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Minutes, December 8, 2008

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MINUTES OF THE UNIVERSITY SENATE
December 8, 2008

1. The regular meeting of the University Senate for December 8, 2008 was called to order by Moderator Susan Spiggle at 4:01 PM.
2. Approval of Minutes

Moderator Spiggle presented the minutes from the regular meeting of November 10, 2008 for review.

The minutes were approved.

3. Report of the President

Provost Nicholls offered comments on behalf of President Hogan who was held up in traffic returning from Hartford. He commented that the Health Center and area hospital affiliation discussions are ongoing. There have been four potential agreements presented and negotiations continue.

Provost Nicholls reported on the University's budget and the economies of the state and nation. He announced that President Hogan soon will be sending a communication to the university community as a whole addressing budget issues. Provost Nicholls outlined the present state of the economy and the "bleak" predictions for the future. He reported that universities across the country are losing income from state governments and from their endowments. Other universities have implemented drastic steps including reduction of hours for staff, reduction of benefits and even lay offs. UConn has seen \$12 million disappear from its budget and may see an additional \$6 to \$12 million reduction in the future. President Hogan attended a higher education summit in Washington that produced a plan for a set aside of 5% for colleges and universities from any economic recovery act. This potential legislation has been sent to President-elect Obama for consideration. Similar overtures are being made in Hartford describing the importance of the University of Connecticut to the economy of the state and outlining the importance of continued state support. Nonetheless, we must now necessarily look for further revenue enhancements and budget savings. The Costs, Operations & Revenue Efficiencies (CORE) Task Force is working hard at examining strategies for cost cutting and conservation. The Provost encouraged the Senate to continue to send ideas to the CORE.

The CORE group has benefited from the existence of an Academic Plan that serves as a compass for the university in these difficult times. It provides principles for both sun setting and program enhancement in the future. We will continue to follow the Academic Plan and will not abandon its goals, although progress will be necessarily slowed. The President has also announced the formation of a committee to examine graduate programs with an eye towards providing advice concerning the status of various programs and how we might move to reallocate funding to programs that are promising and ready to enter national rankings. We are waiting for the new NRC rankings and other national data to provide useful input for this committee.

Senator Schaffer commented that there are lofty goals described the Academic Plan and that it might now be useful to explain that some of those goals simply will not be met. He asked how the Academic Plan will operate in the present circumstances. The Provost pointed out that the metrics of the plan call for increases in faculty numbers and those parts of the plan will necessarily be slowed in their progress. The Provost announced that he is hopeful we will be able to make progress in spite of this. To make up for the \$12M loss in budget, many vacant positions have not been filled in both administration and

faculty, some graduate student lines have not been filled, and that there have been operating budget reductions for such things as travel. So far there have been no lay-offs and most of these reductions have been realized through attrition. When asked if there were plans for reduction in academic programs, the Provost stated that in the future nothing is off the table.

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

(Attachment #22)

5. Senator Feldman gave a verbal report on the Activities of the Building & Grounds Committee and the Capital Projects Planning Advisory Committee.

Two Arjona/Monteith classroom replacement buildings will be constructed at the same time. One, located near the Student Union, will be a classroom building, and the second, which will be near Hawley Armory, will be a combination classroom and faculty office building. Construction should begin in the first third of calendar 2010.

Senator Feldman reported on efforts underway to take the Master Plan the University already has in place and produce from it a tactical plan, focused on landscape architecture and vehicular/pedestrian traffic flow. Improvements in the general appearance of the University including achieving uniformity in lighting, hardscape, landscape, and signage are being considered. Experts in these areas have been engaged and results should be forthcoming during the next calendar year.

It was reported that early planning work concerning a student recreation building is progressing and two of the three water tanks on the north part of campus will be replaced within the next couple years. In addition, there are funds available during the period from fiscal year 2009 through FY 2015 for improvements to the Gant Science Complex. Proposals have been solicited from architects for the preliminary work on the Gant project. Twenty-eight proposals have been received and are being reviewed. An architect has been engaged to assist in the new work for the School of Fine Arts.

Senator Feldman reported the condition of buildings on the Hartford Campus has come under scrutiny by the press he then described steps that are being taken to correct the problems. There is \$8M in UConn 2000 phase-three to repair and improve those buildings.

Senator Shultz inquired when the current classroom building replacement costs will be understood and what will be the effect of the current economic situation on those costs. Vice President Feldman replied that the classroom building budget is \$95M and that we will not really understand the effect of the economy on construction costs until the project is actually bid. He expects that there will be an increased level of competition for construction and perhaps there will be a moderation of building costs.

Senator Shultz asked if there was any concern about future bond sales. Senator Feldman replied that the state has recently had two successful bond sales. Senator Croteau inquired about the roof repairs for Arjona. Senator Feldman responded that he will provide that information at a later time. Senator Jordan asked about how the projected needs concerning the size of classrooms is passed on to the architects. Senator Feldman replied that the Registrar's office supplies information concerning classroom needs. Senator Mannheim suggested that there might be a big federal push to improve infrastructure and suggested that universities should be participants in this.

Senator Freake asked for updates concerning plans for selling the university water rights, and for the development of an animal vaccine research center. Feldman replied there have been conversations with

the USDA and the School of Agriculture concerning possible sites for a vaccine center. The current preferred site is at the Depot campus in a relatively heavily wooded area. This would be a relatively small facility housing several scientists and would contain about 30,000 square feet.

Associate Vice President for Operations Thomas Callahan said that the University is continuing to examine its role in supplying water in this area of the state. The University has retained counsel to examine the framework for further development. He believes it is unlikely that the University will completely get out of the water supply business but it is also unlikely that we will continue to do it using the present model.

6. Senator Murphy presented the Annual Report of the Enrollment Committee.

(Attachment #23)

Senator Schaeffer noted that classes are not being held on Friday at the regional campuses. Senator von Munkwitz-Smith commented that there are fewer classes on Fridays than any other day of the week. Senator Schaeffer then inquired about whether there is pressure to enroll even more students in the coming year. He also inquired about the potential ramifications of admitting more honors students on faculty loads and time to graduation. Senator Makowsky commented that our goal is to have all our students finish in four years and that many honors students arrive with enough university credits from advanced placement work in high school that they may even be able to graduate early, some in as few as three years.

Senator Morin inquired about whether there is information concerning graduate student enrollment and its relationship to the increasing numbers of undergraduate students and further commented on the difficulty that undergraduates seem to be having in securing necessary classes. Provost Nicholls said that there are more students this year and more enrollment pressures than in the past. To deal with this increase the University has been working to increase class sections and lab space. He provided assurances that the University is taking this very seriously and he believes that there should be very few problems. Senator Makowsky commented that her data don't indicate a widespread problem.

Senator Ortega commented that there is no mention made in the report concerning the recruitment of international students. Senator Murphy stated this was not a focus of the work of the Enrollment Committee this year although it is being addressed by admissions and enrollment office.

7. Senator Darre presented the Report of the Senate Curricula and Courses Committee.

(Attachment #24)

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

A. MATH 1125Q. Calculus Ia

Either semester. Three credits. Recommended preparation: some exposure to the content of Math 1060 (Precalculus) or the equivalent. Students cannot receive credit for MATH 1125 and Math 1120, 1131, 120 or 1151. Students who have not passed the Calculus Placement Survey take this course rather than MATH 1131 or 1151.

Limits, derivatives, and extreme values of algebraic, trigonometric, exponential and logarithmic functions, with supporting algebraic topics. Math 1125 covers the content of approximately the first half of Math 1131.

B. MATH 1126Q. Calculus Ib

Either semester. Three credits. Prerequisite: Math 1125. Recommended preparation: A grade of C- or better in Math 1125. Students cannot receive credit for MATH 1126 and Math 1121, 1131, 120 or 1151. Substitutes for Math 1131 or 1151 as a requirement.

A continuation of the differential calculus of algebraic, trigonometric, exponential and logarithmic functions of Math 1125 ending with antidifferentiation, the definite integral, some techniques and applications. Math 1126 covers the content of approximately the second half of Math 1131.

C. PRLS 1009/SPAN 1009. Latino Literature, Culture, and Society

Either semester. Three credits. Casamayor, Irizarry

Critical approaches to Latinos/as and cultural representation, production, and agency, as impacted by globalization and local dynamics. Will engage the value and function of race, gender, and sexuality in popular culture, literature, film, music, digital culture, visual arts, and urban culture.

D. HORT 2560W Written Communication in Horticulture

First semester. One credit. Prerequisite: ENGL 1010 or 1011 or 3800. Co-Requisite: HORT 2092. Staff. Writing as a component of communicating facts and opinions in the theory and practice of horticulture. Effective use of text in conjunction with images and displays. Assignments will reflect forms of writing commonly encountered by professional horticulturists, including descriptive brochures, point-of-purchase horticultural information, articles for mass media, extension bulletins, and technical manuals. Writing assignments will be linked to the co-requisite HORT 2092, Practicum in Horticultural Staging.

E. HORT 2092. Practicum in Staging Horticultural Materials

First semester. One credit. Hours by arrangement. Open only with consent of instructor. This course may be repeated once for credit. Staff. Organization and staging of horticultural exhibits and contests suitable for trade exhibits, fairs, garden clubs, and community projects.

F. ENGL 2408. Modern Drama (236)

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.

Modern British, American, and Continental drama, with the reading and discussion of some 15-20 representative plays. CA1

G. ENGL 2409. The Modern Novel

(212) Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.

Major twentieth-century novels. CA1. (formerly offered as ENGL 3409)

Items I.A through G were presented as one motion.

The motion carried.

H. BADM 2891 Foreign Study Internship. One to six credits. Hours by arrangement. Consent of the Associate Dean for Undergraduate programs required. Open only to School of Business Students. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). This course provides students the opportunity to be engaged in meaningful professional activity without the expectation of a significant level of prior academic experience in business.

The motion carried.

II. The Curricula and Courses Committee recommends approval of DROPPING the following 1000 or 2000 level courses:

- A. GEOL 1000 Introductory Environmental Geology
(This course was last offered in Fall 2004 and has been replaced by GEOL 1051 Earth and Life Through Time and GEOL 1070 Global Change and Natural Disasters)
- B. GEOL 1001 Introductory Geology
(This course was last offered in Fall 2004 and has been replaced by GEOL 1050 Earth and Life Through Time with Laboratory.)
- C. AH 1201 Health and Wellness
(Course has been replaced by AH 3101 Health and Wellness for Life)

Items II.A through C were presented as one motion.

The motion carried.

III. The Curricula and Courses Committee recommends approval of REVISIONS for the following 1000 or 2000 level courses:

A. MATH 1131Q Calculus I , Change in instructional pattern- larger lecture sections

Current Catalog Copy:

1131Q (115Q or QC) Either semester. Four credits. Four class periods. Prerequisite: Passing score on the Calculus Placement Survey. Students cannot receive credit for MATH 1131 and either MATH 1120, 1121, 120 or 1151. Suitable for students with some prior calculus experience. May be used in place of MATH 1120, 120, or 1151 to fulfill any requirement satisfied by MATH 1120, 120, or 1151. Limits, continuity, differentiation, antidifferentiation, definite integral, with applications to the physical sciences and engineering sciences. Sections with QC credit integrate computer-laboratory activity.

Revised Catalog Copy:

1131Q (115Q) Either semester. Four credits. Prerequisite: Passing score on the Calculus Placement Survey. Students cannot receive credit for MATH 1131 and either MATH 1120, 1121, 1126, 120, or 1151. (Two credits for students who passed Math 1125). Suitable for students with some prior calculus experience. Substitutes for MATH 1120, 1126, 120, or 1151 as a requirement. Limits, continuity, differentiation, antidifferentiation, definite integral, with applications to the physical sciences and engineering sciences.

B. MATH 1132Q Calculus II Change in instructional pattern- larger lecture sections.

Current Catalog Copy:

1132Q (116Q or QC) Either semester. Four credits. Four class periods. Prerequisite: MATH 1121, 1131, or 1151, or advanced placement credit for calculus (a score of 4 or 5 on the Calculus AB exam or a score of 3 on the Calculus BC exam. Recommended preparation: A grade of C- or better in Math 1121 and 1131. Not open to students who have passed MATH 1122, 121, or 1152. Substitutes for MATH 1122 or 121 as a requirement. Transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra and geometry, with application to

the physical sciences and engineering. Sections with QC credit integrate computer-laboratory activity.

Revised Title and Catalog Copy

1132Q (116Q) Either semester. Four credits. Prerequisite: MATH 1121, 1126, 1131, or 1151, or advanced placement credit for calculus (a score of 4 or 5 on the Calculus AB exam or a score of 3 or better on the Calculus BC exam). Recommended preparation: A grade of C- or better in Math 1121 or 1126 or 1131. Not open to students who have passed MATH 1122, 121 or 1152. Substitutes for MATH 1122 or 121 as a requirement. Transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra and geometry, with application to the physical sciences and engineering.

Items III.A and B were presented as one motion.

The motion carried.

IV. The Curricula and Courses Committee recommends approval to add the following S/U graded course:

A. BADM 2891 Foreign Study Internship. One to six credits. Hours by arrangement. Consent of the Associate Dean for Undergraduate programs required. Open only to School of Business students. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). This course provides students the opportunity to be engaged in meaningful professional activity without the expectation of a significant level of prior academic experience in business.

The motion carried.

V. The Curricula and Courses Committee recommends approval to add the following to the General Education Content Area 1, Arts and Humanities:

- A.** PRLS 1009/SPAN 1009. Latino Literature, Culture, and Society
- B.** ENGL 2411. Popular Literature
- C.** ENGL 2408. Modern Drama (formerly offered as ENGL 3406)
- D.** ENGL 2409. The Modern Novel

Items V.A through D were presented as one motion.

The motion carried.

VI. The Curricula and Courses Committee recommends approval to add the following to the General Education Content Area 2, Social Sciences:

- A.** POLS 3615 Electoral Realignment

VII. The Curricula and Courses Committee recommends approval to add the following to the General Education Content Area 4, Diversity and Multiculturalism:

- A . ENGL 3320. Literature and Culture of India.

Items VI.A and VII.A were presented as one motion.

The motion carried.

VIII. The Curricula and Courses Committee recommends approval to add the following to the General Education Writing Competency:

- A. POLS 3210W Ethnic Conflict and Democracy in Comparative Perspective
- B. POLS 3218W Indigenous Peoples' Politics and Rights
- C. POLS 3615W Electoral Realignment
(Note: There will be W and non-W versions of this course.)
- D. HORT 2560W Written Communication in Horticulture
- E. NRME 3345W Wildlife Management Techniques

Items VIII.A through E were presented as one motion.

The motion carried.

IX. The curricula and Courses Committee recommends approval to drop the following entire courses from the General Education Writing Competency:

- A. HORT 3660W Nursery Management
- B. MLS 3121W Immunology for the Medical Laboratory Sciences

Items IX.A and B were presented as one motion.

The motion carried.

X. The curricula and Courses Committee recommends the approval of the following courses for inclusion in the Q Competency:

- A. MATH 1125Q Calculus 1a
- B. MATH 1126Q Calculus 1b

Items X.A and B were presented as one motion.

The motion carried.

XI. The curricula and Courses Committee recommends the approval of the following REVISIONS for courses included in the Q Competency:

A. MATH 1131Q Calculus I

B. MATH 1132Q Calculus II

Items XI.A and B were presented as one motion.

The motion carried.

XII. For the information of the Senate, the following CA4 course has been approved for cross-listing by the three departments and the respective schools and colleges:

A. *AASI/ART/INDS 3375 Indian Art and Popular Culture: Independence to the Present.* (new crosslistings are in italics)

XIII. The Curricula and Courses Committee recommends approval of the following REVISIONS to the Second Language description of the UNIVERSITY OF CONNECTICUT GENERAL EDUCATION GUIDELINES, As approved by the University Senate on May 12, 2003*

*including motions passed by the Senate on 11/10/03, 12/8/03, 4/5/05, 2/13/06, 12/11/06 and 12/10/07.

Definition of Second Language Competency:

Second-language competency prepares students for the increasingly multilingual challenges *involved in exchanges* of the marketplace of goods and ideas and for *effective* participation in local, regional and global affairs. It is thus an integral component of both liberal and practical education that contributes to students' *ability to communicate* articulateness in *both a* the second language and in their native language as well as to their ~~consciousness~~ *awareness* of the diversity of human cultures and languages.

~~Because the~~ *The* broad benefits of learning and using a second language can be ~~obtained~~ *gained* from the study of *any one of a variety of* diverse languages: ancient ~~or~~ and modern, written ~~or~~ and spoken, less ~~or~~ and more widely taught, verbal ~~or~~ and sign. *Therefore*, any natural language may satisfy this requirement.

Entry Expectations:

The ~~present~~ admission requirement for second language skills is two years of study in a second language in high school or the equivalent. Students are strongly encouraged, however, to take three or more years of the same second language by the time they complete high school.

Exit Requirements Expectations:

A student meets the minimum requirement if admitted to the University *having passed the third-year level* with three years of a single *second* foreign language in high school, or the equivalent. When the years of study have been split between high school and earlier grades, the requirement is met if *students have successfully completed* the student has passed the third-year high school-level course. With anything less than that, the student *students* must pass the second semester course in the first-year sequence of college-level study in a single language.

Senator Bouchard, referencing the status of American Sign Language, moved the amendment to remove the sentence “*Therefore any natural language may satisfy this requirement*” from the second paragraph.

The amendment to the motion carried.

The motion as amended carried.

XIV. For the information of the Senate, the Curricula and Courses Committee presents the following motion to REVISE membership and voting rights on the General Education Oversight Committee in section II.C.2.d. - Oversight and Implementation of the General Education Requirements.

The motion was presented for the information of the Senate and will be voted on at its meeting of February 2, 2009.

BACKGROUND:

The General Education Guidelines currently specify that the “Directors of the University W and Q Centers will also be given non-voting appointments to GEOC.” The GEOC agrees that W and Q Center representation on the GEOC is important but argues that it need not always be the Director who must serve, but the Associate Director could serve in his/her place. The GEOC therefore recommends to change the language of the Guidelines to include Associate Directors of the W and Q Centers when the Directors of those Centers do not serve. It is understood that the W and Q Centers shall have ONE appointment each of either the Director OR the Associate Director.

According to the General Education Guidelines, W and Q Center Directors serve on the GEOC as non-voting ex-officio members. All other members, all of them co-chairs of GEOC subcommittees, are voting members. Whenever a W or Q Center representative is also co-chair of the respective GEOC subcommittee, s/he may currently not vote. This creates inequity among subcommittee co-chairs. The GEOC recommends the General Education Guidelines to be revised to allow W and Q Center representatives (the Directors or Associate Directors as outlined above), when they serve as co-chairs of a GEOC subcommittee, to retain voting rights. This change supports equity among GEOC subcommittee chairs and allows representatives of the Q or W Centers to vote in GEOC on matters discussed in their subcommittees and brought forth by these subcommittees to GEOC. When W and Q Center Directors or Associate Directors are not subcommittee chairs, they shall not have voting rights on the GEOC.

MOTION:

(Additions are in boldface):

d. Oversight and Implementation

“General Education Requirements will be overseen by a General Education Oversight Committee (GEOC), a faculty group appointed by the Senate and representative of the Schools and Colleges. The Committee also will have an undergraduate and graduate student representative. The GEOC shall be a subcommittee of the Senate Curricula and Courses Committee whose chair will serve as a non-voting member of GEOC. ~~The Directors of the University W and Q Centers will also be given non-voting appointments to GEOC.~~ **Representatives, either the Director or the Associate Director, of each of the W and Q Centers, will also be given non-voting appointments to GEOC. When Q or W Center Directors or Associate Directors are GEOC subcommittee chairs, they shall retain voting rights in the GEOC.** The GEOC will monitor the General Education curriculum. The creation of a Senate-appointed committee recognizes the policy control of the Senate in matters relating to undergraduate education. This Committee will work in association with the Office of Undergraduate Education and

Instruction because this office has University-wide responsibility for the health of undergraduate education and the fiscal resources to address emerging issues. Financial support for the activity of the GEOC will come from the Office of the Provost.”

8. New Business

Senator Thorson moved the Senate discuss the possibility of dropping the W requirement as a way of coping with the budget crisis.

Senator English seconded the motion.

Moderator Spiggle inquired if Senator Thorson would like the discussion to take place immediately. Senator Thorson replied his intent was to raise the issue as an item for new business to be discussed at some later meeting.

Senator English moved that the discussion be postponed until the next meeting of the University Senate.

The motion to postpone discussion until the meeting of February 2, 2009 carried.

Senator Thorson volunteered to collect W course information for the next meeting.

9. The meeting was adjourned by Moderator Spiggle at 5:36 PM following a standing vote of the members present.

Respectfully submitted,

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

The following members and alternates were absent from the December 8, 2008 meeting:

Albini, Lia	Hogan, Michael	McHardy, Robert Ryan	Singha, Suman
Becker, Loftus	Holgerson, Kathleen	O'Neill, Rachel	Sloan, Laurie
Boyer, Mark	Holsinger, Kent	Ogbar, Jeffrey	Stwalley, William
Bramble, Pamela	Holzworth, R.J.	Papadimitrakopoulos, F.	Taylor, Ronald
Breen, Margaret	Hoskin, Robert	Paul, Jeremy	VanHeest, Jaci
Burrill, Matthew	Hussain, Shaznene	Recchio, Thomas	Wagner, David
Caira, Janine	Kelly, Kristin	Rubio, Maria	Woods, David
Engel, Gerald	Kendall, Debra	Rummel, Jeffrey	Zaritheny, Meredith
Evanovich, M. Dolan	Lillo-Martin, Diane	Saddlemire, John	
Gray, Richard	Lipsky, Sue	Schwab, Richard	
Guillard, Karl	Martin, Jeanne	Silbart, Lawrence	

ATTACHMENT #22**Report of the Senate Executive Committee
to the University Senate
December 8, 2008**

The Senate Executive Committee has met twice since the November 10th meeting of the University Senate.

On November 21st, 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. Among the items discussed were a number of issues related to building and grounds, the new CORE committee, the adequacy of support services for international students and the Honors program.

On December 5th, the Senate Executive Committee met in closed session with President Hogan. Afterwards the SEC met with the administrator and student members of the TAFS committee to discuss the possibility of holding a Metanoia on issues surrounding violence against women as requested by Ryan McHardy, President of the Undergraduate Student Government. In attendance were: Provost Nicholls, Senior Vice Provost and Interim Vice President for Research and Graduate Education Singha, Vice President for Student Affairs Saddlemire, President of the Student Union Board of Governors Brian Carabello, and Chairman of the Residence Hall Advisory Board Marco Allocca. After extensive discussion, the group decided that holding a Metanoia on this issue next semester would be appropriate and initial steps to establish a planning committee for that event were taken.

TAFS meets as a group once a year and that meeting was scheduled to follow the Board of Trustees meeting in February. The discussion will focus on moving the university forward at a time of budget rescissions.

Following the meeting with AFS the SEC met with the aforementioned administrators. The budget remained a central item for discussion, with particular focus on the draft principles underlying the work of the CORE group.

The new Board of Governors for Higher Education election is underway, please vote.

Respectfully submitted,
Hedley Freake
Chair, Senate Executive Committee
December 8, 2008

ATTACHMENT #23**Enrollment Committee
2008 Annual Report to the Senate
December 8, 2008****Committee Charge**

This committee shall propose legislation within the jurisdiction of the Senate and make recommendations on all matters relating to the recruitment, admission, enrollment, and retention of an outstanding and diverse student population. The committee shall include two undergraduate students. It shall make an annual report at the December meeting of the Senate.

Committee Members (2008-2009) * Senate members

Thomas Cooke, *Maureen Croteau, *Gerald Engel, Dolan Evanovich, ex-officio, non-voting representative from the Provost's Office, Eva Gorbants, *Robert Hoskin, Wonchi Ju, undergraduate student, Douglas Kaufman, Senjie Lin, *Brenda Murphy, *Jeffrey Ogbar, *Lisa Pane, Matthew Staron, undergraduate student, *Linda Strausbaugh, *Robert Thorson, Susana Ulloa

2008 Activities of the Enrollment Committee

Since its last report, submitted December 10, 2007, the Senate Enrollment Committee has met five times. A summary of its activities includes the following:

Admissions and the Enrollment Surge

At the September 2008 meeting, Admissions Director Lee Melvin presented a report on the new first-year class, with an explanation for its having exceeded the overall enrollment goal for Storrs, the regional campuses, and transfer students of 5486 by 285 students, producing an enrollment of 3604 freshmen at Storrs, which is an increase of 425 over the previous year's enrollment of 3179. Melvin presented a wealth of positive statistical data about the new class: for instance, the average SAT score increased by eight points, and at the Storrs campus, the average SAT reached 1200 for the first time. Diversity enrollment increased to 20% at Storrs and 32% at the regional campuses. There were increases in out-of-state enrollment and in Honors Program enrollment, with 337 first-year students participating in the Honors Program. There were 223 transfer students at the regional campuses, with 91 coming from community colleges and 690 transfers at Storrs. Melvin also explained some of the factors that went into the decision to make 15,649 offers of admission, an 11.7% increase from 2007. These included a 3% decrease in the number of SAT scores that were automatically sent to the University and only moderate increases in the attendance at campus tours and open houses, and in the applicant pool, which increased by 3.1%. The SAT scores of the applicant pool were generally not as strong as in previous years, and there were concerns about the yield rate, particularly for the most qualified students. Major factors in the greater number of acceptances than expected were the decrease in the "melt rate" over the summer, down from 14% in 2007 to 8% in 2008, and the increased response to "yield receptions" for in-state students. Vice President for Enrollment

Dolan Evanovich explained that this year's class was being treated as an aberration, due largely to the economy and other factors that contributed to a greater yield rate than those of immediately previous years.

The Honors Program

The Committee met with Associate Vice Provost Lynne Goodstein and Vice Provost Veronica Makowsky to discuss the impact of the Academic Plan's announced goal of expanding the Honors Program to 550 students. Goodstein outlined the positive aspects of bringing in a larger Honors population, but also noted that care has to be taken to preserve the principles of the Honors Program that have made it successful. Discussion focused on the difficulties of meeting the program's standards for intellectual rigor, a direct supervisory relationship with a faculty member, and a "deliverable product" in the Honors thesis, given the economic pressures on departments and the increased work loads of individual faculty members who are finding it difficult to make time to supervise Honors theses.

Classroom Space

In April, the Committee met with University Registrar Jeff Von Munkwitz-Smith, Alex Roe, the Director of Planning and Programming Development, and Vice President of Architectural and Engineering Services Jim Bradley. The discussion largely concerned the amount of space currently available in classrooms, labs, and other teaching spaces. Von Munkwitz-Smith reported to the Committee about his efforts to measure classroom utilization across the campus. The University would like to see additional courses offered during periods outside of "prime-time" so as to ease the space crunch. Roe discussed efforts to look ahead to future needs as spaces are designed and ultimately brought on line, and commented that a clear sense of future enrollment patterns will help architects and designers to create buildings that can be of the greatest practical use. In response to questions from the Committee, Jim Bradley brought to our attention the potential reprioritization of capital projects associated with the 21st-century UConn initiative. Such reprioritizations could evolve from the fine-tuning of the University Academic Plan. He also discussed the relationship between gross square footage in rooms and halls as demanded by building codes in the context of trying to make the most efficient use of such spaces.

Regional Campus Issues

Two meetings were devoted to regional campus issues. In March of 2008, the committee met with Regional Campus Directors Joseph Comprone, Michael Ego, Michael Menard, William Pizzuto, and David Williams. This discussion covered the recruitment of freshman and transfer students; the articulation agreements that exist between UConn and Connecticut's community colleges in relation to space availability at the regional campuses; the availability of appropriate facilities to aid what have come to be known as "campus change" students once they move to Storrs; the improved relationships between the central recruiting office at Storrs and the officials who handle recruiting at each campus; and the successful efforts by Associate Dean of CLAS Ernie Zirakzadeh to improve the lines of communication between CLAS Departments and regional campus administrators. In November of 2008, the committee met with Vice Provost Veronica Makowsky, Avery Point Director Joseph Comprone and Torrington Director Michael

Menard to discuss the effect of the recent enrollment surge and the current economic situation at the regional campuses. Input from Stamford Director Michael Ego was received by telephone. This meeting focused on the increasing pressure on lower-division courses caused by a combination of higher enrollments at the regional campuses and the need to cut classes and staff positions because of the 2008 budget rescissions. The small classes that have been the hallmark of the regional campuses are going by the board, particularly at the lower level, but an effort is being made to balance freshman enrollment with more upper-division enrollment by focusing on transfer students and the major programs in which each of the campuses specializes. A tension was noted between two major goals of the regional campuses, to get “the right students in the right programs,” particularly the special strengths of the campuses, and to serve students who choose the regional campus because they are place-bound, or looking for an affordable education close to home. Admissions is making a concerted effort to recruit more students whose first choice is a regional campus. The administration’s efforts to address the problems noted in a *Hartford Courant* editorial about the decrepit conditions of the Hartford campus buildings were also described.

Respectfully Submitted,

Brenda Murphy, Chair (2008-2009)

ATTACHMENT #24

**University Senate Curricula and Courses Committee
Report to the Senate
December 8, 2008**

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

A. MATH 1125Q. Calculus Ia

Either semester. Three credits. Recommended preparation: some exposure to the content of Math 1060 (Precalculus) or the equivalent. Students cannot receive credit for MATH 1125 and Math 1120, 1131, 120 or 1151. Students who have not passed the Calculus Placement Survey take this course rather than MATH 1131 or 1151.

Limits, derivatives, and extreme values of algebraic, trigonometric, exponential and logarithmic functions, with supporting algebraic topics. Math 1125 covers the content of approximately the first half of Math 1131.

B. MATH 1126Q. Calculus Ib

Either semester. Three credits. Prerequisite: Math 1125. Recommended preparation: A grade of C- or better in Math 1125. Students cannot receive credit for MATH 1126 and Math 1121, 1131, 120 or 1151. Substitutes for Math 1131 or 1151 as a requirement.

A continuation of the differential calculus of algebraic, trigonometric, exponential and logarithmic functions of Math 1125 ending with antidifferentiation, the definite integral, some techniques and applications. Math 1126 covers the content of approximately the second half of Math 1131.

C. PRLS 1009/SPAN 1009. Latino Literature, Culture, and Society

Either semester. Three credits. Casamayor, Irizarry

Critical approaches to Latinos/as and cultural representation, production, and agency, as impacted by globalization and local dynamics. Will engage the value and function of race, gender, and sexuality in popular culture, literature, film, music, digital culture, visual arts, and urban culture.

D. HORT 2560W Written Communication in Horticulture

First semester. One credit. Prerequisite: ENGL 1010 or 1011 or 3800. Co-Requisite: HORT 2092. Staff Writing as a component of communicating facts and opinions in the theory and practice of horticulture. Effective use of text in conjunction with images and displays. Assignments will reflect forms of writing commonly encountered by professional horticulturists, including descriptive brochures, point-of-purchase horticultural information, articles for mass media, extension bulletins, and technical manuals. Writing assignments will be linked to the co-requisite HORT 2092, Practicum in Horticultural Staging.

E. HORT 2092. Practicum in Staging Horticultural Materials

First semester. One credit. Hours by arrangement. Open only with consent of instructor. This course may be repeated once for credit. Staff

Organization and staging of horticultural exhibits and contests suitable for trade exhibits, fairs, garden clubs, and community projects.

F. ENGL 2408. Modern Drama (236)

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.

Modern British, American, and Continental drama, with the reading and discussion of some 15-20 representative plays. CA1

G. ENGL 2409. The Modern Novel

(212) Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.

Major twentieth-century novels. CA1. (formerly offered as ENGL 3409)

H. BADM 2891 Foreign Study Internship. One to six credits. Hours by arrangement. Consent of the Associate Dean for Undergraduate programs required. Open only to School of Business Students. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

This course provides students the opportunity to be engaged in meaningful professional activity without the expectation of a significant level of prior academic experience in business.

II. The curricula and Courses Committee recommends approval of DROPPING the following 1000 or 2000 level courses:

A. GEOL 1000 Introductory Environmental Geology

(This course was last offered in Fall 2004 and has been replaced by GEOL 1051 Earth and Life Through Time and GEOL 1070 Global Change and Natural Disasters)

B. GEOL 1001 Introductory Geology

(This course was last offered in Fall 2004 and has been replaced by GEOL 1050 Earth and Life Through Time with Laboratory.)

C. AH 1201 Health and Wellness

(Course has been replaced by AH 3101 Health and Wellness for Life)

III. The curricula and Courses Committee recommends approval of REVISIONS for the following 1000 or 2000 level courses:

A. MATH 1131Q Calculus I , Change in instructional pattern- larger lecture sections

Current Catalog Copy:

1131Q (115Q or QC) Either semester. Four credits. Four class periods. Prerequisite: Passing score on the Calculus Placement Survey.

Students cannot receive credit for MATH 1131 and either MATH 1120, 1121,120 or 1151.Suitable for students with some prior calculus experience. May be used in place of MATH 1120, 120, or 1151 to fulfill any requirement satisfied by MATH 1120, 120, or 1151.

Limits, continuity, differentiation, antidifferentiation, definite integral, with applications to the physical sciences and engineering sciences. Sections with QC credit integrate computer-laboratory activity.

Revised Catalog Copy

1131Q (115Q) Either semester. Four credits. Prerequisite: Passing score on the Calculus Placement Survey.

Students cannot receive credit for MATH 1131 and either MATH 1120, 1121, 1126, 120, or 1151. (Two credits for students who passed Math 1125). Suitable for students with some prior calculus experience. Substitutes for MATH 1120, 1126, 120, or 1151 as a requirement.

Limits, continuity, differentiation, antidifferentiation, definite integral, with applications to the physical sciences and engineering sciences.

B. MATH 1132Q Calculus II Change in instructional pattern- larger lecture sections.

Current Catalog Copy

1132Q (116Q or QC) Either semester. Four credits. Four class periods. Prerequisite: MATH 1121, 1131, or 1151, or advanced placement credit for calculus (a score of 4 or 5 on the Calculus AB exam or a score of 3 on the Calculus BC exam). Recommended preparation: A grade of C- or better in Math 1121 and 1131. Not open to students who have passed MATH 1122, 121, or 1152. Substitutes for MATH 1122 or 121 as a requirement.

Transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra and geometry, with application to the physical sciences and engineering. Sections with QC credit integrate computer-laboratory activity.

Revised Title and Catalog Copy

1132Q (116Q) Either semester. Four credits. Prerequisite: MATH 1121, 1126, 1131, or 1151, or advanced placement credit for calculus (a score of 4 or 5 on the Calculus AB exam or a score of 3 or better on the Calculus BC exam). Recommended preparation: A grade of C- or better in Math 1121 or 1126 or 1131. Not open to students who have passed MATH 1122, 121 or 1152. Substitutes for MATH 1122 or 121 as a requirement.

Transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra and geometry, with application to the physical sciences and engineering.

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

A. BADM 2891 Foreign Study Internship. One to six credits. Hours by arrangement. Consent of the Associate Dean for Undergraduate programs required. Open only to School of Business Students. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

This course provides students the opportunity to be engaged in meaningful professional activity without the expectation of a significant level of prior academic experience in business.

V. The curricula and Courses Committee recommends approval to add the following to the General Education Content Area 1, Arts and Humanities:

A. PRLS 1009/SPAN 1009. Latino Literature, Culture, and Society

B. ENGL 2411. Popular Literature

C. ENGL 2408. Modern Drama (formerly offered as ENGL 3406)

D. ENGL 2409. The Modern Novel

VI. The curricula and Courses Committee recommends approval to add the following to the General Education Content Area 2, Social Sciences:

A. POLS 3615 Electoral Realignment

VII. The curricula and Courses Committee recommends approval to add the following to the General Education Content Area 4, Diversity and Multiculturalism:

A . ENGL 3320. Literature and Culture of India.

VIII. The curricula and Courses Committee recommends approval to add the following to the General Education Writing Competency:

A. POLS 3210W Ethnic Conflict and Democracy in Comparative Perspective

B. POLS 3218W Indigenous Peoples' Politics and Rights

C. POLS 3615W Electoral Realignment
(Note: There will be W and non-W versions of this course.)

D. HORT 2560W Written Communication in Horticulture

E. NRME 3345W Wildlife Management Techniques

IX. The curricula and Courses Committee recommends approval to drop the following from the General Education Writing Competency:

A. Hort 3660W Nursery Management

B. MLS 3121W Immunology for the Medical Laboratory Sciences

X. The curricula and Courses Committee recommends the approval of the following courses for inclusion in the Q Competency:

A. MATH 1125Q Calculus 1a

B. MATH 1126Q Calculus 1b

XI. The curricula and Courses Committee recommends the approval of the following REVISIONS for courses included in the Q Competency:

A. MATH 1131Q Calculus 1 ,

B. MATH 1132Q Calculus II

XII. For the information of the Senate, the following CA4 course has been approved for cross-listing by the three departments and the respective schools and colleges:

A. *AASI/ART/INDS 3375 Indian Art and Popular Culture: Independence to the Present.* (new crosslistings are in italics)

XIII. The curricula and Courses Committee recommends approval of the following REVISIONS to the Second Language description of the Gen Ed Guidelines:

Current Wording of Second Language Competency UNIVERSITY OF CONNECTICUT GENERAL EDUCATION GUIDELINES ,As approved by the University Senate on May 12, 2003*

*including motions passed by the Senate on 11/10/03, 12/8/03, 4/5/05, 2/13/06, 12/11/06 and 12/10/07.

Definition of Second Language Competency:

Second-language competency prepares students for the increasingly multilingual challenges of the marketplaces of goods and ideas and for participation in local, regional and global affairs. It is thus an integral component of both liberal and practical education that contributes to students' articulateness in the second language and in their native language as well as to their consciousness of the diversity of human cultures and languages.

Because the broad benefits of learning and using a second language can be gained from the study of diverse languages - ancient and modern, written and spoken, less and more widely taught, verbal and sign - any natural language may satisfy this requirement.

Entry Expectations:

The present admission requirement for second language skills is two years of study in a second language in high school or the equivalent. Students are strongly encouraged, however, to take three or more years of the same second language by the time they complete high school.

Exit Expectations:

A student meets the minimum requirement if admitted to the University with three years of a single foreign language in high school, or the equivalent. When the years of study have been split between high school and earlier grades, the requirement is met if the student has passed the third-year high school level course. With anything less than that, the student must pass the second semester course in the first year sequence of college level study in a single language.

Revised Language: (Changes highlighted)

Second-Language Competency

Second-language competency prepares students for the increasingly multilingual challenges involved in exchanges of goods and ideas and for effective participation in local, regional and global affairs. It is thus an integral component of both liberal and practical education that contributes to students' ability to communicate in both a second language and in their native language as well as to their awareness of the diversity of human cultures and languages.

The broad benefits of learning and using a second language can be obtained from the study of any one of a

variety of languages: ancient or modern, written or spoken, less or more widely taught, verbal or sign. Therefore, any natural language may satisfy this requirement.

Entry Expectations:

The admission requirement for second-language skills is two years of study in a second language in high school or the equivalent. Students are strongly encouraged, however, to take three or more years of the same second language by the time they complete high school.

Exit Requirements:

Students meet the minimum requirement if admitted to the University having passed the third-year level of a single second language in high school, or the equivalent. When the years of study have been split between high school and earlier grades, the requirement is met if students have successfully completed the third-year high school-level course. With anything less than that, students must pass the second course in the first-year sequence of college-level study.

XIV. For the information of the Senate, the Curricula and Courses Committee presents the following motion to REVISE membership and voting rights on the General Education Oversight Committee in section II.C.2.d. - Oversight and Implementation of the General Education Requirements. This motion will be voted on by the Senate at its meeting of February 2.

BACKGROUND:

The General Education Guidelines currently specify that the “Directors of the University W and Q Centers will also be given non-voting appointments to GEOC.” The GEOC agrees that W and Q Center representation on the GEOC is important but argues that it need not always be the Director who must serve, but the Associate Director could serve in his/her place. The GEOC therefore recommends to change the language of the Guidelines to include Associate Directors of the W and Q Centers when the Directors of those Centers do not serve. It is understood that the W and Q Centers shall have ONE appointment each of either the Director OR the Associate Director.

According to the General Education Guidelines, W and Q Center Directors serve on the GEOC as non-voting ex-officio members. All other members, all of them co-chairs of GEOC subcommittees, are voting members. Whenever a W or Q Center representative is also co-chair of the respective GEOC subcommittee, s/he may currently not vote. This creates inequity among subcommittee co-chairs. The GEOC recommends the General Education Guidelines to be revised to allow W and Q Center representatives (the Directors or Associate Directors as outlined above), when they serve as co-chairs of a GEOC subcommittee, to retain voting rights. This change supports equity among GEOC subcommittee chairs and allows representatives of the Q or W Centers to vote in GEOC on matters discussed in their subcommittees and brought forth by these subcommittees to GEOC. When W and Q Center Directors or Associate Directors are not subcommittee chairs, they shall not have voting rights on the GEOC.

MOTION:

(Additions are in boldface):

d. *Oversight and Implementation*

“General Education Requirements will be overseen by a General Education Oversight Committee (GEOC), a faculty group appointed by the Senate and representative of the Schools and Colleges. The Committee also will have an undergraduate and graduate student representative. The GEOC shall be a subcommittee of the Senate Curricula and Courses Committee whose chair will serve as a non-voting member of GEOC. ~~The Directors of the University W and Q Centers will also be given non-voting appointments to GEOC.~~ **Representatives, either the Director or the Associate Director, of each of the W and Q Centers, will also be given non-voting appointments to GEOC. When Q or W Center Directors or Associate Directors are GEOC subcommittee chairs, they shall retain voting rights in the GEOC.** The GEOC will monitor the General Education curriculum. The creation of a Senate-appointed committee recognizes the policy control of the Senate in matters relating to undergraduate education. This Committee will work in association with the Office of Undergraduate Education and Instruction because this office has University-wide responsibility for the health of undergraduate education and the fiscal resources to address emerging issues. Financial support for the activity of the GEOC will come from the Office of the Provost.”

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

12-3-08