

- setting the criteria for approving all course proposals for the Content and Competency Areas;
- setting the criteria for entrance and exit requirements for the Competency Areas;
- developing policy regarding the delivery of the University-wide General Education program;
- reviewing and approving courses proposed for inclusion in the General Education Requirements;
- determining the resources necessary to deliver the General Education Curriculum;
- monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and
- reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Courses Committee when appropriate.

The membership of the GEOC shall be representative of the Faculty of all of the Schools and Colleges and members shall be appointed following current Senate Nominating Committee practice. While the members and chair shall be proposed by the Nominating Committee and approved by the Senate, the process of consultation shall include the Vice Provost for Undergraduate Education. Because the GEOC is a subcommittee of a Senate committee, the chair need not be a Senator. The GEOC is a subcommittee of, and reports its actions to, the Senate Curricula and Courses Committee. The GEOC receives financial support for its activities from the Office of the Provost.

The GEOC is charged with:

- proposing to the Senate goals and objectives of the Content Areas and Competencies;
- proposing policy regarding the University-wide General Education program;
- reviewing proposals for including, revising, deleting, and offering in intensive sessions of four weeks or less, courses that are in the General Education Curriculum;
- reporting on enrollment in courses in the General Education Curriculum and how the courses are staffed;
- monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, and recommending removal of courses from the General Education Curriculum that no longer meet these criteria; and,
- reviewing the General Education Curriculum to ensure that its goals and objectives are aligned with the academic plan of the University.

The Chair of the GEOC need not be a Senator. The Chair serves one three-year term and may not be re-appointed for a consecutive term. Responsibilities of the Chair in leadership of GEOC include management of GEOC meetings, coordination of all GEOC functions, communication with the University community about the General Education Curriculum, and recognizing and responding to the changing needs of the University with respect to the General Education Curriculum.

The membership of the GEOC will be representative of Schools and Colleges. Appointment to the GEOC will follow Senate Nominating Committee practice and will include consultation with the Vice Provost for Academic Affairs. Voting members of the GEOC will be faculty appointed by the Senate and an undergraduate representative. Non-voting members of the GEOC will include the Chair of the Senate Curricula and Courses Committee, Directors or Associate Directors of the Quantitative and Writing Centers, and Directors or Associate Directors of the First-Year Writing Program. When a Director or Associate Director of these units is a GEOC subcommittee chair and is faculty, they will retain voting rights in the GEOC.

~~Terms of a Voting member appointments to the GEOC are for shall be two years, except in the case of the student member who serves where a one-year term. Any voting member who has served for is appropriate. In addition, one half of the first group of GEOC members shall be appointed for one year to ensure some overlap in membership from year to year. Normally, no member shall serve more than two consecutive terms of two-year terms may years each without leaving the committee for at least two years. The chair shall serve one three-year term and shall not be re-appointed for another consecutive term.~~

The GEOC appoints members to Content Area, Competency, and Environmental Literacy subcommittees. Subcommittees are chaired by voting members of the GEOC, and are representative of Schools and Colleges. Each subcommittee

ensures that the goals and objectives of their specific General Education component align with the University Academic Plan and reviews course proposals for consistency with these criteria.

~~GEOC approvals of changes to the General Education Curriculum are~~
~~The chair of the GEOC shall be responsible for the management of the General Education course proposal review process and the continued oversight of the curriculum.~~
~~Because of the unusually demanding nature of this position, the chair will be given 50% release time and be provided with administrative support.~~

~~Faculty members involved in General Education have different pedagogical challenges from those facing instructors in major or graduate courses. These faculty members should be brought together on a regular basis to collaborate on issues concerning the delivery of these courses. This can be accomplished by the chair of the GEOC, who will organize their regular meetings. These meetings will provide the kind of on-going discussion necessary to keep this part of the curriculum vibrant and vital.~~

~~The GEOC shall establish and appoint members to four Content Area subcommittees. Each subcommittee will establish the criteria for all courses to be approved for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.~~

~~The GEOC shall establish and appoint members to five Competency subcommittees. Each subcommittee will establish and continue to review entrance and exit expectations for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.~~

~~Once the criteria or any changes to the criteria for each of the Content Areas and Competencies are developed and accepted by the GEOC, they must be submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.~~

~~Courses proposed for General Education, once they have been approved by the GEOC, will be submitted to the Senate Curricula and Courses Committee for formal approval and submission to the Senate.~~

The Senate Budget Committee is charged with determining ÷

- ~~if sufficient seats and resources exist to handle the undergraduate enrollment;~~
- ~~if academic resources, particularly TA's to assist in W courses, are available to meet enrollment demands; and~~

~~if the Learning Center has been adequately funded to support the General Education Curriculum Requirements.~~

Proposed new language:

- e. *Oversight*

The GEOC is a subcommittee of, and reports its actions to, the Senate Curricula and Courses Committee¹¹. The GEOC receives financial support for its activities from the Office of the Provost.

The GEOC is charged with¹²:

- proposing to the Senate goals and objectives of the Content Areas and Competencies;
- proposing policy regarding the University-wide General Education program;
- reviewing proposals for including, revising, deleting, and offering in intensive sessions of four weeks or less¹³, courses that are in the General Education Curriculum;
- reporting on enrollment in courses in the General Education Curriculum and how the courses are staffed;
- monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, and recommending removal of courses from the General Education Curriculum that no longer meet these criteria¹⁴; and,
- reviewing the General Education Curriculum to ensure that its goals and objectives are aligned with the academic plan of the University.

The Chair of the GEOC need not be a Senator. The Chair serves one three-year term and may not be re-appointed for a consecutive term¹⁵. Responsibilities of the Chair in leadership of GEOC include management of GEOC meetings, coordination of all GEOC functions, communication with the University community about the General Education Curriculum, and recognizing and responding to the changing needs of the University with respect to the General Education Curriculum¹⁶.

The membership of the GEOC will be representative of Schools and Colleges. Appointment to the GEOC will follow Senate Nominating Committee practice and will include consultation with the Vice Provost for Academic Affairs. Voting members of the GEOC will be faculty appointed by the Senate and an undergraduate representative. Non-voting members of the GEOC will include the Chair of the Senate Curricula and Courses Committee, Directors or Associate Directors of the Quantitative and Writing Centers, and Directors or Associate

¹¹ Previous language implied that only proposals for new General Education courses were passed from GEOC to the Senate Curricula and Courses Committee

¹² An item that has been deleted from this list refers to ‘determining the resources necessary to deliver the General Education Curriculum’, which we felt was outside of GEOC’s expertise and was duplicative of the role of the Senate Budget Committee, as referred to at the end of the document.

¹³ Previous language implied that only proposals for new General Education courses were reviewed by GEOC

¹⁴ GEOC suggests that recommending removal of courses that no longer align with General Education guidelines would be an appropriate duty

¹⁵ The previous rules were clear on term limits but not clear on whether only one term is permissible

¹⁶ This is a more expansive and accurate description of the GEOC Chair’s responsibilities

Directors of the First-Year Writing Program¹⁷. When a Director or Associate Director of these units is a GEOC subcommittee chair and is faculty, they will retain voting rights in the GEOC.

Voting member appointments to the GEOC are for two years, except the student member who serves a one-year term. Any voting member who has served for two consecutive two-year terms may not be re-appointed for another consecutive term¹⁸.

The GEOC appoints members to Content Area, Competency, and Environmental Literacy subcommittees. Subcommittees are chaired by voting members of the GEOC¹⁹, and are representative of Schools and Colleges. Each subcommittee ensures that the goals and objectives of their specific General Education component align with the University Academic Plan and reviews course proposals for consistency with these criteria.

GEOC approvals of changes to the General Education Curriculum are submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.

The Senate Budget Committee is charged with determining if sufficient resources are available to support the General Education Curriculum.

¹⁷ We propose the addition of First-Year Writing directors to the set of non-voting ex officio members of the GEOC

¹⁸ This permits a shorter hiatus than previous rules

¹⁹ This had not previously been made clear but has been the practice

Proposal to revise the Senate By-Laws, Rules and Regulations on General Education

Background

The current language on General Education is

- 1) inappropriate in scope or in tone for the document;
- 2) has some unfortunate word choices;
- 3) needs to be updated to reflect current practice; and,
- 4) needs to be updated to incorporate proposed changes in policy, the elimination of Computer Competency, and the addition of Environmental Literacy.

Motion

The General Education Oversight Committee and the Senate Curricula and Courses Committee, with the assistance of the Senate Scholastic Standards Committee, propose that the following changes be made to the Senate By-Laws, Rules and Regulations II.C.2.

2. General Education Curriculum

The General Education Curriculum provides academic breadth with a set of intellectually rigorous and challenging courses. Every undergraduate student in a baccalaureate degree program in the University, on all campuses, must complete the General Education Curriculum. The General Education Curriculum comprises four content areas, four competencies, and Environmental Literacy. *(Expunges odious word 'Requirement' where possible, eliminates computer competency, adds Environmental Literacy, deletes recommendations such as 'Students are encouraged' here and elsewhere; deletes 'purpose of General Education' criteria)*

a. Content Areas

Students must pass at least six credits of coursework in each of four content areas: Content Area One – Arts and Humanities; Content Area Two – Social Sciences; Content Area Three – Science and Technology; and, Content Area Four – Diversity and Multiculturalism. Content Area courses may be counted toward the major.

a. Content Areas (cont'd)

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

The courses fulfilling Content Areas One, Two, and Three must represent at least six different subjects as designated by subject code (e.g., ANTH or WGSS). The courses within each of these content areas must be from two different subjects. In Content Area Three, one of the courses must be a laboratory course of at least four credits.

However, this laboratory requirement is waived for students who have passed a laboratory course in the biological and/or physical sciences. In Content Area Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.

(Simplifications, clarifications, rearrangements, here and elsewhere)

a. Content Areas (cont'd)

~~An individual course may be approved for and count for one Content Area, two Content Areas, or three Content Areas if one of the three is Content Area 4. An EL course may be approved for and count for one Content Area or two Content Areas if one is Content Area 4.~~

~~No more than six INTD credits may be used to complete the General Education Curriculum.~~

(Strikeout indicates mistaken inclusion of text. The first paragraph has been moved to a later section; the last sentence isn't necessary)

b. Competencies

The General Education Curriculum includes competencies in information literacy, quantitative skills, second language proficiency, and writing. The coursework required to demonstrate Information Literacy is established by each major field of study. Quantitative Literacy is established by completing two courses that are designated for this purpose as Q courses. One Q course must be a MATH or STAT course. Second Language competency is established by passing either 1) the third-year high school level course in a language other than English or 2) the second semester course in the first-year sequence of college level study in a language other than English. Writing competency is established by passing two courses that are designated for this purpose as W courses, one of which must be in the major field of study at the 2000-level or above. First-year writing courses are prerequisites for W courses.

(Deletes philosophical language such as 'places a high value on' here and elsewhere, eliminates entry- and graduation-level expectations)

c. Environmental Literacy

Students must pass at least one course of at least three credits in Environmental Literacy. Environmental Literacy courses are designated for this purpose as E courses. Environmental Literacy courses may be counted towards the major.

(Establishes EL as category distinct from Content Areas and Competencies)

d. Courses

All courses offered for General Education credit must be approved by the General Education Oversight Committee (GEOC; see II.C.2.d, Oversight).

Courses in Content Areas One, Two and Three may have only General Education courses as prerequisites and corequisites, excepting Honors courses for which Honors student status may be a prerequisite. Courses in Content Area Four, Environmental Literacy , and Writing Competency , may have prerequisites and corequisites that are not General Education courses.

(Renames the section; clarifies prerequisites for Honors courses and W in the major courses; add EL implementation)

d. Courses (cont'd)

Any academic unit may offer courses for any Content Area or Competency and for Environmental Literacy. Courses approved for the General Education Curriculum are approved for content areas or competencies in all Schools and Colleges.

(Deletes 'This in no way inhibits the various Schools, Colleges, departments or programs from setting up additional internal requirements' language)

d. Courses (cont'd)

A course may be approved to satisfy one Content Area, two Content Areas, or three Content Areas if one of the three is Content Area 4. Students may use a course that has multiple Content Area designations to fulfill the Content Area requirements for which the course has been approved, if the regulations listed in II.C.2.a. Content Areas are met. An Environmental Literacy course may be approved for and count for one Content Area or two Content Areas if one is Content Area 4. Courses at the 2000-level or above may combine Quantitative and Writing Competency designations. Courses with Quantitative and/or Writing Competency designations may also be approved for Content Areas and/or Environmental Literacy .

(Clarification of conditions permitting use of multiple designations on the transcript; add EL implementation; spells out existing practice of combining content area and competency designations)

d. Courses (cont'd)

No academic unit may set enrollment bars or priorities for its own students for any General Education course, with the following exceptions:

An academic unit may reserve any percentage of seats for its own students in a 2000-level or above W course that is not also approved for a content area.

An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a 2000-level or above Content Area 4 (Diversity and Multiculturalism) course that is not approved for an additional content area.

(Changes course number references to reflect what we believe to have been intent)(underlined text was not indicated in the marked-up existing language section)

d. Courses (cont'd)

Students seeking an Additional Degree or Double Major must complete each degree's/major's Information Literacy and Writing competency coursework. If an individual course is approved for a competency in both degrees/majors, passing that course will meet that requirement for both degrees/majors.

All students entering the University of Connecticut or changing School or College within the University are expected to complete the General Education curriculum of the academic year in which they enter the new School or College. Adjustments to coursework for the Second Language and Quantitative competencies can be made by designees of the admitting Dean of the School or College, as well as by the Academic Adjustments Committee, which will submit a report of such substitutions by the end of the Spring semester each year.

(Identifies role of Academic Adjustment Committee)(underlined text was omitted from proposed new language section)

e. Oversight

The GEOC is a subcommittee of, and reports its actions to, the Senate Curricula and Courses Committee. The GEOC receives financial support for its activities from the Office of the Provost.

The GEOC is charged with:

- proposing to the Senate goals and objectives of the Content Areas and Competencies;

- proposing policy regarding the University-wide General Education program;

- reviewing proposals for including, revising, deleting, and offering in intensive sessions of four weeks or less, courses that are in the General Education Curriculum;

(Clarifies that GEOC reports all actions to SENCCC; eliminates 'determining the resources necessary' from the charge; clarifies that GEOC reviews more than just new course proposals)

e. Oversight (cont'd)

reporting on enrollment in courses in the General Education Curriculum and how the courses are staffed;

monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, and recommending removal of courses from the General Education Curriculum that no longer meet these criteria; and,

reviewing the General Education Curriculum to ensure that its goals and objectives are aligned with the academic plan of the University.

(Suggests that GEOC should be empowered to remove courses from the General Education curriculum if the course does not align with the guidelines of the curriculum)

e. Oversight (cont'd)

The Chair of the GEOC need not be a Senator. The Chair serves one three-year term and may not be re-appointed for a consecutive term. Responsibilities of the Chair in leadership of GEOC include management of GEOC meetings, coordination of all GEOC functions, communication with the University community about the General Education Curriculum, and recognizing and responding to the changing needs of the University with respect to the General Education Curriculum.

(Permits reappointment of chair after a hiatus; provides more complete description of chair's duties)

e. Oversight (cont'd)

The membership of the GEOC will be representative of Schools and Colleges. Appointment to the GEOC will follow Senate Nominating Committee practice and will include consultation with the Vice Provost for Academic Affairs. Voting members of the GEOC will be faculty appointed by the Senate and an undergraduate representative. Non-voting members of the GEOC will include the Chair of the Senate Curricula and Courses Committee, Directors or Associate Directors of the Quantitative and Writing Centers, and Directors or Associate Directors of the First-Year Writing Program. When a Director or Associate Director of these units is a GEOC subcommittee chair and is faculty, they will retain voting rights in the GEOC.

(Adds First-Year Writing directors to the set of non-voting ex officio members of the GEOC)

e. Oversight (cont'd)

Voting member appointments to the GEOC are for two years, except the student member who serves a one-year term. Any voting member who has served for two consecutive two-year terms may not be re-appointed for another consecutive term.

The GEOC appoints members to Content Area, Competency, and Environmental Literacy subcommittees. Subcommittees are chaired by voting members of the GEOC, and are representative of Schools and Colleges. Each subcommittee ensures that the goals and objectives of their specific General Education component align with the University Academic Plan and reviews course proposals for consistency with these criteria.

(Permits reappointment of voting member after a shorter hiatus; clarifies that voting members are chairs of subcommittees)

e. Oversight (cont'd)

GEOC approvals of changes to the General Education Curriculum are submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.

The Senate Budget Committee is charged with determining if sufficient resources are available to support the General Education Curriculum.

(No substantive changes)

Undergraduate Education & Instruction

University Senate Report

John Volin, Vice Provost for Academic Affairs

February 4, 2019

UConn

- **Center for Excellence in Teaching and Learning (CETL)**
Assistant Vice Provost Peter Diplock
- **Honors and Enrichment Programs**
Assistant Vice Provost Jennifer Lease Butts
- **Institute for Student Success (ISS)**
Assistant Vice Provost Maria D. Martinez
- **Center for Career Development (CCD)**
Assistant Vice Provost James Lowe

- **Veteran Affairs and Military Programs (VAMP)**
Director Alyssa Kelleher
- **Student-Athlete Success Program (SASP)**
Director Ellen Tripp

Center for Excellence in Teaching and Learning (CETL)

- 311 Teaching Workshops ~ 3,500 individual seats
- ~ 500 Faculty consultations
- Summer/winter programs ~12,000 enrollments (flat year over year)
- Early College experience and pre-college summer ~ 14,000 enrollments (up 5%)
- eCampus 470 online courses total (2018: 43 new UGRAD, 27 new GRAD)
- Supported the development and marketing of 6 new programs last year and 5 currently under development

Center for Excellence in Teaching and Learning (CETL)

- 30 online graduate certificates and degree programs
- Q and Writing Center >22,000 student visits
- Testing Center ~25,000 exams, 500 exam sessions



Center for Excellence in Teaching and Learning (CETL)

- Launched a university-wide Teaching and Active Learning Spaces Committee to develop and advance a vision for spaces dedicated to teaching and learning
- Created a new Director of Teaching and Learning Assessment position for SET+, Dr. Martina Rosenberg
- Fall 2017 became full members of the National Center for Faculty Development and Diversity
 - 423 UConn faculty registered
 - Sponsored 20+ junior faculty members for semester-long intensive Faculty Success Program

Mark your calendars

University Teaching & Advising Awards

Date: **April 3rd**

Time: 4:00 - 6:00pm

Location: Alumni House

President's Series on Teaching Excellence

Date: **April 16th**

Time: 4:00-5:00pm
(reception to follow)

Location: Dodd Auditorium

Guest Speaker: Regina Barreca
(English)

Honors and Enrichment Programs

Honors Program

Graduation Requirements:

- Implemented its new graduation requirements
- Piloting an e-portfolio system for all first-year Honors students to assess learning and progress

Honors Guides for Peer Success (Honors GPS):

- Selected and trained 11 **Honors Guides for Peer Success (Honors GPS)** to coach students through meeting the co-curricular **University Honors Laureate** requirements



Honors and Enrichment Programs

Pre-Law Advising Center

The Accelerated Program in Law

- Had first four students in the newly established Accelerated Program in Law are now first-year students at the UConn School of Law

Pre-Medical & Pre-Dental Advising Center

Advising Appointments:

- The center reported record numbers of first year students attending monthly group advising sessions throughout the fall semester (approx. 30 each session).

Honors and Enrichment Programs

Office of Undergraduate Research

BOLD Women's Leadership Network

- Program was launched late last fall
- Nine students were selected to represent UConn's inaugural cohort

Office of National Scholarships & Fellowships

NSF Graduate Research Fellowships

- 12 UConn students received NSF Graduate Research Fellowships (up from five in 2012)
- Another 13 received Honorable Mention

Honors and Enrichment Programs

University Scholar Program

- Dec. 2018, 20 juniors were selected from a pool of 33 applicants

Honors STEM Scholar

- **Akshayaa Chittibabu '19** was named a Marshall Scholar and became the 5th UConn student to be recognized for this honor



Institute for Student Success (ISS)

Learning Communities

- Launched 4 new non-residential student Learning Communities (LC) since 2017 bringing total to 20 residential and 14 non-residential LCs
- >40% of our first-year class is involved in a LC, and 9 out of 10 first-year students take a First Year Experience (FYE) course
- **3,517 students** signed-in to the LC Innovation Zone Makerspace fall 2018 (**1,309 unique**); 49% female / 51% male



Institute for Student Success (ISS)

Academic Achievement Center

- **7,300+ students** benefitted from individual appointments, class presentations, supplemental instruction, or workshops in the fall
- Supplemental Instruction (SI) had **4,000+** contacts across all offerings
- Initiating a new AAC on the Hartford campus

Student Support Services

- Expanded its Education Abroad offerings, added new program sites in Croatia and Costa Rica
- Recently sent its 500th student abroad since 2011

Institute for Student Success (ISS)

McNair Program

- 46 students; adding 15 in January 2019
- 24 of 44 alumni (55%) are pursuing graduate degrees
- 9 of 44 alumni (20%) graduated from MS, MPH, or PharmD
- 3 alumni secured research focused positions
- Schools the students are attending:

Harvard University, Boston University, Carnegie Mellon, UMass-Amherst, UConn-Storrs, UConn School of Medicine, Weill Cornell Medical College



LSAMP Undergraduate Research 2018

- 4 UConn LSAMP students joined the cohort of 16 Northeast Louis Stokes Alliance for Minority Participation scholars at Shanghai Jiao Tong University for a six week research experience

Center for Career Development

- Launched CCD on Demand, an online library that houses over 70 career related videos that have received over 4,000 views since inception in August
- Acquired and fully rolled out a new Career Services Management platform. Since August 2018 there have been over 10,000 unique logins, equaling our entire total for all of 2017/2018
- Achieved our highest knowledge rate (72%) and positive outcomes rate (88%) since taking over responsibility for implementing the First Destination Survey
- Career.uconn.edu received a record 667,624 page views with 10,702 students active in HuskyCareerLink



Center for Career Development

- 880 employers attended career fairs that were attended by over 6,700 students
- Conducted a record 514 formal presentations that were attended by over 9,000 students

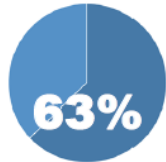


UNDERGRADUATE FIRST DESTINATION DATA – 2017/2018

Positive Outcome Rate
as of 6 months post-graduation

88%

This number represents the percentage of graduates who fall into the categories below.



Employed



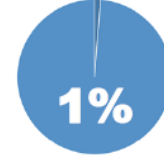
Continuing Education



Serving in the U.S.
Armed Forces



Participating in
volunteer service



Other

73%

of students who attended high school in CT, who are employed, are working in the state.

CONNECTICUT

100%

of Fortune 100 companies headquartered in CT, recruited and hired UConn graduates.

UNDERGRADUATE FIRST DESTINATION DATA – 2017/2018

TOP HIRING EMPLOYERS

Aetna
Cigna
Electric Boat
Hartford Hospital
Lockheed Martin
PricewaterhouseCoopers
The Hartford
Travelers
United Technologies
Yale New Haven Hospital

TOP JOB TITLES

Actuarial Analyst
Business Analyst
Consultant
Engineer
Financial Analyst
Project Engineer
Registered Nurse
Research Assistant
Sales Associate
Software Engineer

80%

of graduates with positive outcomes reported participating in experiential learning prior to graduation

66%

of graduates utilized services offered at the Center for Career Development during their time at UConn.

Total Graduates

5,445



Knowledge Rate*: 72%

*Percentage of graduates reported or identified for which an outcomes destination is known.

Veterans Affairs and Military Programs (VAMP)

- Forged new Army ROTC partnerships with 4 additional university - total now 15 schools across Connecticut
- Increased outreach efforts to student Veterans across all UConn Campuses
- Renovated the main office and student space for VAMP
- Renovation includes a new active-learning classroom



Veterans Affairs and Military Programs (VAMP)

Veteran's History Project

- A nationwide oral history project through the American Folklife Center at the Library of Congress aimed at making personal accounts of veterans accessible
- For-credit student internships in partnership with the Department of History
- Kickoff planned for March 2019

Career Networking for Veteran Students

- Info Sessions, Meet and Greet, Resume Workshops, Targeted Internships, and Career Opportunities for veterans at various organizations



Student-Athlete Success Program (SASP)

- Sixty percent of student-athletes achieved over a 3.00 for the Fall 2018 semester
- Thirty-five students earned a perfect 4.00



Student-Athlete Success Program (SASP)

- Eighteen teams have over a 3.00 for their cumulative grade point average
- 850 Hours of Community Service completed by 24 teams in the Fall 2018 semester

