

11-10-2008

## Minutes November 10, 2008

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**MINUTES OF THE UNIVERSITY SENATE**  
**November 10, 2008**

1. The regular meeting of the University Senate for November 10, 2008 was called to order by Moderator Susan Spiggle at 4:06 PM.

2. Approval of Minutes

Moderator Spiggle presented the minutes from the regular meeting of October 13, 2008 for review.

The minutes were approved.

3. As both the President and Provost were away from Storrs, the President's monthly report to the Senate was distributed in written form.

(Attachment #14)

4. Senator Freake presented the report of the Senate Executive Committee.

(Attachment #15)

Senator Schaeffer inquired as to nature of the academic calendar reconsideration mentioned in the report. Senator Freake replied that a discussion of the general assumptions and parameters of the academic calendar will be forthcoming at the request of the University administration.

5. Associate Vice Provost Keith Barker presented the Annual Report on the Institute for Teaching and Learning.

(Attachment #16)

Senator Freake inquired about the extent to which Q support is offered at the regional campuses. Dr. Barker replied that support was less on those campuses than at Storrs but improvements are planned.

Senator Lowe asked for comment on the assertion in the academic plan that the University should move away from using TA's as instructors in undergraduate courses. Dr. Barker re-affirmed his personal belief that teaching opportunities for graduate students are important to their future employability and success.

6. Senator Hussein presented the Annual Report of the Faculty Standards Committee.

(Attachment #17)

Senator Schultz asked for clarification regarding the prohibition of the use of written student evaluations for PTR. Senator Hussein asked Senator Bramble to respond and she explained that students are told on the forms, specifically, that these responses would be used only by the professor involved and not by administrators. Summaries of the machine-scored evaluation responses will continue to be included in PTR files.

Senator Pratto inquired about the separation of tenure and promotion to associate professor. Senator Lowe stated that the current Provost and Deans believe that they are not separable, however the By-laws state that they can be. He explained his concerns and presented examples of cases that might be appropriate. This will be the subject for future discussion by the Faculty Standards Committee.

Senator Rios asked about the discussions concerning "respectful conduct." Senator Bramble and Senator Holgerson discussed the past history of these discussions.

Senator Mannheim noted that the University has had a strong view on early tenure but not on early promotion. His view is that they are *de facto* decoupled already. He also asked if any consideration had been given for course evaluations on line. Senator Makowsky commented that the paper process would continue for the time being.

Further questions were raised about whether consideration of the Academic Plan was on going. It has not been discussed further this year.

7. Senator von Munkwitz-Smith presented the Report of the Nominating Committee. (Attachment #18)
- a. We move the following faculty deletion from the named committee:
    - Nancy Bull from the University Budget Committee
  - b. We move the following undergraduate student deletions from the named standing committee:
    - Andrew Elash from the Growth & Development Committee
    - Samuel Greenberg from the Scholastic Standards Committee and the Faculty Standards Committee
  - c. We move the following undergraduate student additions to the named committees:
    - Krista D'Amelio to the Growth & Development Committee
    - Han Zhang to the Scholastic Standards Committee

**The series of nominations were presented as one motion.**

**The motion carried.**

8. Senator Hiskes presented a motion on behalf of the Senate Executive Committee to establish a new Senate standing committee, which will address “diversity.” (The contents of this motion had been announced “for the information of the Senate” at the meeting of October 13, 2008.) (Attachment #19)

Senator Mannheim asked if the action of the Senate would suffice or would we need the approval of the Board of Trustees. Senator Hiskes replied that this affects only the By-laws of the Senate and only Senate action is required.

**The motion to establish the new committee carried.**

9. Senator Lillo-Martin presented a motion from the Scholastic Standards Committee proposing a revision to the bylaws to allow part-time student eligible for ‘Academic Year Dean’s List.’ (The contents of this motion had been announced “for the information of the Senate” at the meeting of October 13, 2008.) (Attachment #20)

**The motion carried.**

10. Senator Darre presented the Report of the Curricula and Courses Committee. (Attachment #21)

I. The Curricula and Courses Committee recommends approval of the following revisions to 1000 or 2000 level courses.

A. MATH1030Q. Elementary Discrete Mathematics - Change in catalog copy.  
*Current Title and Catalog Copy*

MATH1030Q. Elementary Discrete Mathematics Either semester. Three credits. Recommended preparation: MATH 1010, 1011 or the equivalent. Not open for credit to students who have passed

any mathematics course other than MATH 1010, 1011, 1020, 1040, 1050, 1060 or 1070. Problem solving strategies, solutions of simultaneous linear equations, sequences, counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, number systems.

*Revised Title and Catalog Copy*

MATH 1030Q. Elementary Discrete Mathematics. Either semester. Three credits. Recommended preparation: MATH 1010, 1011Q or the equivalent. Not open for credit to students who have passed any mathematics course other than MATH 1010, 1011, 1020, 1040, 1050, 1060 or 1070. Topics chosen from discrete mathematics. May include counting and probability, sequences, graph theory, deductive reasoning, the axiomatic method and finite geometries, number systems, voting methods, apportionment methods, mathematics of finance, number theory.

B. Change course number NRME 2315 Introductory Wildlife Ecology and Conservation to NRME 1315. Revised copy edited to include enrollment restrictions and other minor changes.

*Current Title and Catalog Copy:*

NRME 2315. Introductory Wildlife Ecology and Conservation

First semester. Three credits. Recommended preparation: BIOL 1107. Ortega

An introduction to wildlife ecology, conservation programs, and resource values. The distribution, life history and status of those amphibians, reptiles, birds and, mammals whose populations humans are attempting to preserve, reestablish, or to control are examined.

*Revised Cat Copy:*

NRME 1315. Introductory Wildlife Ecology and Conservation

First semester. Three credits. Open only to freshman and sophomores or instructor consent. Ortega

An introduction to wildlife ecology, conservation programs, and resource values. The distribution, life history, and status of those amphibians, reptiles, birds, and mammals whose populations humans are attempting to preserve, reestablish, or control.

Justification: This course is an introductory course that should be bringing freshman and sophomore into the class. However, with the 2000 numeration the course is being filled by senior students (over 80% in the Fall of 2008)

II. The curricula and Courses Committee recommends approval to add the following 1000 or 2000 level courses.

A. ECON 2481 Internship- Field Study

2481. Internship – Field Study (Formerly offered as ECON 3481.) Both semesters. Two credits.

Hours by arrangement. Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above; students must secure a satisfactory intern position before the end of the second week of the semester of enrollment in this course; they should begin consultation with the instructor several months in advance; must be taken concurrently with ECON 2491; no credit will be given for one course without the other. Does not count toward the economics major. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

B. ECON 2491 Internship-Research Paper

2491 Internship – Research Paper (Formerly offered as ECON 3491.) Both semesters. One credit.

Hours by arrangement. Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5

in economics courses at the 2000-level or above; must be taken concurrently with ECON 2481; no credit will be given for one course without the other.

Research paper of 3,000-4,000 words on approved topic related to the internship field study.

C. ECON 2493 – Foreign Study

2493. Foreign Study. Either or both semesters. Credits and hours by arrangement. May be repeated for credit. Consent of Department Head required, prior to the student's departure. May count toward the major with consent of the advisor. Special topics taken in a foreign study program.

D. ECON 2495 – Special Topics

2495 Special Topics. Either semester. Credits and hours by arrangement. With a change in topic, this course may be repeated for credit. Prerequisites and recommended preparation vary.

E. ECON 2498 – Variable Topics

2498. Variable Topics

Either semester. Three credits. With a change in topic, may be repeated for credit. Prerequisites and recommended preparation vary.

F. ECON 2499 – Independent Study

2499. Independent Study. Either or both semesters. Credits and hours by arrangement. Open only with consent of instructor. With a change of topic, may be repeated for credit. No more than 6 credits in ECON 2499/3499 may be counted toward major requirements. Tutorial course to enable qualified students to round out their training in economics. Independent reading conferences and short research papers.

G. AH 2001 Medical Terminology Both semesters. One credit. Open to students in the Department of Allied Health Sciences, others by instructor consent. Introduction and mastery of medical terminology through presentation of word roots, prefixes and suffixes.

III. The curricula and Courses Committee recommends approval to add the following S/U graded course.

A. PNB 3279 Insights into Dental Science and Clinical Medicine  
Department is requesting S/U grading and new catalog copy.

*Current Title and Catalog Copy*

PNB 3279 Insights into Dental Science and Clinical Medicine

Second semester. One credit. One 2-hour lecture period over a ten-week period. Open to honors students. Open to non-honors students with instructor consent. A seminar series in which Medical and Dental School faculty from the Farmington Campus provide exposure to the basic sciences supporting dental and medical clinical practices.

*Revised Title and Catalog Copy*

PNB 3279 Insights into Dental Science and Clinical Medicine

Second semester. One credit. Weekly two hour lecture for ten weeks. Open to honors students, to others with consent of instructor. Presentations by Medical and Dental School faculty on basic sciences supporting dental and medical clinical practices. Students taking the course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

IV. The curricula and Courses Committee recommends approval to drop the following S/U graded course.

A. ECON 3481. Internship – Field Study

**The series of recommendations were presented as one motion.**

**The motion carried.**

11. Moderator Spiggle adjourned the meeting at 5:14.

Respectfully submitted,

Robert F. Miller  
Professor of Music  
Secretary of the University Senate

The following members and alternates were absent from the November 10, 2008 meeting:

Albini, Lia	Hart, Ian	Papadimitrakopoulos, Fotios
Bansal, Rajeev	Hogan, Michael	Paul, Jeremy
Becker, Loftus	Holzworth, R.J.	Rummel, Jeffrey
Boyer, Mark	Jain, Faquir	Schmitt, Corey
Breen, Margaret	Jordan, Eric	Schwab, Richard
Deibler, Cora Lynn	Kelly, Kristin	Silander, John
Engel, Gerald	Kendall, Debra	Silbart, Lawrence
Evanovich, M. Dolan	Letendre, Joan	Sloan, Laurie
Faustman, L. Cameron	McHardy, Robert Ryan	Stwalley, William
Feldman, Barry	Morin, Timothy	Taylor, Ronald
Franklin, Brinley	Nicholls, Peter	Thorson, Robert
Gerald, Michael	O'Neill, Rachel	VanHeest, Jaci
Gray, Richard	Ogbar, Jeffrey	Von Hammerstein, Katharina
Guillard, Karl	Ortega, Isaac	Zaritheny, Meredith



University of Connecticut  
*Office of the President*

Michael J. Hogan  
*President*

DATE: NOVEMBER 10, 2008

FROM: PRESIDENT MICHAEL J. HOGAN

TO: UNIVERSITY SENATE

RE: REPORT TO THE SENATE

I regret that I can't be present today to deliver my report in-person. I did, however, want to take the opportunity to continue my communication with you regarding the challenges UConn is facing now and will most likely face in the future. These challenges relate directly to the dramatic economic downturn facing the State of Connecticut and the nation. Although these challenges are serious, they also pose opportunities for us to think anew about our day-to-day activities, programs, and operations. I want to communicate with you today about these challenges and opportunities and how we are approaching them.

State officials now know that, in FY10, Connecticut will not recover the revenue levels it enjoyed prior to the economic slippage of the last several months. To the contrary, it is likely that revenues will decline further before we begin to see a recovery. You probably know that Governor Rell has proposed a mitigation plan to close a projected gap in this year's (FY09) state budget. The plan relies heavily on recovering revenues from federal sources and from the bottle deposit program within the state. If successful, the plan may allow the state to avoid mandating further rescissions to agencies, like the University of Connecticut. As I communicated previously, we have already taken a 3% state-mandated rescission on our appropriation at UConn. The Governor does have the authority to mandate up to 5% rescissions without legislative approval. Consequently, we may have dodged an additional 2% rescission on our current state appropriation for the time being, but until all elements of the Governor's mitigation plan are realized and the budget deficit for the current year is eliminated, we should recognize that there is a potential for further rescission to our current FY09 state appropriation.

We are preparing for this possibility by identifying one-time funds, which could be used, if necessary, to cover additional rescissions on our FY09 budget. This strategy will allow us to avoid further cuts this year at the unit-level, should an additional 2% rescission become a reality. It's important to note, however, that the use of these one-time funds would only provide a bridge that would allow us to buy some time to make more strategic permanent cost-savings decisions and to implement strategies to enhance our revenues.

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Likewise, much of the Governor's FY09 mitigation plan is a one-time "bridging plan" – it does not involve permanent cost-savings and it does not address the continued loss of revenues to the state. With this in mind, it is clear that we must anticipate further rescissions in FY10. Based on information we are receiving from the Office of Policy and Management and other sources, we should consider the possibility of 5%-10% cuts from our current services budget in FY10 and again, potentially in FY11.

If this occurs, it could mean an *additional* budget rescission of between \$16.9M and \$35.2M. The rescission of \$12.1M that we are currently managing pales in comparison to the cumulative rescission that another 5%-10% would mean (i.e., a total rescission of about \$29.0M to \$47.2M).

To grasp the impact of such a cut, we can think of what it might mean if we covered the deficit in tuition increases --- although, let me emphasize that we will not and, in fact cannot, recover such an enormous deficit through tuition increases. In recent years, our tuition increases have been in the range of about 5%-6%; however, it would take about a 13.6% tuition increase to offset a 5% additional rescission and about a 27.3% tuition increase to offset a 10% additional rescission. This is untenable; and while some increase in tuition is likely, as it is every year to cover regular increases in our expenses, such double-digit increases would not serve our students or the state well, not to mention the fact that state statutes do not permit increases above 15%. Yet, this hypothetical exercise does help us fully realize the enormity of the fiscal challenge before us.

I provide this information to be candid with you and to once more communicate the seriousness of our situation. At a university, virtually all resources are tied up in faculty, staff, and services that are essential to our academic mission. Accordingly, rescissions are particularly painful and should be made strategically, which is to say that they should be made with an eye toward minimizing the adverse impact on the education we provide, the research we conduct, and the revenues we generate. That said, we must make every effort to impose efficiencies, contain costs, and seek every additional dollar of revenue possible in order to help us meet our obligation to the state and to our students.

In addition, we will continue to vigorously make our case before the General Assembly, Office of Policy & Management, and others in state government to avoid rescissions beyond what we have already experienced. We have many friends across the state who recognize the enormous contributions to economic, social, and cultural development that UConn delivers. We will continue to actively discuss these contributions with them and the key role that they play in both minimizing the effects of economic downturns and facilitating more rapid recoveries. In those discussions, we will candidly explain the risk that any additional rescissions will pose to our academic, research, and service missions. As we aggressively advocate for our share of state funding to enable our ongoing contributions to the state, we will need the support of the entire UConn community, including faculty, staff, students, parents, alumni, and donors. In the past, the collective support of these groups has impressed upon the state the many vital returns that an investment in UConn, brings, including turning around the state's historic brain drain, attracting more qualified and diverse students, and increasing the revenues that come to the state directly and indirectly through our activities. Still, we must do our part to aggressively seek enhanced cost-savings, efficiencies, and revenues.



With this in mind, I am establishing a Cost, Operations, & Revenue Efficiencies (CORE) Task Force. The Task Force's charge is posted on my Web site, as its membership will be. This group, which will include faculty, staff, and administrators, will be co-chaired by Rich Gray (VP & CFO), Barry Feldman (VP & COO) and Peter Nicholls (Executive VP & Provost). I have asked them to guide the group as it looks across a broad range of our operations to identify potential areas in which we can achieve greater efficiencies and cost-savings, as well as areas that are candidates for enhancing revenues. The group will consult broadly with constituencies and stakeholders in the areas it examines and has been given the goal of recommending specific ways of achieving cost-savings equivalent to between 3%-5% of our state appropriation and revenue enhancements (outside tuition/fees and state appropriations) from 2%-3%. The Task Force's first report to me is due in Spring 2009, although I expect that its work will be ongoing as we weather these difficult times. This Task Force will help us imagine new ways of thinking about our day-to-day activities, programs, and operations.

Let me also note that I have decided to delay our discussion with the Board of Trustees regarding tuition/fee-setting for AY10 until spring. This delay will put us in a much better position to understand the economic situation we are confronting and the efficiencies we might achieve, both of which will guide our discussions regarding admissions and tuition policies for the next year. Although tuition and other charges will increase, as they do every year to address the increased costs that we face, we nonetheless want to minimize increasing charges to students or enacting lay-offs in order to manage the budget crisis ahead of us.

In closing, I wish I could say that this was a strange new territory for me – addressing a budget crisis – but it isn't. I started my administrative career at Ohio State as it entered a very difficult fiscal period; I moved to Iowa just as it was confronted with an annual, permanent cut to its budget of over \$12M. In both cases, through collaborations with bright and innovative colleagues, we managed the difficulties and came out stronger. In the 14 months that I've been at UConn, I've become more convinced every day that this wonderful institution is wonderful because of the passion for success that I see in all of you. I know these will be difficult times – we will have to make difficult decisions, just as we've been doing already. But, I also know that we are up to it and will emerge stronger than ever by working together in concrete and constructive ways.

**Report of the Senate Executive Committee**  
to the University Senate  
November 10, 2008

The Senate Executive Committee has met twice since the October 13<sup>th</sup> meeting of the University Senate.

On October 31<sup>st</sup> the Senate Executive Committee met privately 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. Discussion continued on the surge in undergraduate enrollment, the growth in the Honors program and changes in graduate student support. In general, concern was expressed about the ability to maintain instructional quality at a time of diminished resources. Other items discussed included ensuring faculty input into the building program, the governance of INTD courses and policy changes that would allow inclusion of more interdisciplinary courses into the general education program.

On November 7<sup>th</sup> the Senate Executive Committee met privately with President Hogan. Afterwards, the SEC met with President Hogan, Suman Singha, Barry Feldman, Dolan Evanovich, and John Saddlemire. The meaning of shared governance at the University of Connecticut was the prime topic of discussion, with SEC members emphasizing that consultation with interested parties early in the decision making process is likely to result in better decisions and smoother implementation. Specific items discussed included the consulting policy, computer security and the reorganization of OMIA. The President requested the SEC to reconsider our current academic calendar. Vice-President Saddlemire congratulated the students, staff and town of Mansfield officials, including Betsy Patterson for facilitating the excellent student turn out for the elections.

The SEC wishes to apologize for the interruption of the election for a representative for the Board of Governor's for Higher Education. A computer glitch disallowed some people from voting and so the election was shut down so that the problem could be identified and fixed. A new election will be announced shortly and everybody will need to vote again.

Respectfully submitted,  
Hedley Freake  
Chair, Senate Executive Committee  
November 10, 2008

**Annual Report of the Institute for Teaching & Learning (ITL)  
to the University Senate  
November 2008**

ITL is 12 years old this year and comprises 10 units with over 40 staff and faculty members.

Our mission began as a faculty and TA support unit mainly . . .  
. . . now supports faculty, graduates & TAs, and undergraduate students at Storrs, the Regional Campuses and High Schools. It also provides support and advice to School, Colleges, and Departments on teaching technologies as well as working with Facilities and Architectural Services.

Let me spread the tapestry out for you

- From day 1, I organize the New Faculty Orientation of which a significant part is to explain the support role ITL provides to faculty.
- We provide instructional design to faculty whether it be on-line, face-to-face, or blended courses. We have done this across many schools & colleges and all regional campuses. We continue to work with individual faculty and provide some help to CCS.
- Our Instructional Design & Development unit also supports faculty developing courses through the Provost's competition.
- We are working with faculty who are engaged with Service Learning courses at Storrs, Waterbury and the GHC.
- We have an Adjunct Faculty Associates support program that has had participation from all the Regional Campuses.
- Steve McDermott is located at the GHC to train faculty and students and to be our general liaison person. In addition Lisa Zawada, previously one of our Adjunct Associates is working specifically with faculty at the Waterbury campus.
- We created a Winter Teaching Institute, held the day before the Spring semester. 85 faculty attended – many from the UCHC. January 2009's topic is Inclusive Teaching.
- We provide individual faculty with instructional support, with consultations and classroom visits at all campuses.
- Lunchtime seminars are provided each semester both at Storrs and at the Regional Campuses.
- Book reading groups and regular interactive sessions in Learning Communities are also held. A Technology FLC is current.

- We have provided half-day and full-day workshops for departments and campuses covering a range of pedagogical and technological topics.
- Our Instructional Resource Center has software and hardware support and is the center for HuskyCT/Blackboard and E-Portfolios. This supports faculty and graduates.
- Clickers (CPS) have now become part of the University's classroom tools and both the IDD and IRC are involved in training faculty and implementing the technology.
- On the other side of the Fairfield Road logo, in the HB library, is the Learning Resource Center that provides WebCT/Blackboard, email, CPS and ePortfolio help and instruction for undergraduates. This has recently been augmented by the video editing suites for high-end media creation.
- In the same area the Writing Center and Quantitative Center provide tutoring for the undergraduates.
- The space and furniture was initially provided by Brinley Franklin but has been heavily supplemented through the W and Q Centers – computers and staffing support from the ITL/LRC to the Learning Commons.
- Additionally, we have updated the Computer Technology Competencies with 40 new tutorials that utilize Web 2.0 technologies. These were released to Spring 2009 newly admitted students this morning (November 3rd).
- Teaching Assistants obtain instructional preparation prior to entering the classroom through our TA training sessions in August and January.
- The International TAs have earlier training on culture, language, and pedagogy in August.
- While TAs are welcome at the regular lunchtime seminars we also provide on-demand departmental instructional sessions.
- I offer 3 graduate courses in teaching and learning, the Wednesday evening 2-hour class is now in its 21<sup>st</sup> semester. The second Seminar class is capped at 8 and full this semester. We have 5 independent study students taking courses that are partly supervised by colleagues in the Neag School.
- We created a GRAD 5915 course as the core course for the Graduate Certificate in College Instruction. 27 students attended last May.
- Media Design delivers a Comm Sci TV class each semester (though it has been cancelled for Spring 09) and provides some undergraduate instruction for Fine Arts and Journalism. The total number of students enrolled each year is approximately 60.

- All the high technology classrooms at all the undergraduate campuses are our responsibility. We provide designs, do all installs, upgrades, and maintain these instructional facilities.
- This year we are focusing on maintenance and up-grades for technology classrooms.
- We have created “swing” space in the former Puerto Rican Latin American Cultural Center in order to renovate classrooms throughout each semester.
- We have introduced “tech-ready” classrooms at Storrs and some regional campuses, an improvement that should allow for the introduction of technology into more classrooms across the University.
- In addition we have successfully employed the new duo video system and significantly updated our hardware and software for interactive TV (iTV) courses which is mainly use by Marine Sciences, Nursing, Pharmacy and Family Studies – typically 19 courses per semester.
- This facility is also used for dissertation defenses and general video conferencing.
- We have installed a video conferencing capable conference room to help alleviate the strain on our iTV classrooms.
- We have supplied portable iTV units to all campuses to allow easier communication between the administration without travel.
- Media Design creates media productions for many units around the campuses, both academic and administrative. The Graphics & Photo section support students with training on digital media and create many posters for graduates and faculty for conference poster sessions.
- The University Writing Center provides discipline-specific tutoring for students at Storrs and the Regional Campuses; the center also offers workshops on writing pedagogy for faculty and graduate students who teach W courses.
- The Quantitative Q Center is just over 3 years old, is increasing exponentially in the numbers of students looking for tutoring visits this semester. It has expanded its discipline-specific tutors well beyond Maths to the broader science course needs. Again, Q is looking to develop support for the Regional Campus students.
- The Early College Experience program is working with the State’s High Schools and Teachers to provide UConn course experiences to students – at low credit cost.
- Now that you have the tapestry, let me give you some numbers.
  - We serve about 350 new TAs with training, testing, and advice each year.
  - We offer classes in language and accent modification each semester.

- We have about 8 pedagogical and technical 8 lunchtime seminars each semester for faculty and grads.
  - We have responsibility for 20 on-line BGS GenEd courses.
  - Through our 175 high-tech classrooms – at all campuses - we serve 20,000 undergraduates, 1500 TAs, and a 1200 faculty.
  - We facilitate the delivery of, on average, 19 iTV classes per semester.
  - We provide seminars and training on pedagogical and technical issues including WebCT/Blackboard to all faculty at undergraduate campuses.
  - Since the start of classes LRC has had 500 students helped through phone, e-mail, instant messaging and walk-in.
  - IRC – 2,250 instructor contacts through phone, e-mail, and walk-in. 10 HuskyCT workshops in Storrs and 8 remote or on site workshops to Waterbury, Torrington, and West Hartford.
  - 7000 tutoring occurrences are expected to be done by Q tutoring staff this semester.
  - W tutoring are for longer sessions but we expect at least 1500 individual sessions this semester.
  - Also the W center runs 6 seminars per semester for faculty and a full-day orientation for graduate TAs in August (65) and January 08 (expect 40-50)
  - 300 students will have been helped at the LRC help desk by Christmas. 123 students have attended 14 workshops.
  - Our Early College Experience program has over 5000 students in 120 state schools taught by over 500 teachers achieving over 33,000 credits
- Our greatest challenges
    - New asbestos regulations
    - Constrained technology classroom construction
    - iTV use has reached the boundary of our resources
    - Support for effective large class instruction for increasingly stretched faculty
    - Providing adequate support for the Regional Campuses
    - Accommodating service in the Q-Center growth

Respectfully submitted  
Keith Barker



**Faculty Standards Committee**  
**2008 Annual Report to the Senate**  
**November 10, 2008**

Submitted by M. Hussein, Chair 2008-2009

**Committee Charge**

This committee shall continuously review University policies and practices relating to tenure, academic freedom, work loads, rank and promotion, remuneration, retirement, and other matters affecting the faculty and shall propose any desirable expression of Senate opinion on these matters, including proposals to the Trustees for modifications in their rules and regulations on these matters. The committee shall include two undergraduate students and one graduate student. It shall make an annual report at the November meeting of the Senate. (<http://senate.uconn.edu/faculty.htm>)

**Committee Members (2008-2009) \*Senate members**

Lawrence Armstrong, \*Pamela Bramble, Nancy Bull (ex-officio, non-voting representative from the Provost's Office), Arthur Engler, \*Harry Frank, Harvey Gilbert, Robert Glover (graduate student), Samuel Greenberg, (undergraduate student), \*Kathleen Holgerson, \*Mohamed Hussein (Chair), \*Eric Jordan, Wonchi Ju, (undergraduate student), \*Kazem Kazerounian, \*Charles Lowe, Girish Punj, \*Maria Rubio, \*Carl Schaefer, \*Del Siegle, \*John Silander, \*Judith Thorpe, \*Gaye Tuchman, \*Jaci Van Heest, Cheryl Williams.

**Issues Before and Activities of the FSC (2007-2008)**

The FSC met 6 times since it's last annual report submitted November 12, 2007. 2008.

**FSC/SSC Subcommittee on TLA Task Force:** A joint subcommittee of the Faculty Standards Committee and Scholastic Standards Committee was formed in September 2007 semester to review the Teaching, Learning and Assessment Task Force Report of August 1, 2007 and the Provost's Response to the TLA Report. The subcommittee submitted their report to the FSC and SSC on November 16, 2007. In discussing the subcommittee report, the FSC noted the following:

- Great appreciation for the fact that the report recognizes teaching at the university as a vital and significant enterprise and that it be recognized and acknowledged as such
- Peer review reports/letters should not automatically go into a faculty member's file
- Reward teaching, not just assess it
- Unreasonable to have two reviews/academic year
- All peer reviews geared toward helping faculty member, not quantifying and assessing them, and should be conducted by colleague who has proper training
- Support the idea that the teaching faculty may request formative assessment for his or her use

- Task Force Report needs to be more specific as to how peer review would work

**Security Breach Protocol:** The Committee reviewed protocol and sent comments to Chief Operating Officer Barry Feldman.

**PTR Guidelines:** The Committee discussed the revised PTR Guidelines during two of its meetings. The issue of whether the ‘rank at hire’ can be above the candidate’s rank at his/her current institution was discussed at length. Two opinions were expressed. Some felt that UConn would not be able to recruit the best people if we cannot offer them a rank higher than their current rank at another institution. Others felt that a higher rank constitutes a promotion and that candidates should go through UConn’s promotion procedures.

**PTR and Student Evaluations:** The Committee also discussed the use of student evaluations in the PTR process. The Committee felt that summative ratings can be used but students’ comments should not be used due to the assurance of anonymity when these comments are collected. The committee requested that VP Singha remind deans and chairs of the proper usage of student evaluations.

**Academic Plan:** The Committee discussed the Academic Plan. Questions were raised about faculty responsibilities vis-à-vis Administration responsibilities. Another question focused on the reallocation of funds to provide support where UConn is strongest. Since the Plan is a working document, it was decided that further discussions should continue during this academic year.

**Inclement Weather/Cancelled Classes Policy:** The Committee agreed that such a policy would be useful. The chairs of FSC, Scholastic Standards Committee and Student Welfare Committee agreed that a joint subcommittee should be formed to draft such a policy.

**PTR Forum:** The fifth annual PTR forum was held on April 18, 2008. The forum was well attended and well received.

**Assessment:** Eric Soulsby, Assistant Vice Provost gave an overview of the Assessment initiative and a brief look at the web-based system known as OATS (On-line Tracking System). He reported that assessment is well underway for all undergraduate programs, and that graduate and interdisciplinary programs are to follow. In terms of General Education, learning outcomes are being developed for the Content Areas and Competencies. The Committee raised two concerns. One concern was that the administration might use the assessment process to allocate resources. The other concern was that OATS is based on professional programs and might not fit the programs in the Liberal Arts. The Committee revisited the issue of assessment at its April 31<sup>st</sup> 2008 meeting with Vice Provost Veronica Makowsky and Assistant Vice Provost Soulsby.

**By-Laws:** Vice Provost Suman Singha presented the following proposed language for Academic Leaves of Absence (Article XV.K.5d.): *Except in very unusual circumstances, no tenured or tenure track faculty member may receive a leave of absence to accept a tenured or tenure track position with another University. Such exceptions will require advance approval from the Provost.* The Committee accepted the proposed language.

### **Policy Statement on Discriminatory Harassment, Sexual Harassment and Personal**

**Conduct:** After a lengthy discussion of the draft of the Policy, the Committee made several observations. The Committee noted that the draft represented a good effort to address many forms of discrimination. However, several members felt the draft seemed more focused on sexual harassment than other forms of harassment. Another comment is that there are many forms of reporting – formal, informal



to ODE and not including ODE. It is recommended that more clarifications of both reporting and forms of harassment other than sexual are needed. At its January 28<sup>th</sup>, 2008, the Committee revisited the issue. The Committee also received a document entitled *Policy on Respectful Conduct*. It was decided that the *Policy on Respectful Conduct* does not satisfy the requirements of having a policy on sexual harassment. Hence, it was decided to send to the Provost the memo prepared by the Committee Chair, Pam Bramble, detailing the Committee's observation concerning the University' draft of the Policy Statement on Discriminatory Harassment, Sexual Harassment and Personal Conduct as well as the *Policy on Respectful Conduct*.

**The New Student Evaluation Form:** The Committee discussed the proposed new form during its April 31<sup>st</sup> 2008 meeting as well as at its September 25<sup>th</sup> 2008 meeting. It is agreed that the Committee will help identify a senior faculty member with the expertise to manage the process and manage the process of approval through the Senate.

### **Current Agenda Items**

1. Student evaluation new form
2. PTR – inclusion of nonvoting in-residence members to schools PTR councils
3. PTR – separation of promotion and tenure
4. PTR – standardized letter requesting external reference letters
5. PTR – use of student evaluations for PTR
6. Assessment
7. Honors Program
8. Management of Maternity Leaves
9. Disciplinary actions for Compliance Training Policy

**Report of the Nominating Committee**  
to the University Senate  
November 10, 2008

1. We move the following faculty deletion to the named committee:

Nancy Bull from the University Budget Committee

2. We move the following undergraduate student deletions to the named standing committee:

Andrew Elash from the Growth & Development Committee  
Samuel Greenberg from the Scholastic Standards Committee  
and the Faculty Standards Committee

3. We move the following undergraduate student additions to the named committees:

Krista D'Amelio to the Growth & Development Committee  
Han Zhang to the Scholastic Standards Committee

Respectfully submitted,

Jeffrey von Munkwitz-Smith, Chair  
Anne Hiskes  
Karla Fox  
Harry Frank  
Debra Kendall  
Susan Spiggle

## **University Senate Meeting November 10, 2008**

### **Proposal for the Establishment of a new Standing Committee of the University Senate.**

#### **Motion**

The Bylaws of the University Senate shall be amended as follows:

#### Section C.2 Standing Committees

There shall be ~~seven~~ **eight** standing committees of the Senate, as described in the following subparagraphs.....

#### **h. Diversity Committee**

**This committee shall review University policies, practices, and conditions relevant to supporting and promoting diversity among students, faculty, and staff. This committee may recommend any desirable expressions of Senate opinion on these matters, and it shall make an annual report at the April meeting of the Senate. The committee shall include two undergraduate students, one graduate student, and a representative from each of the other Senate Standing Committees.**

#### **Rationale and Justification.**

##### **A. Discussion.**

Diversities in student, faculty, and staff populations have long been included as goals in the strategic and academic plans of the University of Connecticut. The University's most recent academic plan identifies diversity as a specific goal. Goal 4 is to "ensure an enriched learning and work environment by creating a more inclusive community that recognizes and celebrates individual differences" (The University of Connecticut Academic Plan, 2009-2014, p. 17) Diversity is recognized to be an important component of the University's teaching, research, and public engagement missions and integral to its identity as a land grant institution. As such, promoting and supporting diversity is the responsibility of all University departments and faculty and staff.

Diversity is here conceived as a broad and open-ended concept. "The definition is ever changing... It encompasses the presence and participation of people who differ by age, color, ethnicity, gender, national origin, race, religious creed and sexual orientation; and includes those with disabilities and from various socio-economic backgrounds. It encompasses not only individuals and groups, but thoughts and attitudes", **and international and intercultural perspectives.**" (*UConn Diversity Action Committee 2002*).

The broad and evolving nature of society's understanding of diversity speaks to the need and benefits to be obtained from a forum where on-going review and evaluation of policies and practices related to diversity occur. It also speaks to the benefits of bringing together a broad cross-section of people to share perspectives and insights.

It should be noted that the establishment of a Senate Standing Committee on Diversity does not replace or alter the responsibilities or activities of any offices or individuals currently engaged with promoting or supporting diversity at the University.

**B. Benefits of establishing a University Senate Committee on diversity:**

- (1) Provides a route whereby faculty, staff, students, and administrators can bring a diversity-related issue of general concern to the attention of the university community and to the floor of the Senate for discussion and recommendations.
- (2) Provides a venue where diversity-related issues are discussed and insights shared by faculty, students, staff, and administrators from a cross-section of the schools, colleges, and departments. No such venue currently exists.
- (3) Develops a group expertise on diversity issues because of its focus.
- (4) Serves as a resource for the University administration in obtaining input and guidance on practices and policies related to diversity from a cross-section of the University Community.
- (5) Facilitates a sense of ownership and engagement among faculty, staff, and students on university policies and practices related to diversity.
- (6) Promotes faculty governance on issues of diversity.
- (7) Facilitates implementation of the University's Academic Plan with respect to diversity goals.
- (8) Through its annual report to the Senate informs the university community of the state of diversity initiatives and discussion of issues

**Senate Scholastic Standards Committee**  
**Report to the University Senate**  
November 10, 2008

Proposed bylaw change - Dean's List policy

#### BACKGROUND

Presently, only full-time students are eligible for Dean's List. Senate scholastic standards committee has been asked to consider whether to make this recognition available to academically qualified students who are ineligible solely due to their part-time status (6% of students in total; 2% of the population at Storrs, and 25% of the population at the regional campuses).

The committee proposes to make part-time students eligible for 'Academic Year Dean's List.' The criteria would be the same as the criteria for Dean's list, except that the student must not be full-time, and register for at least 12 calculable credits during a 12-month period starting after the conclusion of a spring semester.

#### PROPOSAL

(Additions to the existing bylaw are underlined.)

##### *Dean's List*

Semi-annually the deans of the various schools and colleges shall issue a list of those full-time degree-seeking students who for the previous semester (a) were registered for at least twelve calculable credits, (b) received no mark below C nor received a U in any course, (c) earned at least a 3.0 semester grade point average, and (d) were in the upper quartile of their respective school or college.

Annually, at the conclusion of the Spring semester, the deans of the various schools and colleges shall issue a list of those degree-seeking students who did not attain full-time status at any time during the previous 12 months, but who, during this 12 month period (including summer and intersession sessions) (a) were registered for a total of at least twelve calculable credits, (b) received no mark below C nor received a U in any course, (c) earned at least a 3.0 grade point average, and (d) were in the upper quartile of their respective school or college based on the Spring data. [note: These students will receive the distinction: "Dean's List (Part-time)".]

**University Senate Curricula and Courses Committee  
Report to the Senate  
November 10, 2008**

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

**A. MATH1030Q. Elementary Discrete Mathematics - Change in catalog copy.**

*Current Title and Catalog Copy*

MATH1030Q. Elementary Discrete Mathematics Either semester. Three credits. Recommended preparation: MATH 1010, 1011 or the equivalent. Not open for credit to students who have passed any mathematics course other than MATH 1010, 1011, 1020, 1040, 1050, 1060 or 1070.

Problem solving strategies, solutions of simultaneous linear equations, sequences, counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, number systems.

*Revised Title and Catalog Copy*

MATH 1030Q. Elementary Discrete Mathematics. Either semester. Three credits. Recommended preparation: MATH 1010, 1011Q or the equivalent. Not open for credit to students who have passed any mathematics course other than MATH 1010, 1011, 1020, 1040, 1050, 1060 or 1070.

Topics chosen from discrete mathematics. May include counting and probability, sequences, graph theory, deductive reasoning, the axiomatic method and finite geometries, number systems, voting methods, apportionment methods, mathematics of finance, number theory.

**B. Change course number NRME 2315 Introductory Wildlife Ecology and Conservation to NRME 1315. Revised copy edited to include enrollment restrictions and other minor changes.**

*Current Title and Catalog Copy:*

NRME 2315. Introductory Wildlife Ecology and Conservation

First semester. Three credits. Recommended preparation: BIOL 1107. Ortega

An introduction to wildlife ecology, conservation programs, and resource values. The distribution, life history and status of those amphibians, reptiles, birds and, mammals whose populations humans are attempting to preserve, reestablish, or to control are examined.

*Revised Cat Copy:*

NRME 1315. Introductory Wildlife Ecology and Conservation

First semester. Three credits. **Open only to freshman and sophomores or instructor consent.** Ortega

An introduction to wildlife ecology, conservation programs, and resource values. The distribution, life history, and status of those amphibians, reptiles, birds, and mammals whose populations humans are attempting to preserve, reestablish, or control.

Justification: This course is an introductory course that should be bringing freshman and sophomore into the class. However, with the 2000 numeration the course is being filled by senior students (over 80% in the Fall of 2008)

**II. The curricula and Courses Committee recommends approval to add the following 1000 or 2000 level courses.**

**A. ECON 2481 Internship- Field Study**

2481. Internship – Field Study (Formerly offered as ECON 3481.) Both semesters. Two credits. Hours by arrangement. Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above; students must secure a satisfactory intern position before the end of the second week of the semester of enrollment in this course; they should begin consultation with the instructor several months in advance; must be taken concurrently with ECON 2491; no credit will be given for one course without the other. Does not count toward the economics major. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

**B. ECON 2491 Internship-Research Paper**

2491 Internship – Research Paper (Formerly offered as ECON 3491.) Both semesters. One credit. Hours by arrangement. Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above; must be taken concurrently with ECON 2481; no credit will be given for one course without the other.

Research paper of 3,000-4,000 words on approved topic related to the internship field study.

**C. ECON 2493 – Foreign Study**

2493. Foreign Study. Either or both semesters. Credits and hours by arrangement. May be repeated for credit. Consent of Department Head required, prior to the student's departure. May count toward the major with consent of the advisor.  
Special topics taken in a foreign study program.

**D. ECON 2495 – Special Topics**

2495 Special Topics. Either semester. Credits and hours by arrangement. With a change in topic, this course may be repeated for credit. Prerequisites and recommended preparation vary.

**E. ECON 2498 – Variable Topics**

2498. Variable Topics  
Either semester. Three credits. With a change in topic, may be repeated for credit. Prerequisites and recommended preparation vary.

**F. ECON 2499 – Independent Study**

2499. Independent Study. Either or both semesters. Credits and hours by arrangement. Open only with consent of instructor. With a change of topic, may be repeated for credit. No more than 6 credits in ECON 2499/3499 may be counted toward major requirements. Tutorial course to enable qualified students to round out their training in economics. Independent reading conferences and short research papers.

**G. AH 2001 Medical Terminology Both semesters. One credit. Open to students in the Department of Allied Health Sciences, others by instructor consent.**

Introduction and mastery of medical terminology through presentation of word roots, prefixes and suffixes.

**III. The curricula and Courses Committee recommends approval to add the following S/U graded course.**

**A. PNB 3279 Insights into Dental Science and Clinical Medicine**  
Department is requesting S/U grading and new catalog copy.

*Current Title and Catalog Copy*

PNB 3279 Insights into Dental Science and Clinical Medicine

Second semester. One credit. One 2-hour lecture period over a ten-week period. Open to honors students. Open to non-honors students with instructor consent.

A seminar series in which Medical and Dental School faculty from the Farmington Campus provide exposure to the basic sciences supporting dental and medical clinical practices.

*Revised Title and Catalog Copy*

PNB 3279 Insights into Dental Science and Clinical Medicine

Second semester. One credit. Weekly two hour lecture for ten weeks. Open to honors students, to others with consent of instructor. Presentations by Medical and Dental School faculty on basic sciences supporting dental and medical clinical practices. Students taking the course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

**IV. The curricula and Courses Committee recommends approval to drop the following S/U graded course.**

**A. ECON 3481. Internship – Field Study**

Respectfully Submitted by the Senate Curricula and Courses Committee.

Michael J. Darre, Keith Barker, Marianne Buck, Janice Clark, Dipti Dedhia, Andrew DePalma, Dean Hanink, Kathleen Labadorf, Susan Lyons, Maria Ana O'Donoghue, Morty Ortega, Dante Paolino, Eric Schultz