

December 2002

## Minutes December 9, 2002

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## MINUTES OF A MEETING OF THE UNIVERSITY SENATE

1. Ms. Spiggle, Moderator, called the regular meeting of the University Senate of December 9, 2002 to order at 4:03 p.m. in Room 7, Bishop Center.
2. The Minutes of the regular meeting of November 11, 2002 were approved as distributed.
3. Report of the President.

President Austin touched briefly on the following items:

- a. The meeting of Principal Investigators concerning animal care was well attended. USDA representatives presented information and indicated the level of commitment of their agency.
- b. The State Budget Office had proposed a further reduction of \$13M or 225 positions. The compromise level of 120 positions was "agreed on." The budget situation is quite fluid.

President Austin responded to several questions concerning budget reductions and the impact on individuals and various collective bargaining units.

4. Mr. Peterson presented the Report of the Chancellor on Day Care at the University. He indicated that the Child Care Implementation Committee was formed and is meeting.

He then commented on various matters brought to the State Ethics Commission concerning the use of self-authored texts in courses and the hiring of students to support non-University work of faculty. He emphasized that clear procedures are in place to conduct such activities when appropriate. The operating principles are peer review of textbook selection and full disclosure of non-University employment of students.

5. Mr. Halvorson presented the Report of the Senate Executive Committee.  
(See Attachment #17)

Mr. Anderson added his report on the November 13, 2002 meeting of the Board of Trustees.

6. Mr. Hightower presented the Annual Report of the Senate Enrollment Committee.  
(See Attachment #18)

7. Mr. Frank presented the Report of the Nominating Committee.

He **moved** the undergraduate appointment of Michael Tremmel to the General Education Oversight Committee (GEOC) to serve for the remainder of a one-year term.

The motion carried.

8. Mr. Frank continued with the Report of the Curricula and Courses Committee.  
(See Attachment #19)

He **moved** (I.A.) the approval of the following new 100-level courses:

- DRAM 105.** Drafting for the Theater
- DRAM 106.** Computer Drafting for the Theater
- DRAM 109.** Drawing and Painting Techniques for the Theater
- DRAM 118.** Computer Rendering for the Theater
- DRAM 159.** Practicum in Dramatic Arts
- PLSC 101.** Fundamentals of Horticulture

Descriptions of these courses are presented in the attachment.

The motion was approved unanimously.

He **moved** (I.B.) that the course credits of the following 100-level course be increased from 2 to 3.

- DRAM 107.** Theater Production

The motion was approved unanimously.

He reported for the information of the Senate (II) that the committee approved changes in title, course description, prerequisite, consent provision, and/or skill provision for the following courses open to sophomores or having skill designations:

- NRME 260P.** Soil and Water Management and Engineering. Catalog copy.
- NRME 214.** Dendrology. Catalog copy.
- NRME 217.** North American Wildlife. Catalog copy.

The committee also approved the following experimental course:

- PHAR 195.** Drugs: Actions and Impact on Health and Society.

9. Ms. Polifroni informed the Senate that the Faculty Standards Committee had determined that no further action of the Senate was needed with respect to department heads. Further, the Senate should convey its actions at the May 13, 2002 meeting through the Chancellor to the Board of Trustees for implementation.

See Attachment #20)

10. Upon recognition by the Senate, Mr. Evanovich presented the Report of the Enrollment Management Office on Financial Aid and Retention. A copy of this report may be obtained from the University Senate Office.

Key elements of the report include:

Undergraduate indebtedness has been reduced from \$17K to \$14K.

The unmet need gap of \$2,000 has been eliminated for neediest students.

The report covers graduation rates and retention rates.

Survey results indicate why people leave and what to do about it. Corrective actions include:

Hire more academic advisors for first two years.

Provide mentoring in the freshman year.

Identify students with problems in the first six weeks and help them.

11. The meeting adjourned at 6:03 p.m. The Senate is reminded that the next meeting will be on February 10, 2003.

Respectfully submitted,

David Jordan, Co-Secretary

The following members and alternates were absent from the December 9, 2002 meeting:

Alissi, Albert	Householder, George	Pendrys, David
Armstrong, Lawrence	Hussein, Mohamed	Phillips, Jerry
Aronson, Lorraine	Kerstetter, Jane	Ratcliff, Kathryn
Bowman, Larry	Kurland, Michael	Reis, Sally
Bravo-Ureta, Boris	Maresh, Carl	Ross, Stephen
Breen, Margaret	Marsden, Jean	Schaefer, Carl
Brown, Scott	Maryanski, Fred	Silander, John
Bushmich, Sandra	Muirhead, Deborah	Taylor, Ronald
English, Gary	Neubeck, Kenneth	Terry, Thomas
Faustman, L. Cameron	Nichols, Michael	Thorson, Robert
Flanery, Trudy	O'Donnell, James	Triponey, Vicky
Givens, Jean	Olson, Sherri	Woods, David
Goodwin, Paul	Pagoulatos, Emilio	Yeagle, Philip
Gramling, Larry	Paul, Jeremy	

## ATTACHMENT #17

REPORT  
SENATE EXECUTIVE COMMITTEE  
December 9, 2002

Since the November meeting of the Senate, the Executive Committee has met twice. At the first of those, we met with the Chairs of the Standing Committees to discuss their ongoing work and to develop the agenda for this month's meeting. Of particular note was an issue regarding student representation on the GEOC where an editorial oversight had led to the omission of student representation. That error has now been corrected, as will be seen from the report of the Nominating Committee. In addition, we also discussed staffing for the Senate Office. Subsequently, the Executive Committee continued that discussion with Chancellor Petersen, as well as obtaining updates on diverse topics such as the budget and the State Ethics Commission issue.

This past Friday, the Executive Committee met with President Austin, both individually and with other senior administrators, including Chancellor Petersen as well as Vice President Aronson and Vice Chancellor Triponey. The current budget situation dominated that discussion as might be expected. The e-mail messages from the President have provided a good summary of what was communicated to us with one omission. In each discussion, the prospect of programmatic cuts was raised. That would involve some process for identifying appropriate targets. The Executive Committee will be attempting to clarify that process and to ensure that it is as open as possible to the participation and scrutiny of our various constituencies.

Elections for faculty at-large and professional staff at-large have been completed. The election for a faculty representative to the Standing Advisory Committee for the Board of Governors of Higher Education has also been completed. Results of those elections will be announced soon.

I now call on Senator Anderson to present his report on the recent meeting of the Board of Trustees.

Respectfully submitted,

Gregory J. Anderson  
Rajeev Bansal  
Irene Q. Brown  
John T. DeWolf  
L. Cameron Faustman  
Scott E. Kennedy  
Jason Purzycki  
Sally M. Reis  
C. Ernesto Zirakzadeh  
Peter L. Halvorson, Chair

**ATTACHMENT #18****SENATE ENROLLMENT COMMITTEE ANNUAL REPORT 2002**

The University Senate Enrollment Committee met four times during the 2002 calendar year (February 27, April 5, October 29, and November 25) to discuss issues and concerns related to recruitment, admissions, enrollment and retention of undergraduate students. Guests of the Committee included: Suman Singha, Vice Provost for Undergraduate Education and Instruction; Steven Jarvi, Director of the Academic Center for Entering Students (ACES); James Morales, Director of Undergraduate Admissions; Jonna Kulikowich, Ph.D., Associate Professor of Educational Psychology.

**Highlights of the year's activities follow:**

A. At the February 27 meeting, Suman Singha gave a progress report on articulation agreements with Connecticut community colleges. A program-to-program articulation approach is favored. Guaranteed admissions agreements are being studied. The student body of community colleges contains mostly career track students with about 20% on transfer tracks to four-year colleges. However, this number includes significant numbers of students of color. It was noted that students transferring in with community college general education credits are easier to integrate into UCONN than those with mainly professional course credits. It was noted that better advising information on UCONN programs was needed by community colleges. Krista Rodin described a web advising link that should be helpful to prospective transfer students. It was further noted that articulation agreements have advantages for admissions planning since students and their preparation can be tracked earlier.

B. At the April 5 meeting, Steve Jarvi, Director of ACES, gave a general description of the ACES program. The Program offices are located in Northwest Dorm and will move to the former School of Business building in late 2003. Five advisors see about 700-800 students per advisor, with higher numbers in the Fall Semester than in the Spring Semester. Advising bars are not used. Students are assigned to an advisor and on average, an advisor spends about 15 minutes per student. In response to a question from a committee member, Steve noted that about 65 biology students are being advised beyond their fourth semester. This reflects to some extent students becoming comfortable with their initial advisors and some uncertainty in when to move students into major departments. Steve noted that majors fairs are held and that liaisons with departments help to educate the ACES advisors about opportunities for their advisees. It was noted that a pre-communications sciences program is being created in CLAS for this popular major. ACES advisors hear when students cannot get into courses. In general ACES students have difficulty getting into 200s level courses open to sophomores, where they have lower priority than students who have declared majors.

C. At the October 29 meeting, James Morales, Director of Undergraduate Admissions, presented the Freshman Admission Report for Fall 2002. Some of the highlights are listed below:

- 1) The number of applications received for the Storrs campus increased by 7.2% and for the regional campuses by 9.2%. Freshman enrollment at the Storrs campus increased by about 1% and at the regional campuses by 13.5%. The enrollment goal for the Storrs campus was met. The regional campuses enrollment goal of 800 students was met as well and 50% of a revised mid-year goal to enroll an additional 100 students was achieved.
- 2) The academic quality of the freshman class increased again this year, as measured by a 9-point increase in average combined SAT scores, and a 2 percentile increase in class rank.
- 3) James Morales also reported on Transfer Admissions for Fall 2002. There was a 16% increase (89 students) in enrollment of transfer students at the Storrs Campus and offers of admission to the regional campuses increased 26.8%. Cumulative QPA (Storrs campus) of enrolled students increased from 3.15 (Fall 2001) to 3.22 for this year's entering class. The enrollment by ethnicity increased 10.7% (11 students). James noted that the emphasis on recruiting students of color will continue. Dolan indicated that in addition to increasing diversity, there is an emphasis on recruiting female students into math, science and engineering.

D. At the November 25 meeting, Dolan Evanovich and Jonna Kulikowich presented an interim report on the findings of the Retention and Graduation Task Force. The charge of this task force is to "develop a set of data driven and research based recommendations to improve student retention and graduation rates." The report was divided into data from the Storrs Campus and data from the Regional Campuses. Three profiles for Fall 2000 first-time freshmen were created including those who a) leave involuntarily, b) leave voluntarily with GPA<2.50, and c) those who leave voluntarily with GPA>2.50. The major initial findings are:

- 1) the greatest proportion left voluntarily with GPA>2.50 (45%).
- 2) many of the students in 1) are out-of-state students (49% compared to 32% norm).
- 3) Students who leave voluntarily with GPA<2.50 (33%) include many out-of-state students (45% compared to 32% norm), have below norm SAT Math and Verbal scores, and their SAT scores are lower than those from the other two groups.

4) Of students who leave involuntarily (22%), males are over-represented, Math SAT scores are higher than school norms and the two other profiles of students who leave the main campus, high school ranks are lower than voluntary leavers, and Northwest campus (First Year Experience) campus residents are over-represented.

The numbers of students in the Regional Campus database are small and so fewer statistically significant results are available. More students with GPA<2.50 left voluntarily whereas significantly fewer students left involuntarily or left with GPA>2.50. This is different from the result reported for the Storrs Campus. More females and fewer males with GPA greater than or equal to 2.50 leave than expected from Regional Campus norms.

The results of a Student Attrition Telephone Survey for the class entering Fall 2000 that voluntarily left and did not return in the Fall 2001 were presented. For the reason for choosing another university/reason for leaving UConn, several responses stood out at higher frequency including a) Environment – UConn too far away and rural setting, lack of a town, b) Academic advising, major choices, upper division uncertainty, and c) Personal issues. In response to “Things UConn could have done better or differently”, Environment and Academic were selected far more frequently than Cost and Other.

The report was concluded with a presentation of the future research agenda for the Retention and Graduation Task Force. Dr. Kulikowich is currently working on the Fall 2001 database and when these data are in hand, a comparison between 2001 and 2000 figures will be done.

Respectfully submitted,

Lawrence E. Hightower  
Chair

2002-2003 Senate Enrollment Committee: Lynn Allchin, John Bennett, Ellen Cromley, Dolan Evanovich (ex-officio), L. Cameron Faustman, Lawrence Hightower (chair), Kathleen Holgerson, Cecile Hurley, Senjie Lin, Derek Olson (undergraduate), Sherri Olson, David Ouimette, Willena Price, William Servedio, Michael Tremmel (undergraduate), Kumar Venkitanarayanan. Additional members who served in the Spring Semester 2002: William Berentsen, Janine Caira, Jeff Litke (undergraduate), Joseph Madaus, Carol Polifroni, Sally Reis, Krista Rodin.



## ATTACHMENT #19

## UNIVERSITY SENATE CURRICULA AND COURSES COMMITTEE

Report to the Senate, December 9, 2002

## I. 100-level courses

## A. The committee recommends approval of the following new 100-level courses:

- **DRAM 105.** Drafting for the Theatre  
First semester. Three credits. Two 3-hour studio periods.  
The basics of hand drafting techniques and the drafting conventions for scenic designers, lighting designers and technical directors.
- **DRAM 106.** Computer Drafting for the Theatre  
Second semester. Three credits. Two 3-hour studio periods.  
Computer Aided Drafting techniques for theatrical applications. Use of design software for creating various 2-D plans, including light plots, set designs and technical shop drawings.  
Assumes a good working knowledge of theatrical drafting conventions and techniques.
- **DRAM 109.** Drawing and Painting Techniques for the Theatre  
First semester. Three credits. Two class periods and one 2-hour studio period.  
An introduction to theatrical sketching and rendering emphasizing color composition in various media.
- **DRAM 118.** Computer Rendering for the Theatre  
Second semester. Three credits. Two class periods and one 2-hour studio period. Open only to Dramatic Arts majors; others with consent of instructor. Computer rendering for theatre design in 2-D and 3-D format.
- **DRAM 159.** Practicum in Dramatic Arts  
Either or both semesters. Credits and hours by arrangement. Department consent required. May be repeated for credit with change in course content to a maximum of 6 credits. Practical work in all areas of dramatic arts, with emphasis on running crew assignments. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).
- **PLSC 101.** Fundamentals of Horticulture.  
Second semester. Three credits. Three class periods. *Salsedo*  
Science and practice of horticultural plant propagation and culture. Basic concepts of plant structure, growth and function. Integrated pest management. Impact of new technology. Horticulture and the environment.

**B. The committee recommends the following changes in title, course description, prerequisites, course patterns including changes in patterns of credits and/or consent provisions for an existing 100-level course:**

- **DRAM 107.** Theatre Production Studio. Recommend increasing credits to three. New catalog copy:

**DRAM 107.** Theatre Production Studio.

Either semester. Three credits. Two class periods and one 2-hour studio period.  
May be repeated to a maximum of six credits with change in course content.

## II. For the Information of the Senate

### A. The committee approved changes in title, course description, prerequisite, consent provision, and/or skill provision and for the following courses either open to sophomores or having skill designations:

- **NRME 260P.** Soil and Water Management and Engineering. Recommend the following change in catalog copy:

**NRME 260P.** Soil and Water Management and Engineering  
Second Semester, alternate years (odd). Three credits. ~~Two class periods and one 3-hour laboratory.~~ Recommended preparation: NRME 211 or CE 265. Must be taken with another P course in NRME to equal one W course. *Warner*  
Floodplain management, erosion and erosion control, reservoir management, storm water control, watershed management, and on-site sewage treatment systems. Written technical and laboratory reports, use of spreadsheets and field work required. Some field trips required.

- **NRME 214.** Dendrology. Recommend the following change in catalog copy:

**NRME 214.** Dendrology  
First semester. Three credits. Two class periods and one 3-hour laboratory period.  
~~Prerequisite:~~ Recommended preparation: BIOL 108 or 110. Open to sophomores. *Schroeder*  
The taxonomy, silvics, and distribution of trees and shrubs of the United States with emphasis upon Northeastern species. Field trips will be required.

- **NRME 217.** North American Wildlife. Recommend the following change in catalog copy:

**NRME 217.** North American Wildlife  
First semester. Three credits. ~~Prerequisite:~~ Recommended preparation: BIOL 107. Open to sophomores. *Ortega*  
An introduction to wildlife conservation programs and resource values. The distribution, life history and status of those birds and mammals whose populations ~~man~~ humans are attempting to preserve, reestablish, or to control are examined.

### B. The committee approved offering the following experimental course:

- **PHAR 195.** Drugs: Actions and Impact on Health and Society.  
First semester. Three credits. Not open to pharmacy students in the Professional Program.  
*Gerald.*  
Introductory survey of common drugs used medically and nonmedically. Biological emphasis with historical, cultural, social implications. General Concepts: mechanisms of action, modification drug response, new drug development. Drugs as Medicines: narcotics, aspirin, stimulants, appetite suppressants, mental disorders, sex hormones, infections diseases, cancer. Nonmedical Uses: drug abuse, alcoholism, smoking, marijuana, mind-altering drugs, athletic competition, chemical warfare, venoms.

Respectfully submitted,

Laurie Best, Janice Clark, Shannon Copeland, Michael Darre, Andrew DePalma, Gary English, Jane Goldman, Paul Goodwin, Dean Hanink, Robert Jeffers, Stephen Maxson, Judith Meyer, Robert Miller, Deborah Muirhead, James O'Donnell

Harry A. Frank (Chair)

ATTACHMENT #20

University of Connecticut  
Faculty Standards Committee  
*Informational Report*  
December 9, 2002

The Faculty Standards Committee reviewed the Spring 2002 discussion and actions by the Senate in regard to department heads. After considerable discussion, we determined that no further Senate *action* is needed, at this time.

Therefore, we formally request the SEC to communicate with the Chancellor the need for the Board of Trustees to consider the Senate actions of May 13, 2002. The senate actions are as follows:

1. Each department shall have an executive officer, the Head, who will represent his or her department, and who shall report to the dean of the school or college within which the department is organized.
2. A head shall not serve more than two consecutive terms unless the majority of faculty of his or her department recommends otherwise.

This request will be shared with the Senate at its December 9, 2002 regularly scheduled meeting. It will be an *information only* report.

Respectfully submitted,

E. Carol Polifroni, Chair