

2-25-2008

## Minutes February 25, 2008

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## MINUTES OF A MEETING OF THE UNIVERSITY SENATE February 25, 2008

1. Moderator Spiggle officially called the regular meeting of the University Senate of February 25, 2008 to order at 4:05 PM in room 7 of the Bishop Center.
2. Approval of the Minutes

Moderator Spiggle presented the minutes from the regular meeting of January 28, 2008 for review.

The minutes were approved without modification.

3. Report of the President

President Hogan addressed the proposed organizational restructuring of the administration, including the Deanships in Medicine and Dental Medicine and the elevation of the Vice Provost for Research and Dean of the Graduate School position to the vice presidential level. These changes will serve to signal a university-wide emphasis on the integration of research and teaching. The reorganization, which brings together the research administration of the Storrs campus and the Medical Center, will facilitate the integration of interdisciplinary research. The reorganization proposal has been widely discussed. The Board of Trustees have been presented with the by-law changes necessary to effect these changes; the changes will be considered in a vote at the next meeting of the Board of Trustees.

President Hogan reported decanal searches are continuing. President Hogan stated the change in the title from Vice Provost to Vice President for Research has been included in the job description and the response has been positive. The Vice President and Dean of the Medical School search has been narrowed to two candidates who will visit campus next month. Lorraine Aronson, Vice President and Chief Financial Officer, has agreed to stay on until the replacement for her position is appointed and it is anticipated that she will remain for some time after that to ease the transition.

President Hogan reported the Provost is completing the draft of the Academic Plan. The plan now includes academic plans for the Medical and Dental schools as well. There are on-going discussions concerning the future allotment of resources in service of the academic plan and the manner in which reallocations might be accomplished. The process will likely involve the reassessment of base budgets of most units. The notion is to bring our strategic priorities and our budget processes into better alignment with one another.

The President reported that he has spent a considerable time with members of the Connecticut Legislature pursuing the priorities of the University. His first priority has been the filling of the “faculty gap.” The university has been about 175 faculty members short of the goal to recapture a 15:1 student/faculty ratio. Recently that ratio has been as high as 18:1. Due to improvements this year, we are in the region of 16:1. We have improved somewhat but we are now still about 145 faculty members short of our goal. The Governor has given us good consideration in her proposed budget but seems unwilling to go further in light of fears that the State may enter a period of recession.

President Hogan’s other priority is what he termed the “hospital gap.” There is a serious budgetary problem at the John Dempsey Hospital that is due to a structural defect caused by a variety of factors. Many, but not all, of these related to economies of scale (the hospital is too small for its current service model) and falls too short in Medicare/Medicaid reimbursement. There is also an immediate budgetary problem for the hospital. The Governor’s proposal closes the deficit by approximately \$9M but leaves the

university \$9M short of clearing the deficit. The university is asking the Legislature to provide the additional funding. There have also been ongoing discussions concerning the remedy for the structural deficit problem. President Hogan outlined several possible solutions, none of which is perfect. All of these, however, are still being explored, especially the formation of a partnership with one or more of the Connecticut regional hospitals. The *Connecticut Academy of Science and Engineering* (CASE) will issue a report concerning the Medical School and Dempsey Hospital in March. President Hogan stated that he is anxious to resolve these issues. A non-productive medical center is “an albatross around the neck of the whole university.” The Health Center issue is taking a great deal of time and energy. Once the Health Center is back on track, attention could be devoted to making progress in other areas.

The President entertained comments and questions. Senator Schultz inquired about a review of 21<sup>st</sup> Century UConn’s building priorities and asked for further information. The President acknowledged that review is beginning and stated, “2.4 billion dollars just doesn’t buy what it used to buy.” There will not be enough money to complete all of the building plans originally outlined. Adjustments will need to be made. There will be attempts at securing more funds, but a review of other factors and interests—particularly renovation and deferred maintenance—must be undertaken. It is hoped tentative conclusions can be reached over the next six months or less.

4. The Report of the Senate Executive Committee was presented by Senator DeWolf.  
(See Attachment #31)
5. The Annual Report of the Growth and Development Committee was presented by Senator Fox.  
(See Attachment #32)

Senator Chambers inquired about problems with the University emergency system, especially the text messaging system. Senator Fox replied that she is aware of work in this area. It was announced that a request for proposal (RFP) has been made to replace the current text messaging system and that a new one should be in place shortly. Senator Cairra suggested obtaining a refund from the original vendor.

6. The Report of the Faculty Standards Committee was presented by Senator Bramble.  
(See Attachment #33)
7. The Report of the Nominating Committee was presented by Senator Hiskes.  
(See Attachment #34)

- a. The committee moves the following graduate student deletion to the named standing committee:

Julia Thompson-Philbrook from the Student Welfare Committee

- b. The committee moves the following graduate student addition to the named standing committee:

Timothy Morin to the Student Welfare Committee

- c. The committee moves Daniel Civco to the General Education Oversight Committee to a term effective immediately and ending June 30, 2009.

**The motions carried.**

8. The Report of the Senate Scholastic Standards Committee was presented by Senator Moiseff.  
(See Attachment #35)

The report makes recommendations regarding academic misconduct and the notation of sanctions on students' transcripts in the case of academic misconduct.

Senator Lanza asked for clarity concerning what might constitute the grounds for invoking the transcript notation sanction. The response from Senator Moiseff was that it was deemed more appropriate to take these on a case-by-case basis. The transcript notation is not a given; it is an option depending on the severity of the offense. The vagueness in the policy is deliberate.

Senator Bramble asked "Who can bring the removal of the notation to the board? A student? Or only a faculty member?" The answer is either. Senator Bramble responded that the issue of plagiarism is increasingly relevant and that students need more instruction as to what actually constitutes plagiarism. Many students do not understand that what they have done actually constitutes plagiarism. She expressed concern that the results of this lack of understanding might become a permanent part of their academic transcripts.

Senator Moiseff announced that there will be brought to the Senate sometime in the near future a more precise statement as to what constitutes academic misconduct.

Senator Kazerounian inquired about the prudence of having no strict guidelines in place for the training and operation of the board. Senator Moiseff spoke of the difficulty (or futility) in trying to over specify the operation of the board but endorsed strongly the necessity for training on the part of the members of the hearing board.

Senator Schultz characterized this proposal as a move from distributed to a centralized procedure. He inquired about the justification for moving from a system that was based in the Schools and Colleges to one that is more centralized within the University. Moiseff responded that the proposal provides for greater transparency, and greater consistency in handling charges of academic misconduct. An experienced centralized board will *per force* have more experience in dealing with the procedures and sanctions and thus can be expected to be more expert.

Senator Tuchman reminded the Senate that there is a unit on HuskyCT that comprises a unit of instruction on academic misconduct. This unit is automatically appended to every class offered on HuskyCT and is thus available to every student. She then asked for a sense of what offences might be treated more severely than others. Senator Moiseff responded that this procedure deals with more than just plagiarism. He argued that it is very difficult to do this on other than a case-by-case basis. He gave the example that sending someone in to take an exam for you is much more egregious than lifting a few lines of text from the internet.

Senator Chambers spoke in favor of the idea of a centralized board, but he also stated that he appreciates the concern of the faculty in calling for clarity concerning which offences might be more serious than others. He added that greater specificity should be provided concerning due process, especially as regards the initial notification of the student and the university by the faculty member. He expressed concerns about all of the formal processes. Senator Moiseff stated that wherever possible these procedures try to "piggy back" on the procedures used in the Code of Student Conduct. The inclusion of a professional staff member from Office of Community Standards on the misconduct board would assist in achieving consistency in this area.

Senator Saddlemire commented that whenever faculty get in trouble with the courts regarding academic misconduct it is essentially never about the sanctions, but is almost always about the procedures followed or not followed. He suggested that these procedures as outlined might need to be fine-tuned so that they are consistent with others used in the university, especially those of the Student Code. He suggested that

the Office of Community Standards be asked to provide a set of procedures and that these be forwarded to the Scholastic Standards Committee.

Senator Chambers acknowledged that flexibility is a good feature *before* the issue goes to the board, but once that referral has been made he argued for the utility of a more carefully articulated set of procedures.

Senator Beck inquired about the constitution of the board. She asked if any thought had been given to providing a substitute member if a particular member needed to be recused. Senator Moiseff responded that there would be a pool of trained students and faculty from which the board membership would be drawn for each case. Senator Beck inquired about the term of office for members of the boards. Senator Moiseff responded that no consideration has yet been given to this question. Senator Beck inquired concerning when and in how much detail the board would be informed of the accused student's prior history. Senator Moiseff responded that yes the board would be informed, but only after a decision had been reached that the student was indeed responsible.

Senator Korbel commented that she believes that the procedural issues should be separated from the policy decision.

Senator Tuchman called for a division of the motion into the policy question and a set of procedure questions. Debate continued concerning the division of the motion.

Senator Weiss commented that he is confused by the vagueness of the proposal. He asked "What are you trying to accomplish by making a notation on a student's transcript, that could not be accomplished by other sanctions less permanent?" Senator Moiseff replied that the public forums indicated a wide range of opinion on this. Senator Weiss argued vigorously that a permanent sanction is perhaps too severe.

**Senator Schultz moved the question to divide. The motion to divide did not carry.**

Senator Lanza argued against transcript notation and moved that language concerning transcript sanctions be removed from the document.

**Senator Lanza moved that the motion be amended to remove the statement that, "These sanctions may include adding a notation to the student's transcript an indication that they were found 'responsible. . .'" and all other references to transcript notation.**

**Senator DeWolf moved the question on the amendment. His motion carried and debate on the amendment was closed.**

**The amendment then carried 24 yea, 19 nay.**

**Senator Tuchman moved that the main motion be postponed until such time as the Scholastic Standards Committee has had an opportunity to work on procedures with the Division of Student Affairs.**

**The motion carried.**

9. The Report of the Curricula and Courses Committee was presented by Senator Darre.  
(See Attachment #36)

**I. The Curricula and Courses Committee recommends approval to add the following 1000 or 2000 level courses:**

**A.** Proposed New Cat Copy: -AMST 1700. Honors Core: American Landscapes. Either semester. Three credits. Open only to freshman and sophomore honors students. Real and imagined landscapes in the Americas as seen through the history of the land and its uses and through changing representations of those landscapes in art, literature, science, and popular culture.

**B.** Proposed New Cat Copy: -BIOL 2200 Peer mentoring in Biology. Either semester. One credit. Prerequisite: BIOL 107 or 108, and instructor consent. Open to Sophomores. May be repeated once with a change in content. Fry Theories of learning: cognitive, affective, and metacomprehension domains. The course will cover learning and teaching styles, information processing, effective note-taking, affective/emotional variables that influence learning, and group dynamics. Students will also learn how to conduct study groups and workshops in the Biological Sciences.

**C.** POLS 279 South Asia in World Politics - This adds a non-W version of a previously approved W version.

**D.** Proposed New Cat Copy: ARE 261W [2610W]: Writing in Food Policy. Either Semester. One credit. Prerequisite: ENGL 110 or 111 or 250. Corequisite: ARE 260. A writing intensive course on issues related to food policy, integrated with course content in ARE 260. Open to Resource Economics majors. Others by consent. Not open to students who have passed ARE 260W.

**II. The Curricula and Courses Committee recommends approval to drop the following 1000 or 2000 level course:**

**A.** ARE 260W Writing in Food Policy.

**III. The Curricula and Courses Committee recommends approval to revise the following 1000 or 2000 level courses:**

**A.** Change in Title:

Current Title and Catalog Copy: MCB 292W Senior Research Thesis in Molecular and Cell Biology Either Semester. Three credits. Hours by arrangement. Prerequisite: Three credits of MCB 299, which may be taken concurrently; ENGL 105 or 110 or 111 or 250. Open only with consent of instructor and department honors committee. Not limited to honors students. Designed for the advanced undergraduate who is pursuing a special problem as an introduction to independent investigation. Research and writing of a thesis.

Revised Cat Copy: MCB 292W (MCB 4997W) Honors Research Thesis in Molecular and Cell Biology Either Semester. Three credits. Hours by arrangement. Prerequisite: At least three credits of MCB 299 (MCB 3989 or MCB 4989), which may be taken concurrently; ENGL 105 or 110 or 111 or 250. Limited to honors students and open with consent of instructor. Writing of a thesis based upon a student's independent laboratory research project.

**IV. The Curricula and Courses Committee recommends approval to crosslist the following 1000, 2000 or Gen Ed courses:**

**A.** OSH/AH 4221W Trends in Environmental and Occupational Safety and Health Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250. Introduction to the impact of issues in the workplace in promoting prevention of injuries and illness to workers, and protection of property and the environment. (this crosslisting applies only to the 4 digit listed courses)

B. PP/URBN 2100. Survey Research Methods Either semester. Three credits. Open to sophomores or higher. Theory and practice of surveys, including overall project design, questionnaire development, sampling, methods of data collection and data analysis.

**V. The Curricula and Courses Committee recommends approval of S/U grading for the following 1000, 2000 or Gen Ed courses:**

A. Proposed New Cat Copy: 3xxx. Field Study in Physiology and Neurobiology Either semester. One to four credits. Hours by arrangement. Open with consent of department head. May be repeated for a total of up to 6 credits. May be applied towards the major with permission of department head subject to the PNB major's 3-credit research group limitation. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Supervised field work at an off-campus research organization or business. Activities that meet objectives consistent with a major in Physiology and Neurobiology must be planned and agreed upon in advance by the job site supervisor, the faculty coordinator and the student. One credit may be earned for each 42 hours of pre-approved activities up to a maximum of 4 credits

B. BIOL 2200 Peer Mentoring in Biology

**VI. New General Education courses forwarded from GEOC: The committee proposes the following courses and topics:**

**A. The Curricula and Courses Committee recommends approval of the following course for inclusion in Content Area 2, Social Sciences**

1. Proposed New Cat Copy: POLS 32XX. Politics of Oil Either semester. Three credits. Recommended Preparation: POLS 121 or 143. Historical and contemporary role of oil in comparative politics and international relations.

**B. The Curricula and Courses Committee recommends approval of the following courses for inclusion in Content Area 3, Science and Technology**

1. AH 130(1030) Interdisciplinary Approach to Obesity Prevention. (Also offered as NUSC 130(1030). Spring semester. 3 Credits. Open to freshman and sophomores in the Honors Program. Explores the 1) biology of obesity including genetic predispositions and behaviors that increase obesity risk (dietary, physical activity, social, psychological), 2) the obesigenic environment, including how communities are physically built, as well as the economic relationship to obesity risk, and 3) policy and ethical implications for obesity prevention. Multi-level obesity prevention approaches that involve the individual, family, organization, community, and policy will be considered.

2. Proposed New Cat Copy: MCB 125 (MCB 1405) Honors Core: The Genetics Revolution in Contemporary Culture Second Semester. Three credits. Open only to freshmen and sophomores in the Honors Program. R. O'Neill, M. O'Neill. Exploration of the use of genetics concepts in popular culture. Topics include genetic analysis, genetic engineering, cloning and DNA forensics as represented in media including news, film, literature and art. Discussion includes influence on society, attitudes towards science, domestic and foreign policy as well as medical practice and law.

**C. The Curricula and Courses Committee recommends approval of the following courses for inclusion in Content Area 4, Diversity and Multiculturalism**

1. International Add POLS 279/W South Asia in World Politics
- 2.. International Current Catalog Copy: ART 244/3375: Indian Art and Popular Culture: Independence to the Present, 3 credits. Either semester. Instructor: Myers  
An interdisciplinary studio art course introducing modern, contemporary, folk and popular art from Indian and the South Asian Diaspora

**D. The Curricula and Courses Committee recommends approval of the following course for inclusion in the “W” Writing competency:**

- |                      |  |
|----------------------|--|
| 1. ARE 240W [3440W]  | Writing in Environmental and Resource Policy         |
| 2. ARE 261W [2610W]  | Writing in Food Policy                               |
| 3. ARTH 267W [3640W] | History of Photography I                             |
| 4. BME 261W [3600W]  | Biomechanics   |
| 5. COGS 296W [3520W] | Senior Thesis in Cognitive Science                   |
| 6. MCB 292W [4997W]  | Senior Research Thesis in Molecular and Cell Biology |
| 7. PHRX 208W [4001W] | Current Topics in Pharmacy                           |
| 8. PSYC 205W [3200W] | Introduction to Behavioral Genetics                  |

**E. The ARE and PT departments have requested the withdrawal of the following courses from the general education curriculum. GEOC recommends dropping the following courses from the general education curriculum.**

- |                     |                                   |
|---------------------|-----------------------------------|
| 1. ARE 234W [3434W] | Environmental and Resource Policy |
| 2. PT 280W [3280W]  | Research for Physical Therapists  |

**F. For information of Senate,**

1. ART 135 Art Appreciation was provisionally approved for teaching in ONE intensive session by GEOC.
2. ECON 111 [1202] was approved for teaching in the intensive session.

**All motions contained within the report were presented together.**

**The motion carried.**

10. The Annual Report of the Curricula and Courses Committee was presented by Senator Darre.  
(See Attachment #37)
11. An update on the activities of the Commencement Committee was presented by Senator Darre.  
(See Attachment #38)
12. New Business – none.
13. There was a motion to adjourn.

The motion was approved by a standing vote of the Senate.



The meeting adjourned at 6:06 PM.

Respectfully submitted,  
Robert F. Miller  
Professor of Music  
Secretary of the University Senate

The following members and alternates were absent from the January 28, 2008 meeting:

Anderson, Gregory  
Aronson, Lorraine  
Becker, Loftus  
Bouchard, Norma  
Boyer, Mark  
Britner, Preston  
Callahan, Thomas  
Casapulla, Robert  
Croteau, Maureen  
Dunne, Gerald  
Engel, Gerald  
Etter, Katherine  
Evanovich, M. Dolan  
Feldman, Barry  
Franklin, Brinley

Givens, Jean  
Guillard, Karl  
Hart, Ian  
Hollyway, Halina  
Holsinger, Kent  
Jordan, Eric  
Letendre, Joan  
Lipsky, Sue  
Lowe, Charles  
Mannheim, Philip  
Marsden, James  
Maurudis, Anastasios  
McCarthy, Robert  
McHardy, Robert Ryan  
Morrill, Jr., R. Brooke

Munroe, Donna  
O'Neill, Rachel  
Reis, Sally  
Ross, Stephen  
Sanchez, Lisa  
Schwab, Richard  
Shoemaker, Nancy  
Smith, Winthrop  
Taylor, Ronald  
Tilton, Robert  
Trumbo, Stephen  
von Hammerstein, Katharina  
Wagner, David  
Woods, David

**Report of the Senate Executive Committee**  
to the University Senate  
February 25, 2008

The Senate Executive Committee has met once since the January 28<sup>th</sup> meeting of the University Senate.

On February 15<sup>th</sup> the Senate Executive Committee met in closed session with Provost Nicholls. Afterwards the SEC met with the Chairs of the Standing Committees to plan for the agenda of this meeting and to coordinate the activities between the committees. Some of the current committee considerations deal with a review of the University's policy on harassment, efforts underway to develop a revised teaching evaluation instrument and review of the PTR guidelines. There was considerable discussion on W courses, in part prompted by concerns on availability of these courses. Many W courses are in the upper division and thus limited to majors, both because of their placement in the curriculum and because of the need to provide writing opportunities to majors. The General Education Oversight Committee has been working to provide information useful in developing more W courses. There was also a report that Vice President Saddlemire has appointed a task force to look at the campus climate regarding violence against women.

The February 22<sup>nd</sup> meeting with President Hogan and the administrators was canceled due to inclement weather.

The spring constituency elections have been completed. Senate membership for the academic year 2008/2009 is now complete. Your active participation has been greatly appreciated. Election results can be found on the Senate's website. Ballots for the Committee of Three, the Nominating Committee, and the Senate Executive Committee will be distributed shortly. In addition, the Senate Office will be collecting information for use in determining Senate Committee assignments for next year.

The Senate Executive committee is pleased to announce Dean Hanink has agreed to serve on the University's Signage Committee.

Finally, as I noted in my recent report to the university community, the participation of the many Senators and others who are representing the Senate in the broad University Community is greatly appreciated. Through the Senate, we are able to provide valuable input into a broad variety of areas, including those associated with both undergraduate and graduate education.

Respectfully submitted,  
John DeWolf  
Chair, Senate Executive Committee  
February 25, 2008

## ATTACHMENT #32

Growth and Development Committee  
University of Connecticut Senate  
2008 Annual Report  
February 25, 2008

The Growth and Development Committee has met four times since the 2007 annual report.

On April 12, 2007, Provost Peter Nicholls met with the Growth and Development Committee. A number of topics were covered, including the continuing revision of the Academic Plan. Also discussed were academic resource allocation and its relationship to the Academic Plan and 21<sup>st</sup> Century UCONN building plans. The Provost talked to the Committee about the position of the Vice Provost for Research and Graduate Education and how it might be changed in the future. The status of plans to create a UConn campus at Dubai was also discussed.

During the fall semester of 2007, three Growth and Development Committee meetings were held. The organizational meeting occurred on October 2, 2007. On October 30, following up on a presentation about emergency preparedness given at the September 7, 2007, full Senate meeting, the Growth and Development Committee heard a more in-depth presentation by Vice President Barry Feldman, Public Safety Chief Robert Hudd, and Major Ronald Blicher of Public Safety. The Department of Public Safety has a number of scenario plans, to anticipate various types of emergencies. Following the Virginia Tech campus murders, in the summer of 2007, Vice President Feldman created an Emergency Communications Committee to develop protocols for disseminating emergency information quickly. This resulted in the text-messaging and loud speaker systems that went into place in the fall 2007 semester. The Public Safety Department has been working on developing guidance for the UConn community regarding what to do in case of emergencies. Parts of this effort include developing emergency direction placards to place in classrooms and starting the [www.alert.uconn.edu](http://www.alert.uconn.edu) webpage.

At its December 3, 2007, meeting, the Growth and Development Committee met with Ronald Taylor, Vice Provost for Multicultural and International Affairs, and Robert Chudy from the International Affairs office. The conversation mainly focused on faculty visa issues. New federal rules have expectations that institutions of higher education which employ foreign nationals will take responsibility for dealing with these faculty's visa issues. UConn needs to do more to comply with the new regulations, as there is presently not an attorney in the International Affairs office dealing with faculty visa issues (as there was in the past.) Following this meeting, the Senate Executive Committee brought this issue to the attention of the central administration.

The Growth and Development Committee plans to hold three more meetings this year. A meeting with the Provost has been scheduled for April 29. We are in the process of ascertaining dates for meetings with President Hogan, and with Architectural and Engineering Services.

Respectfully Submitted,

Karla Fox, Chair, Senate Growth and Development Committee

ATTACHMENT #33

# **Subcommittee Review of the Teaching, Learning, and Assessment Task Force Report**

**August 1, 2007**

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Submitted to  
Faculty Standards Committee and  
Scholastic Standards Committee

November 16, 2007

## Review Committee Members

Francine DeFranco  
Joan Letendre, Ph.D., LCSW  
Gaye Tuchman, Ph.D.  
Jaci L. VanHeest, Ph.D.  
Bob Weiner (chair)

# Subcommittee Report on TLA Task Force Report

## Introduction

We support the Task Force's efforts to promote excellence in teaching at the University of Connecticut. We agree with the Task Force that excellent teachers display wide range of personalities, teaching styles, attitudes and technological abilities. We also concur that the essential characteristics of effective teaching are acquired, refined and refreshed throughout one's tenure. Our committee fully supports the demonstration of quality teaching in all of its forms across all UCONN campuses.

The report of the Teaching, Learning and Assessment Task Force clearly states that research is an essential charge for the faculty at UCONN and there are clear rewards for excellence in research. However, the TLA report does not suggest rewards for excellence in teaching and for attempts to introduce curricular, technological, and pedagogical innovations. We encourage the Faculty Standards Committee to address this matter.

## A High Quality Teaching Environment

**Recommendation 1:** *Hire at least 175 new tenured and tenure-track faculty (and the complementary support staff) in order to bring our student/faculty ratio to 15:1 as at our peer institutions.* Resources are vital to the fulfillment of any mission. We applaud the first recommendation to hire at least 175 new faculty and the necessary complementary support staff. It demonstrates that the University views personnel, not teaching technology, as the primary vehicle through which it will accomplish excellence in teaching. We concur that although the enabling technologies are important, highly qualified faculty and staff are indispensable.

**Recommendation 2:** *Make almost all classrooms high-tech or tech-ready at Storrs and the Regional campuses.* We appreciate the plan to equip all classrooms with appropriate technologies. We are especially pleased by the recognition that this effort must extend throughout the entire university and not the Storrs campus alone. We hope the standards committees will see to it that all aspects of this upgrade – the on-going schedule of workshops and availability of technical assistance – are also equitably distributed. We affirm the motto, “One University of Connecticut.”

**Recommendation 3:** *Provide resources in personnel, equipment, and time for helping faculty to develop their teaching, to try new methods, and to use various methods of gathering evidence of teaching excellence.* Appropriate personnel, equipment, and time are key ingredients in the improvement of teaching skills. Faculty personnel are needed to teach; support personnel can assume tasks that are not directly associated with either teaching or research. The proper balance of personnel eases the temporal demands of learning and using new technologies.

The purchase and equitable distribution of equipment will ensure that state-of-the-art teaching is possible for every faculty member throughout the University. Support personnel will be required

to implement and test the new technologies, develop methods to include into existing curricula, and monitor implementation to ensure that our technical investment leads to pedagogical gains.

Ultimately, it is the faculty member that must take initiative to improve teaching once the resources of personnel and equipment are in place. To promote such innovation a suitable reward structure should be implemented to encourage more dedication to teaching. We recommend that the FSC consider how to reward the introduction of teaching innovations. Rewards may include establishing distinguished teaching professorships, a title found at some "AAU universities."

## Gathering Evidence of Teaching Evidence

**Recommendation 4:** *Replace the current student ratings of instruction instrument with a more appropriate reliable and valid instrument.* We applaud the design of a new instrument for student ratings of instruction [SRI]. We hope that the group designing it will be sensitive to possible "composition effects;" that is, how the race and gender of raters may influence the assessment of instructors of the same or other races and genders. We recommend tracking the improvements of individuals, departments, and schools and colleges over time and rewarding significant improvement.

**Recommendation 5:** *While a revised and nuanced instrument for student ratings of instruction will be used throughout the university, each academic department should establish its own criteria and procedure for gathering evidence of excellence in teaching that does not rely exclusively on the student evaluations as evidence of good and effective teaching.* We agree with the Task Force that student input is important in evaluating teaching but cannot be the only evaluation tool and must be used cautiously when evaluating a faculty member for promotion and tenure. Triangulation of evaluation tools can also include self-assessment and peer reviews. Teaching portfolios which are developed by the faculty member can highlight the individual's perceptions of their teaching successes and challenges. Peer reviews can be used to give feedback to faculty members that will promote strong teaching as well as highlight areas that the faculty member may need to strengthen. Although we recognize the tremendous contributions of the Institute for Teaching and Learning, we feel strongly that this formative type of feedback should be generated locally within a department or between colleagues.

**Recommendation 6:** *That every department and program recognize and celebrate good teaching in their ranks, from teaching assistants and adjuncts through full professors, in the ways that they see fit.* Faculty members should be rewarded for introducing teaching innovations, much as some departments reward the submission of grants. Departments often define merit as the number of classes taught, the number of students in the class and how students evaluate the class. Although great classes will always remain the ultimate goal of any teaching effort, we recommend that faculty are recognized and rewarded for the thought, preparation, and risks involved in becoming a strong and innovative teacher. We applaud the recommendation that departments, schools and colleges develop their own ways to celebrate excellence in teaching.

## **Opportunities for Supporting and Enhancing Teaching**

Funding for teaching aids, course development, and travel to conferences about teaching is also essential to encourage faculty development throughout their careers. Funding can also be used to reward faculty attempts at improving their teaching. Departments may wish to assign teaching-mentors to new or continuing faculty. Additionally, we support the idea that the teaching faculty may request formative assessments for her or his own use; but we believe that formative assessments should not be used in PTR reviews.

## **Concluding Remarks**

We are encouraged by Provost Nicholls' commitment to improve teaching and learning throughout the entire university. We hope that the institutional values reflected by a proper reward structure for faculty and a united campus will create a culture that celebrates great teaching. The long term benefits to our students, community, and fields of research will be immeasurable.

ATTACHMENT #34

**Nominating Committee Report**  
to the University Senate  
February 25, 2008

1. We move the following graduate student deletion to the named standing committee:

Julia Thompson-Philbrook from the Student Welfare Committee

2. We move the following graduate student addition to the named standing committee:

Timothy Morin to the Student Welfare Committee

3. We move Daniel Civco to the General Education Oversight Committee effective immediately and ending June 30, 2009.

Respectfully submitted,

Anne Hiskes, Chair  
Rajeev Bansal  
Harry Frank  
Susan Spiggle  
Robert Tilton  
Jeff von Munkwitz-Smith



## ATTACHMENT #35

**Senate Scholastic Standards Committee  
Report to the University Senate  
February 25, 2008**

**Background**

In March, 2004 the Senate Scholastic Standards Committee's *Ad hoc* Committee on Plagiarism at the University of Connecticut submitted their report "Deterring Plagiarism at UConn." Two of their recommendations "*Change the policy for handling academic misconduct violations*" and "*Transcript notation sanction and educational program for offenders*" prompted the Scholastic Standards Committee to undertake a review and revision of the student academic misconduct policy.

Throughout the evolution of this proposal the Committee strived to obtain (and respond to) input from faculty and students culminating most recently in the Nov. 13, 2007 Forum on Academic Integrity. Differences between the proposed policy and our current academic misconduct policy include:

- The creation of an Academic Misconduct Hearing Board that would be overseen by the Office of Community Standards (Dean of Students). The Board would comprise two faculty members, two students and an administrative officer.
- When a student is found "Responsible" the Board, if they feel that it is warranted by the circumstances, would have the authority to impose additional sanctions that can include a transcript notation and/or any of the sanctions authorized in The Student Code.

**Motion: To replace Section II. E. 13. *Cheating – Student Academic Misconduct*. with the following:**

**Section II. E. 13. Student Academic Misconduct**

Academic misconduct is dishonest or unethical academic behavior that includes but is not limited to misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).

Instructors shall take reasonable steps to prevent academic misconduct in their courses and to inform students of course-specific requirements. Students' responsibilities with respect to academic integrity are described "Responsibilities of Community Life: The Student Code."

When the instructor of record or designee (hereafter referred to as instructor) believes that an act of academic misconduct has occurred he or she is responsible for saving the evidence in its original form and need not return any of the original papers or other materials to the student. Copies of the student's work and information about other evidence will be provided to the student upon request.

When an instructor believes there is sufficient information to demonstrate a case of academic misconduct, he or she shall notify the student in writing of the allegation of misconduct and the academic consequences that the instructor will impose. The appropriate academic consequence for

## ATTACHMENT #35

serious offenses is generally considered to be failure in the course. For offenses regarding small portions of the course work, failure for that portion is suggested with the requirement that the student repeat the work for no credit. The written notification shall also inform the student whether the case has been referred to the Academic Misconduct Hearing Board for consideration of additional sanctions. The instructor shall send the written notification to the student with a copy to the Office of Community Standards within 15 business days of having discovered the alleged misconduct. At the Regional Campuses, a copy shall be sent to the Office of Student Affairs.

The student has 15 business days from receipt of the written notice to respond to the instructor and/or to request a hearing (see The Academic Misconduct Hearing Board). If the student does not respond within the allotted time the instructor's sanctions shall be imposed. If the student requests a hearing the instructor shall forward the request to the Office of Community Standards. At the Regional Campuses, the instructor shall forward a copy to the Office of Student Affairs. If the student and the instructor reach a mutually acceptable resolution of the case the instructor shall notify the Office of Community Standards (or the Regional Campus Office of Student Affairs) of the agreement. The instructor shall also notify the Office of Community Standards (or the Regional Campus Office of Student Affairs) if he or she withdraws the allegation of misconduct. A student who has been notified that he or she has been accused of academic misconduct may not withdraw from the course in which the alleged misconduct has occurred without the approval of the Academic Misconduct Hearing Board.

### **The Academic Misconduct Hearing Board**

The Academic Misconduct Hearing Board, which is administered by the Office of Community Standards (Dean of Students Office), comprises two faculty members, two students, and an administrative officer, all of whom are appointed by the Director of the Office of Community Standards. At each Regional Campus, a designee working in conjunction with the Office of Community Standards, is responsible for the organization and administration of their Academic Misconduct Hearing Board. Hearing procedures will be in accordance with the hearing procedures described in "The Student Code." The Office of Community Standards will ensure that appropriate Dean(s) and Faculty are kept informed of the status of misconduct cases in a timely fashion.

The accused student or the accusing instructor may refer a case of alleged academic misconduct to the Office of Community Standards for it to be adjudicated by the Academic Misconduct Hearing Board.

If the Academic Misconduct Hearing Board finds that the student is "Not Responsible" for the alleged misconduct the Board shall not impose any sanctions and the instructor must reevaluate the student's course grade in light of the Board's finding.

If the Academic Misconduct Hearing Board finds that the student is "Responsible", the instructor's grading sanction shall be imposed. The Board does not have the authority to change or influence the grading sanction imposed by the instructor.

Upon consideration of a student's record of misconduct and/or the nature of the offense the Academic Misconduct Hearing Board may impose additional sanctions. The Board should apply these sanctions in proportion to the severity of the misconduct. These sanctions may include adding a notation

## ATTACHMENT #35

to the student's transcript indicating that they were found "Responsible" for academic misconduct for the particular course or courses and/or any other sanctions as described in "The Student Code."

Individuals whose transcripts contain a notation indicating that they were found "Responsible" for academic misconduct may petition the Academic Misconduct Hearing Board to consider removal of the notation. In response to a petition, the action of the Board will be limited to determining whether circumstances warrant removal of the transcript notation and their decision will not reverse the original finding of responsibility. The Board shall provide the instructor of the course in which the misconduct occurred with an opportunity to comment on the case before reaching a final decision on the petition.

## **Right of Appeal**

### **1. Hearing Appeal**

The decision of the Academic Misconduct Hearing Board may be appealed to the Provost or his/her designee. An appeal is not a new hearing. It is a review of the record of the original hearing. An appeal may be sought on two grounds:

a. On a claim of error in the hearing procedure that substantially affected the decision. Appeals on such grounds may be presented, specifically described, in writing within five business days of the announcement of the Academic Misconduct Hearing Board's decision.

b. On a claim of new evidence or information material to the case that was not known at the time of the hearing. Appeals on such grounds must be presented, specifically described, in writing within five business days of the new evidence having been discovered.

The Provost or his/her designee shall have the authority to dismiss an appeal not sought on proper grounds.

If an appeal is upheld, the Provost or his/her designee shall refer the case with procedural specifications back to the Academic Misconduct Hearing Board.

### **2. Grade Appeal**

Irrespective of whether a student is found "Responsible" or "Not Responsible" for the alleged misconduct, he or she retains the right to appeal grades that he or she feels are inappropriate through the *Grade Appeal* procedures described in the Senate Bylaws.

## ATTACHMENT #36

**University Senate Curricula and Courses Committee  
Report to the Senate  
February 25, 2008**

**I. The Curricula and Courses Committee recommends approval to add the following 1000 or 2000 level courses:**

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**A.** Proposed New Cat Copy: -AMST 1700. Honors Core: American Landscapes. Either semester. Three credits. Open only to freshman and sophomore honors students. Real and imagined landscapes in the Americas as seen through the history of the land and its uses and through changing representations of those landscapes in art, literature, science, and popular culture.

**B.** Proposed New Cat Copy: - BIOL 2200 Peer mentoring in Biology. Either semester. One credit. Prerequisite: BIOL 107 or 108, and instructor consent. Open to Sophomores. May be repeated once with a change in content. Fry Theories of learning: cognitive, affective, and metacomprehension domains. The course will cover learning and teaching styles, information processing, effective note-taking, affective/emotional variables that influence learning, and group dynamics. Students will also learn how to conduct study groups and workshops in the Biological Sciences.

**C.** POLS 279 South Asia in World Politics - This adds a non-W version of a previously approved W version.

**D.** Proposed New Cat Copy: ARE 261W [2610W]: Writing in Food Policy. Either Semester. One credit. Prerequisite: ENGL 110 or 111 or 250. Corequisite: ARE 260. A writing intensive course on issues related to food policy, integrated with course content in ARE 260. Open to Resource Economics majors. Others by consent. Not open to students who have passed ARE 260W.

**II. The Curricula and Courses Committee recommends approval to drop the following 1000 or 2000 level course:**

**A.** ARE 260W Writing in Food Policy.

**III. The Curricula and Courses Committee recommends approval to revise the following 1000 or 2000 level courses:**

**A.** Change in Title:

Current Title and Catalog Copy: MCB 292W Senior Research Thesis in Molecular and Cell Biology Either Semester. Three credits. Hours by arrangement. Prerequisite: Three credits of MCB 299, which may be taken concurrently; ENGL 105 or 110 or 111 or 250. Open only with consent of instructor and department honors committee. Not limited to honors students. Designed for the advanced undergraduate who is pursuing a special problem as an introduction to independent investigation. Research and writing of a thesis.

Revised Cat Copy: MCB 292W (MCB 4997W) Honors Research Thesis in Molecular and Cell Biology Either Semester. Three credits. Hours by arrangement. Prerequisite: At least three credits of MCB 299 (MCB 3989 or MCB 4989), which may be taken concurrently; ENGL 105 or 110 or 111 or 250. Limited to honors students and open with consent of instructor. Writing of a thesis based upon a student's independent laboratory research project.

**IV. The Curricula and Courses Committee recommends approval to crosslist the following 1000, 2000 or Gen Ed courses:**

**A.** OSH/AH 4221W Trends in Environmental and Occupational Safety and Health Either semester. Three credits. Prerequisite: [ENGL 110](#) or [111](#) or [250](#). Introduction to the impact of issues in the workplace in promoting prevention of injuries and illness to workers, and protection of property and the environment. (this crosslisting applies only to the 4 digit listed courses)

**B.** PP/URBN 2100. Survey Research Methods Either semester. Three credits. Open to sophomores or higher. Theory and practice of surveys, including overall project design, questionnaire development, sampling, methods of data collection and data analysis.

**V. The Curricula and Courses Committee recommends approval of S/U grading for the following 1000, 2000 or Gen Ed courses:**

**A.** Proposed New Cat Copy: 3xxx. Field Study in Physiology and Neurobiology Either semester. One to four credits. Hours by arrangement. Open with consent of department head. May be repeated for a total of up to 6 credits. May be applied towards the major with permission of department head subject to the PNB major's 3-credit research group limitation. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Supervised field work at an off-campus research organization or business. Activities that meet objectives consistent with a major in Physiology and Neurobiology must be planned and agreed upon in advance by the job site supervisor, the faculty coordinator and the student. One credit may be earned for each 42 hours of pre-approved activities up to a maximum of 4 credits

**B.** BIOL 2200 Peer Mentoring in Biology

**VI. New General Education courses forwarded from GEOC: The committee proposes the following courses and topics:**

**A. The Curricula and Courses Committee recommends approval of the following course for inclusion in Content Area 2, Social Sciences**

**1.** Proposed New Cat Copy: POLS 32XX. Politics of Oil Either semester. Three credits. Recommended Preparation: POLS 121 or 143. Historical and contemporary role of oil in comparative politics and international relations.

**B. The Curricula and Courses Committee recommends approval of the following courses for inclusion in Content Area 3, Science and Technology**

**1.AH 130(1030) Interdisciplinary Approach to Obesity Prevention.** (Also offered as NUSC 130(1030). Spring semester. 3 Credits. Open to freshman and sophomores in the Honors Program. Explores the 1) biology of obesity including genetic predispositions and behaviors that increase obesity risk (dietary, physical activity, social, psychological), 2) the obesigenic environment, including how communities are physically built, as well as the economic relationship to obesity risk, and 3) policy and ethical implications for obesity prevention. Multi-level obesity prevention approaches that involve the individual, family, organization, community, and policy will be considered.

**2. Proposed New Cat Copy: MCB 125 (MCB 1405) Honors Core: The Genetics Revolution in Contemporary Culture Second Semester.** Three credits. Open only to freshmen and sophomores in the Honors Program. R. O'Neill, M. O'Neill. Exploration of the use of genetics concepts in popular culture. Topics include genetic analysis, genetic engineering, cloning and DNA forensics as represented in media including news, film, literature and art. Discussion includes influence on society, attitudes towards science, domestic and foreign policy as well as medical practice and law.

**C. The Curricula and Courses Committee recommends approval of the following courses for inclusion in Content Area 4, Diversity and Multiculturalism**

**1. International Add POLS 279/W South Asia in World Politics**

**2.. International Current Catalog Copy: ART 244/3375: Indian Art and Popular Culture: Independence to the Present, 3 credits.** Either semester. Instructor: Myers An interdisciplinary studio art course introducing modern, contemporary, folk and popular art from Indian and the South Asian Diaspora

**D. The Curricula and Courses Committee recommends approval of the following course for inclusion in the “W” Writing competency:**

- |                             |  |
|-----------------------------|--|
| <b>1. ARE 240W [3440W]</b>  | Writing in Environmental and Resource Policy |
| <b>2. ARE 261W [2610W]</b>  | Writing in Food Policy                       |
| <b>3. ARTH 267W [3640W]</b> | History of Photography I                     |
| <b>4. BME 261W [3600W]</b>  | Biomechanics                                 |

- |                      |   |
|----------------------|---|
| 5. COGS 296W [3520W] | Senior Thesis in Cognitive Science                      |
| 6. MCB 292W [4997W]  | Senior Research Thesis in Molecular and<br>Cell Biology |
| 7. PHRX 208W [4001W] | Current Topics in Pharmacy                              |
| 8. PSYC 205W [3200W] | Introduction to Behavioral Genetics                     |

**E. The ARE and PT departments have requested the withdrawal of the following courses from the general education curriculum. GEOC recommends dropping the following courses from the general education curriculum.**

- |                     |                                   |
|---------------------|-----------------------------------|
| 1. ARE 234W [3434W] | Environmental and Resource Policy |
| 2. PT 280W [3280W]  | Research for Physical Therapists  |

**F. For information of Senate,**

1. ART 135 Art Appreciation was provisionally approved for teaching in ONE intensive session by GEOC.
2. ECON 111 [1202] was approved for teaching in the intensive session.

Report Submitted by: Michael Darre, Chair, Keith Barker, Laurie Best, Janice Clark, Andrew DePalma, Robert Jeffers, Kazem Kazerounian, Kathleen Labadorf, Susan Lyons, Jose Machado, Maria Ana O'Donoghue, Christopher Purzycki, Eric Schultz, Nancy Shoemaker and Robert Stephens.

## ATTACHMENT #37

**Curricula and Courses Committee  
Annual Report to the University Senate  
February 25, 2008**

Actions February 26, 2007 through December 10, 2007

**During the past year, the Curricula and Courses Committee brought forward the following recommendations that subsequently were approved by the Senate.**

**I. 100-level courses:**

1. New courses added:

AH 105	Introduction to Karate (04/07)
AH 107	Introduction to Aikido (12/07)
BADM 193 (2893)	Foreign Study (10/07)
INTD 194 (1998)	Variable Topics Seminar (11/07)

2. Courses dropped:

MUSI 135	Honors Harmony I (12/07)
MUSI 136	Honors Harmony II (12/07)
NURS 111	Humanizing Health Care (10/07)

3. Cross-Listing:

AH 130/1030 / NUSC 130/1030	Interdisciplinary Approach to Obesity Prevention (12/07)
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4. Special Topics:

INTD 196	Special Topics Seminar: Communicating Biology 2 credits (04/07)
INTD 196	Special Topics Seminar: Enhancing Academic Achievement 1 credit (04/07)
INTD 196	Special Topics Seminar: Section Title: Learning in the Discipline 1 credit (04/07)

5. Courses retained following changes in title, catalog description, credit, and/or prerequisites:

CHEM 124Q	Fundamentals of General Chemistry I (04/07)
CHEM 125Q	Fundamentals of General Chemistry II (04/07)
CHEM 127Q/128Q	General Chemistry (04/07)
ENGL 130	Introduction to Shakespeare (04/07)
MUSI 118	Collegium Musicum (12/07)



## II. Changes to 200s Open to Sophomores:

### 1. Courses added:

ECON 222/2440	Economics of the Global Economy (11/07)
ENGL 213/3301	Celtic and Norse Myth and Legend (10/07)
ENGL 2600	Introduction to Literary Studies (11/07)

### 2. Courses Dropped:

MUSI 235	Honors Harmony III (12/07)
MUSI 236	Honors Harmony IV (12/07)

### 3. Cross-Listings:

OSH 221W / AH 221W	Trends in Occupations Safety and Health (12/07)
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### 4. Courses retained following changes in title, catalog description, credit, and/or prerequisites:

ARTH 280W	Early Christian and Byzantine Art (11/07)
HORT 245	Landscape Plant Maintenance (12/07)
MATH 200	Undergraduate Seminar (12/07)
MATH 213 (2710)	Transition to Advanced Mathematics (11/07)
MCB 200	Human Genetics (10/07)
MCB 218	Heredity and Society (11/07)
PNB 264, PNB 265	Human Physiology & Anatomy (03/07)
PNB 274, PNB 275	Enhanced Human Physiology and Anatomy (03/07)

## III. GEOC Content Areas

### 1. Inclusion to Content Area 1:

ARAB 121	Traditional Arabic Culture (03/07)
ARAB 122	Modern Arabic Culture (03/07)
CHIN 121	Traditional Chinese Culture (03/07)
CHIN 122	Modern Chinese Culture (03/07)
CLCS 110	Introduction to Film Studies (11/07)
HIST 228/W	Europe in the Nineteenth Century (11/07)
HIST 229/W	Europe in the Twentieth Century (11/07)
HRTS/PHIL 170W	Bioethics and Human Rights in Cross-Cultural Perspective (11/07)
ILCS 1XY	Introducing Italy through Its Regions (03/07)
MUSI 193	Introduction to Music History I (03/07)
MUSI 194	Introduction to Music History II (03/07)

## 2. Inclusion to Content Area 2:

INTD 150	Alcohol and Drugs on Campus: Exploring Campus Culture and Effects on Society (10/07)
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## 3. Inclusion to Content Area 3:

GEOG XXX [1302]	GIS Modeling of Environmental Change (11/07)
BME/CSE/MCB 120	Honors Core: Computational Molecular Biology (12/07)

## 4. Inclusion to Content Area 4 :

a. May NOT be used to satisfy the International requirement:

HIST 207 (3204)	Science and Social Issues in the Modern World (12/07)
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b. MAY be used to satisfy the International requirement:

ARAB 121	Traditional Arabic Culture (03/07)
ARAB 122	Modern Arabic Culture (03/07)
CHIN 121	Traditional Chinese Culture (03/07)
CHIN 122	Modern Chinese Culture (03/07)
GERM 175	Human Rights and German Culture (03/07)
HIST 107	East Asian History through Essential Hanzi (03/07)

## 5. Skill Designations:

a) Approved addition of the W skill designations for the following courses:

ANSC 256W	Scientific Writing in Animal Food Products – Dairy Technology (10/07)
ENGL 235W	Reading the American City (04/07)
ENGL XXXW [4965W]	Advanced Studies in Early Literature (11/07)
GEOG 290W (4050W)	Geoscience and Society (12/07)
HDFS 205W	Understanding Research Methods in HDFS (change in credits from 3 to 4) (04/07)
HIST 230W	American Environmental History (03/07)
HIST 243W	Colonial America: 1492-1760 (04/07)
HIST 248W	Topics in U.S. Legal History (04/07)
HRTS/PHIL 170W [2170W]	Bioethics and Human Rights in Cross-Cultural Perspective (11/07)
HSMG 290W	Internships in Health Care Management (10/07)
JOUR 245W	Specialized Journalism (10/07)
JOUR 2XXW [3XXXW]	Public Affairs Reporting (11/07)
MARN 295W	Senior Research Thesis (10/07)
MATH 2011W	Undergraduate Seminars (change in credits from 1 to 2) (12/07)
MCB 225W	Advanced Cell Biology Laboratory (11/07)
MCB 2XXW [4994W]	Honors Undergraduate Seminar (11/07)
MCB 2YYW (3996W)	Research Thesis in Molecular and Cell Biology (12/07)
POLS 2XXW [3XXXW]	Ethics and Politics (11/07)
PSYC 250W	Current Topics in Clinical Psychology (04/07)
PSYC 278W	Human Factors Design (11/07)

## 6. Cross-Listed Content Area Courses:

**Content Area 1**

HIST/LAMS 282 Latin America in the National Period (11/07)

**Content Area 4****NON-International**

AFAM/DRAM 231/W [3131/W] African American Theatre (10/07 & 11/07)

**International**

HIST/LAMS 282 Latin America in the National Period (11/07)

## 7. Courses retained following changes in title, catalog description, credit, and/or prerequisites:

CDIS 202W	Speech and Language Acquisition (revision of credit from 3 to 4) (11/07)
CDIS 244W	Introduction to Neurogenic Communication (revision of credit from 3 to 4) (11/07)
CDIS 249W	Introduction to Aural Rehabilitation (revision of credit from 3 to 4) (11/07)
SOCI 296W	Internship: Research Paper (11/07)

**IV. Reported for the information of the Senate:**

## 1. Cross-Listed courses deemed open to sophomores:

LAMS/HIST 281	Latin America in the Colonial Period (10/07)
LAMS/HIST 282	Latin America in the National Period (10/07)

## 2. Courses retained following changes in title, catalog description, credit, and/or prerequisites:

CHEM 243	Organic Chemistry (04/07)
ENGL 230/W	Shakespeare I (04/07)
INTD 241	Introduction to Diversity Studies in American Culture (3 credits) (04/07)
INTD 298	Special Topics: Section Title: Career Planning (1 credit) (04/07)
INTD 298	Special Topics: Section Title: Issues in Higher Education (1 credit) (04/07)
INTD 298	Special Topics: Section Title: Peer Advisement Program (2 credits) (04/07)
INTD 298	Special Topics: Section Title: Tutoring Principles for Quantitative Learning (1 credit) (04/07)
INTD 298	Special Topics: Section Title: Asian American Mentoring & Leadership (3 credits) (04/07)
INTD 298	Special Topics: Section Title: Queer Studies in an Interdisciplinary Approach (3 credits) (04/07)

3. S/U Grading Approval:
 

INTD 194 (INTD 1998)	Variable Topics Seminar (11/07)
INTD 290 (INTD 3985)	Special Topics (11/07)

#### **V. Motions brought forward by Curricula & Courses that were subsequently approved by the Senate:**

1. Motion on Registration Restrictions for 3xxx, 4xxx Courses (02/07)

##### **Background:**

Under the current numbering system 200-level courses are restricted to students who are juniors or above. Under the new system these classes will be open to all students who meet the prerequisites. Some departments will want to keep the current enrollment restrictions for these classes. To maintain the restriction they will need to add a line indicating the restriction to the catalog description. This could involve a large number of courses.

##### **Motion:**

For current 200 level, general education courses not open to sophomores, requiring Senate of GEOC approval for catalog changes, that will be listed at the 3000 or 4000 level under the new numbering system, the following line may be added by departments "open only to juniors or higher" when this change is consistent with current course requirements. Schools and Colleges may submit a list of courses requiring this addition to catalog copy directly to the Registrar's office, submitting a copy to the Senate Curricula and Courses committee for informational purposes only.

Procedures will be as follows: Once approved by the appropriate School or College, each department is to send to the Office of the Registrar a list of all courses for which they want to preserve the current restrictions on the status of the student population who may register for a course. The Office of the Registrar will preserve these settings in the computer system and will add any necessary wording in the print and on-line catalog.

2. The Curricula & Courses Committee recommends approval to change the wording of the current "Six Department Distribution Rule" for Content Area One, Two and Three as it appears in the catalog copy.

##### **Existing Catalog Copy:**

"The courses in Content Areas One, Two, and Three must be taken in six different academic units. Content area courses may be counted toward the major."

##### **Proposed New Catalog Copy:**

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

**Justification for change:** The term "academic units" is somewhat ambiguous and non-inclusive of some of the courses that have been approved as Gen Ed Courses. Not all courses approved by GEOC have been from traditional academic units. INTD is one example. Using the term "subject" (or subject letter code) is very specific and has meaning to all. Additionally, some academic units may have more than one course code designation for the diverse subjects taught. For example AASI, WS, FREN or GERM.

Report Submitted by: Michael Darre, Chair, Keith Barker, Laurie Best, Janice Clark, Andrew DePalma, Robert Jeffers, Kazem Kazerounian, Kathleen Labadorf, Susan Lyons, Jose Machado, Maria Ana O'Donoghue, Christopher Purzycki, Eric Schultz, Nancy Shoemaker and Robert Stephens.

## ATTACHMENT #38

UPDATE REPORT OF THE COMMENCEMENT COMMITTEE  
TO THE UNIVERSITY SENATE  
February 25, 2008

For the May 2008 commencement it has been decided that schools and colleges will hold their own separate undergraduate ceremonies at the following times and locations:

**Saturday, May 10,**

**9 am – Rome Ballroom - Pharm D**

**10 am – Jorgensen – Social Work Awards Ceremony (this is not an official commencement ceremony)**

**2 pm - Gampel – Graduate Ceremony**

**5 pm – Jorgensen – Fine Arts**

**5 pm – Rome Ballroom - Pharmacy**

**Sunday, May 11**

<b>Sunday</b>	<b>9 am</b>	<b>12:30 pm</b>	<b>4 pm</b>
<b>Gampel</b>	Business	Agriculture	CLAS
<b>Jorgensen</b>	Education	Engineering	Nursing
<b>Rome</b>		<b>2:30 pm CCS</b>	

Each school or college is responsible for contacting their students with information relative to their ceremony. The university will cover the cost of mailing to the families of the candidates, however email is also encouraged for much of the initial communication. The number of tickets allowed per student will vary by school and college and venue. Individual school/college will handle any extra ticket requests. The cost of guest ticket printing will be incurred by the commencement office.

Each school or college is responsible for soliciting/selecting a keynote, alumni and student speakers and national anthem singer if they wish to have one at their ceremony. Special guests, such as the University President, Provost, Trustees, etc., may be invited to attend any school or college ceremony; they will attend the graduate commencement and the CLAS undergraduate commencement ceremonies. The University Marshal, along with the Baton and Mace, attends any ceremony in which the University President participates.

Each school or college is responsible for providing music for their ceremony, whether live or pre-recorded. They are also responsible for providing any special decorations,

such as flowers, drapes, etc. within the facility, other than a school or university banner, which will be provided by the Commencement Office.

Each school or college is responsible for recruiting marshals to assist with the ceremony and to select banner carriers for their student procession. The University Marshal will assist in the training of marshals and planning of ceremonies for each school and college as needed.

Each school or college should contact the Commencement Office for referrals if they require a sign language interpreter or for other special needs of either students or guests. Each school or college should contact the proper agency, and school/college will cover the cost of this service. However, the Commencement Office will hire the sign language interpreters for the three undergraduate ceremonies in Gampel.

Schools and colleges are responsible for contacting their faculty and encouraging them to participate in the ceremony.

The commencement office will cover the cost of public safety issues and signs that are placed outside of the buildings.

Photography of the ceremonies will be supplied by Commencement Specialists, Inc., the company that has been providing these services for the past several years, at no cost. However individual schools and colleges may elect to use a different photographer, but will be responsible for any cost involved.

The Commencement Office will arrange for the printing of the commencement program, however individual schools and colleges will need to provide their order of exercises and bio of the keynote speaker for inclusion in the program. Any extra information may be printed as an insert to the program, but the preparation and cost of the inserts are the responsibility of the school or college.

Report submitted by,

Michael J. Darre  
University Marshal